



**การศึกษาข้ามวัฒนธรรมว่าการกล่าวคำชมเชยและการตอบรับ
การกล่าวคำชมเชยระหว่างภาษาจีนกับภาษาอังกฤษ**

วิทยานิพนธ์

ของ

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**เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ**

พฤษภาคม 2559

ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**A CROSS-CULTURAL STUDY OF COMPLIMENT AND
COMPLIMENT RESPONSE SPEECH ACTS
IN ENGLISH AND CHINESE**

Li Shu

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

May 2016

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ชื่อเรื่อง	การศึกษาข้ามวัฒนธรรมว่าจรรยาบรรณการกล่าวคำชมเชยและการตอบรับ การกล่าวคำชมเชยระหว่างภาษาจีนกับภาษาอังกฤษ		
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บทคัดย่อ

การกล่าวคำชมเชยและการตอบรับการกล่าวคำชมเชย มีการนำมาใช้อย่างมากในการสนทนาข้ามวัฒนธรรม ซึ่งถือว่าเป็นมารยาทของคนทั่วโลก ทั้งยังเป็นการสร้างสัมพันธภาพที่ดีในระหว่างการสนทนา ดังนั้น การกล่าวคำชมเชยหรือการตอบรับการกล่าวคำชมเชยของเจ้าของภาษาอังกฤษและชาวจีน มีแนวทางในการใช้จรรยาบรรณด้านการกล่าวคำชมเชยหรือการตอบรับการกล่าวคำชมเชยในมุมมองที่แตกต่างหรือเหมือนกันในสถานการณ์ต่างๆ ทั้งนี้เพื่อให้เกิดความประทับใจและเกิดสัมพันธภาพที่ดีในระหว่างการสื่อสารในชีวิตประจำวัน วัตถุประสงค์ในการศึกษาในครั้งนี้เพื่อ 1) สำรวจกลวิธีการกล่าวคำชมเชยของเจ้าของภาษาอังกฤษ และ ชาวจีน 2) สำรวจกลวิธีการกล่าวการตอบรับคำชมเชยของเจ้าของภาษาอังกฤษ และชาวจีน 3) เปรียบเทียบกลวิธีการกล่าวคำชมเชยระหว่างเจ้าของภาษาอังกฤษกับชาวจีนจำแนกตามหัวข้อ (หน้าตา การแสดงความเป็นเจ้าของและความสามารถ) และเหตุผลทางสังคม (ฐานะทางสังคม) 4) เปรียบเทียบกลวิธี การตอบรับการกล่าวคำชมเชยระหว่างเจ้าของภาษาอังกฤษกับชาวจีนจำแนกตามหัวข้อ (หน้าตา การแสดงความเป็นเจ้าของและความสามารถ) และเหตุผลทางสังคม (ฐานะทางสังคม) ว่ามีผลกระทบต่อกรกล่าวคำชมเชย และตอบรับการกล่าวคำชมเชยหรือไม่ กลุ่มตัวอย่างที่ใช้ในการศึกษาในครั้งนี้ ได้แก่ เจ้าของภาษาอังกฤษและชาวจีนอย่างละ 40 คน เครื่องมือที่ใช้ในการเก็บข้อมูลเป็นแบบสอบถาม ข้อมูลที่ได้นำมาเข้ารหัสตามประเภทของจรรยาบรรณตามทฤษฎีการกล่าวคำชมเชยและทฤษฎีการตอบรับการกล่าวคำชมเชย หลังจากนั้นนำข้อมูลมาวิเคราะห์เปรียบเทียบโดยใช้สถิติ ค่าความถี่ ค่าร้อยละ และไควสแควร์ ผลการศึกษา พบว่า

1. เจ้าของภาษาอังกฤษและชาวจีนใช้การกล่าวคำชมเชยมากที่สุดคือ การให้คำชมเชยแบบตรง ไม่ให้คำชมเชย และการใช้คำชมเชยแบบใช้คำถาม ตามลำดับ

2. เจ้าของภาษาอังกฤษและชาวจีนให้การตอบรับการกล่าวคำชมเชยมากที่สุดคือ
ยอมรับแบบตรง ปฏิเสธแบบอ้อม และยอมรับแบบอ้อม ตามลำดับ

3. เจ้าของภาษาอังกฤษและชาวจีน ใช้กลวิธีการกล่าวคำชมเชยแตกต่างกันอย่างมี
นัยสำคัญทางสถิติที่ระดับ .05 ในหัวข้อการแสดงความเป็นเจ้าของ ส่วนด้านหัวข้ออื่นๆและฐานะ
ทางสังคมไม่แตกต่างกัน

4. เจ้าของภาษาอังกฤษและชาวจีนมีการตอบรับการกล่าวคำชมเชยแตกต่างกันอย่างมี
นัยสำคัญทางสถิติที่ระดับ .05 เมื่อจำแนกตามหัวข้อและฐานะทางสังคม

ผลการศึกษาในครั้งนี้มีประโยชน์ต่อผู้ที่มีความสนใจในการศึกษาการกล่าวคำชมเชย
การตอบรับการกล่าวคำชมเชยของเจ้าของภาษาอังกฤษและชาวจีนเพื่อเป็นแนวทางใน
การสร้างสัมพันธภาพในระหว่างการสื่อสารข้ามวัฒนธรรมในชีวิตประจำวัน ซึ่งจะส่งผลดีต่อ
การค้าและธุรกิจ การค้าและการศึกษาต่อไป

TITLE	A Cross-cultural Study of Compliment and Compliment Response Speech Acts in English and Chinese		
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DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2016

ABSTRACT

Compliments and compliment responses, which are widely used in personal cross-cultural communication, belong to two of the polite speech acts, and they are easy to be seen in all the languages in the world. Compliments and compliment responses are used by people to smooth the social cross-cultural communication, to establish and maintain the harmonious social relationships. The purposes of this study were: 1) to investigate the compliment strategies used by native English and Chinese speakers; 2) to investigate the compliment response strategies used by native English and Chinese speakers; 3) to compare the compliment strategies produced by native English and Chinese speakers, classified by the topics (appearance, possession and ability) and social factor (social status) and 4) to compare the compliment response strategies produced by native English and Chinese speakers, classified by the topics (appearance, possession and ability) and social factor (social status). The participants were 40 native English speakers and 40 native Chinese speakers. The discourse completion task (DCT) was chosen to collect the data of compliment and compliment responses. The obtained data were recorded, transcribed, and then coded according to taxonomies of compliment strategies and compliment response strategies. The data collected were then analyzed and compared by using frequency, percentage and chi-square test.

The findings were as follows:

1. Both native English and native Chinese speakers produced compliment strategies that the most frequently used was explicit, followed by non-compliment and question, respectively.

2. Both native English and native Chinese speakers also produced

compliment response strategies that the most frequently used was explicit acceptance, followed by indirect rejection and implicit acceptance, respectively.

3. There was a statistically significant difference at .05 level of the compliment strategies between native English and Chinese speakers on the possession topic. In contrast, there were not different of the rest topics and social status.

4. There were statistically significant differences at .05 level of compliment response strategies between native English and Chinese speakers of all the topics and social status.

The results of the study will be beneficial to the teaching and learning in the cross-cultural communication between English and Chinese. Also, it can create good relationship of cross-cultural communication in our daily life. That is beneficial to business and education in the future.

标题	跨文化下中英恭维语及其应答的语言行为研究		
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摘要

恭维语及其应答在跨文化交流中得到了广泛的应用，它们属于两种礼貌术语，在世界上所有的语言中都很常见。恭维语及其应答被人们用来润滑跨文化交流，建立和谐的社会关系。本文的研究目的在于：1) 调查英语母语者与汉语母语者所用的恭维语策略；2) 调查英语母语者与汉语母语者所用的恭维语应答策略；3) 比较英语母语者与汉语母语者所用的恭维语策略，划分为话题（外貌、财产及能力）和社会因素（社会地位）以及4) 比较英语母语者与汉语母语者所用的恭维语应答策略，划分为话题（外貌、财产及能力）和社会因素（社会地位）。参与本文调查的人员为40名英语母语者与汉语母语者。本文以做问卷调查的形式收集恭维语及其应答的数据。得到的数据将被记录，抄写及根据恭维语及其应答的策略分类进行解码。收集的数据将被参考使用频率，百分比以及 Chi-square 测试进行比较分析。

主要结果有其下：

- 1、英汉母语者都使用了恭维语策略，其中最为频繁使用的是明显策略，接着是无恭维语策略和提问策略。
- 2、英汉母语者都使用了恭维语应答策略，其中最为频繁使用的是明显接受策略，接着是间接拒绝策略和暗示接受策略。
- 3、有统计性的.05 水平上存在不同的是在财产话题下英汉母语者之间使用的恭维语策略。相比之下，其余话题和社会因素并无存在统计性的不同。
- 4、有统计性的.05 水平上存在不同的是在任何话题与社会因素下英汉母语

者之间使用的恭维语应答策略。

研究结果将会有助于在跨文化交流背景下英汉的语言教学。同样，在我们日常生活下的跨文化交流中，它创造了一个良好关系。那是有利于今后的商务以及教育领域。

มหาวิทยาลัยสุโขทัย
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ACKNOWLEDGEMENTS

This thesis could not have been completed without the following people who have given me support, guidance, suggestions, encouragement and assistance. Without them, I would not have had the will or wherewithal to complete this study.

First of all, I would like to express my genuine gratitude and sincere appreciation to my major adviser, Assistant Professor Dr. Nawamin Prachanant, for his unyielding and unconditional support, constant encouragement, and timely guidance. I appreciate his graciousness and patience. I also admire his commitment to academic excellence and his impressive knowledge of the field. He provides me with intellectual and academic support at all-time. I have learned not only how to be a researcher but also how to be a good teacher from him - actually he is my inspiration.

I also would like to express my heart-felt gratitude and appreciation to my helpful and effective co-advisor, Dr. Kampeerapab Intanoo for valuable advice, enlightening comments, and encouraging words. He always finds time for my work and deals with problem in my writing.

And I am particularly grateful to Dr. Prayoon Chaowaneenart, the chairperson of my thesis committee, for his valuable advice as well as detailed, helpful corrections and comments on my work.

I am very grateful to committee member, Dr. Surachai Piyanukool for always getting out of his way to help me. I would like to thank for his insight, valuable comments, and practical suggestions on my paper.

To my experts, I owe my deepest gratitude for their incisive comment, critical ideas, advises and encouragement. They offered proof transcribing and

reading, confirmed the reliable data, showed their great concern and sincerity, and provided feedback on this thesis.

Special thanks also deliver to my participants for being extraordinarily. Also, some teachers at the English Program, Buriram Rajabhat University who assisted and inspired to do this thesis. Without their generosity, this study would have never been possible. There are so many people whom I would like thank, so I do not attempt to name them all here.

I owe my greatest indebtedness to my parents and my relatives, for their constant support, encouragement and love. Their never-failing live always strengthens and guides me whenever I feel weak and discouraged. This degree belongs to them all as much as it does to me.

Li Shu

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LIST OF ABBREVIATIONS

Throughout this work, abbreviations are adopted for the description of recurrent concepts and speech features.

CRs = Compliment Response Strategies

DCT = Discourse Completion Task

NCS = Native Chinese Speakers

NES = Native English Speakers

f = Frequency

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

With the advent of global village, the term expressing the idea that the whole world is like a village, the communication across cultures is becoming a very important issue. The contact among the people of the world is growing in both frequency and intensity. On one hand, people can benefit from what the global village brings to them, such as the free global trade and the advanced technology; on the other hand, people have to meet the challenges imposed by the global village. More specifically, people have to consider how to get along with one another in this global village and how to solve problems that inevitably arise. Under this circumstance, it is necessary to learn how to communicate across cultures. Communication between cultures is a rather complicated issue, whose main concept is closely related to the relationship between language and culture. Language and culture play a very important role in it, some social scientists consider it the keystone of culture, without language, they maintain, culture would not be possible; on the other hand, language is influenced and shaped by culture.

In this global village, nobody refuses the importance of using English for communication in the era of globalization. Numbers of students who would like to study English language are increasing quickly and obviously. Moreover, English is regarded as the most important language for communication worldwide since it is one of the universal languages. More also, it is a better channel in expressing thoughts and

cultures and in making good relationships between people in different countries, so English is used like a way to understand and transfer ideas among people around the world (Prachanant. 2006). Also, McKay (2003) mentions that English is used by English native speakers and bilingual in cross-cultural communication. In this way, international English can be used both in a local sense between speakers within a country, and in a global sense between speakers from different countries as well. It is believed that English is the most widely used language in the world, but when it comes to the language spoken by the largest number of population, it is undoubtedly Chinese. China is the world's largest developing country and Chinese is becoming more and more important as China is playing an increasingly important role in the world. China has replaced Japan as the second largest world economic power now. Most people around the world will have to deal businesses with China.

Confucius once said "By nature men are nearly alike; by practice they get to be wide apart." Different people from different cultures have developed different ways of doing things. The most important factor that affects the course is culture. A formal definition of culture is that "culture is a system of shared beliefs, values, customs, behavior, and artifacts that the members of a society use to cope with their world and with one another, and that are transmitted from generation to generation through learning." (Bates & Plog. 1990: 28). Culture is the underlying framework that guides an individual's perceptions of observed events and personal interactions, and the selection of appropriate responses in social situations. Culture will manifest itself in how an individual does communication, communicators a contract or deals with a potential relationship. Culture serves both as an infrastructure and platform for communication. Indeed, the objective and behaviors in communication are also

shaped by the different cultures each party was raised upon and influenced by. Culture directly influences what communicators will do and what they can do.

Compliment as a universal social phenomenon, is a wide range of applications, high frequency of use. Generally speaking, a compliment is to praise and encourage people's good quality, extraordinary ability, outstanding performance, and elegant manners, it plays an important role in social interaction (Herbert. 1987). People use it to create, maintain and improve the normal social relationships. Compliments and compliment responses constitute an adjacent pair. Under certain language-cultural background, compliment response is an essential part of people to complete the communicative use of compliments process. There are large differences between Chinese and western cultures. Some aspects of a speech act is more common in a culture, but major changes will occur in another culture or may simply not appear. Lack of awareness of these differences will result in mutual exchanges of cultural conflict, it can not ensure smooth cross-cultural communication. Due to the different social and cultural background, relating to the face and politeness exist some differences. Compliment shows large differences on its own characteristics in terms of objects, frequency, topics and functions. Therefore, in a cross-cultural study of compliment, not only to study what praise, how to praise, but also to study how to gracefully accept or reject praise (Holmes. 1995).

Compliments are frequently used in human communication, so it is inevitable for people to respond. It is safe to say that both compliments and compliment responses are equally important. They can help us establish and keep social harmony. Compliments are widely and frequently used in human communication, which is always followed by compliment responses. Both

compliments and compliment responses help establish and maintain the social harmony. In intercommunication, people from different cultural backgrounds may give different responses to the given compliments according to their own cultural values. As is known to us, compliments and compliment responses vary from culture to culture, due to different factors, such as languages, cultural orientations, values, and so on. Compliment and its response constitutes an aspect of people's verbal communication skills. Many studies (Pomerantz. 1978; Wolfson & Manes. 1980; Wolfson. 1981; Manes. 1983; Holmes. 1988; Herbert. 1988,1989,1991; Ye. 1995) indicate that this speech act is not as simple as it looks, it involves many aspects of social culture. Current researches of compliments focus on the compliment in English language forms and responses, and the frequency distribution of functions and gender differences. Some studies show that compliments are typically performed to make the addressee feel good by saying something nice to him/her, in the way possibly satisfying the addressee's expectations. Most people believe it is no exaggeration to compare compliments to the way to social success. Some people believe compliments are as critical to social success as oxygen is to breathing. We learn about people through what they compliment and how they compliment; we learn about ourselves through the way that the other people react to what we compliment; and we learn about our relationships with others through the complimenting interactions. Accordingly, an appropriate compliment can gain the other people's good impression and trust. The knowledge of when and how and to whom one may (or should) offer compliment and how to respond appropriately is taken for granted by the native speakers. Indeed, native speakers have not hesitated to depend on their own intuitive understanding of how compliments work in their own culture. But when people from

different cultures meet, different cultural knowledge may lead them to misunderstanding of the compliments. Especially in cross-cultural communication, successful compliments can play an important role in the relationship-building and maintaining relationship. Compliment responses act as a “mirror of cultural values” (Manes, 1983), so people from different countries would respond differently because of their different cultural backgrounds. Thus, it is necessary for us to understand and master the compliment response strategies adopted by Westerners and Chinese in order to avoid misunderstanding in intercultural communication.

Without being aware of it, people cannot have a successful and comfortable life in the global village. Furthermore, analyzing the differences of compliment and its responses is beneficial for English learners and Chinese learners, and it can help smooth intercultural communication. Compliment is an expression of praise, admiration, or congratulation; also it is a formal act of civility, courtesy, respect. Actually, it is not a simple language code; rather, it is endowed with the specific cultural connotation. In daily lives, people will learn how to pay a compliment and respond to it not only in their home cultures; also they should be familiar with the compliment in other different cultures. This research intends to make a general comparison of compliments and compliment responses between western culture and Chinese culture. Based on those above, it is fair to say that the research on compliments and compliment responses in English and Chinese is necessary and worth investigating.

This study mainly argues the differences from the aspects of the topics which can be complimented. By illustrating these differences, this study aims at reaching the conclusion that it is impossible to separate our use of language from our

culture. Getting to know these differences can help people in different cultures make a step further toward the success of a communications between cultures. The study tries to make it clear that studying the compliments from a cross-cultural perspective can provide us with the awareness of the significance in becoming an effective cross-cultural communicator.

1.2 Research Objectives

1.2.1 To investigate the compliment strategies used by native English and Chinese speakers.

1.2.2 To investigate the compliment response strategies used by native English and Chinese speakers.

1.2.3 To compare the compliment strategies produced by native English and Chinese speakers, classified by the topics (appearance, possession and ability) and social factor (social status).

1.2.4 To compare the compliment response strategies produced by native English and Chinese speakers, classified by the topics (appearance, possession and ability) and social factor (social status).

1.3 Research Questions

1.3.1 What are the compliment strategies employed by native English and Chinese speakers?

1.3.2 What are the compliment response strategies employed by native English and Chinese speakers?

1.3.2 Is there any difference when native English and Chinese speakers pay compliments based on the topics (appearance, possession and ability) and social factor (social status)?

1.3.4 Is there any difference when native English and Chinese speakers respond to compliments based on the topics (appearance, possession and ability)?

1.4 Significance of the Study

1.4.1 By analyzing and investigating the compliment strategies and the compliment response strategies in English and Chinese, the research aims to find out the main tendency for native English and Chinese speakers when paying compliments and responding to compliments, which is beneficial for people to make good use of them, especially in intercultural communication.

1.4.2 Based on the contrast, the thesis further explores the social and cultural factors, which is helpful for the language users and learners to understand deeply why it is what is shown in the different countries.

1.4.3 Compliment and compliment response are different from culture to culture, so by collecting the first-hand pragmatic data, the thesis provides the resources for future studies and knowing the differences of compliment strategies and compliment response strategies in different languages is also useful for language teaching and learning.

1.5 Scope and Limitations of the Study

1.5.1 This research has been conducted on the cross-cultural study on compliments and compliment responses produced by only 80 samples from native English speakers and Chinese speakers in total. The researcher took two months to collect the data from 40 native Chinese speakers in Shanghai. And then the researcher took two months to collect the data from 40 native English speakers in Buriram. Most of them got married in Thailand or worked in Thailand.

1.5.2 We can not gain all the information we need by discourse completion test, because there may be some differences between what they have written down after reading the DCT and what they actually do in the real life, since the subjects have more time to think before writing down their answers in the DCT.

1.5.3 The present research only focuses on the contrastive differences on the compliment strategies and the compliment response strategies between native English speakers and Chinese speakers in terms of social factor (social status). In the future study, gender, age, profession can also be taken into account. So what is shown from the data in the present research can not fully reflect the authentic performance of language use in the everyday life.

1.6 Definition of Key Terms

“Compliment” refers to something that you say to someone to show that you admire them; used in some expressions when you want to formally express good wishes or respect. (Collins Cobuild Essential English Dictionary, China Translation and Publishing Corporation. 1989: 9) In this study, native English and Chinese speakers paid compliments according to the DCT in order to investigate the

compliment strategies that they used, e.g., pay the compliments in the situation of you see your close friend bought a watch.

“Compliment responses” refers to a verbal acknowledgement that the respondent of the compliment heard and reacted to the compliment.” (Nelson, et.al. 1997:413) In this study, native English and Chinese speakers responded to the compliments according to the DCT in order to investigate the compliment response strategies that they used, e.g., respond to the compliments in the situation of your friend admires that your new coat is fashionable.

“Cross-cultural communication” refers to the influence of cultural variability and diversity on interpersonally oriented communication outcomes. Differences in communication and social style, world view, customs, expectations, rules, roles, and myths illustrate a few of the elements that explain how culture shapes the communication process. (Dodd. 2006) The researcher analyzed compliments and compliment responses in the background of Cross-cultural communication.

“Native English speaker” refers to foreigners who speak English language as their mother tongue. And they have never been to China before. The researcher got the samples chosen from native English speakers lived in Thailand.

“Native Chinese speaker” refers to Chinese people who speak Chinese language as their mother tongue. And they have never been to western countries before. The researcher got the samples chosen from native Chinese speakers lived in main land of China.

“Social factors” refers to the influences on individual behavior attributed to the social values or behavior of the groups to an individual belongs or aspires to belong (Baker. 1998). In this study, social factors refer to social status only of both the

native Chinese speakers and the native English speakers.

“**Topics**” refers to the three compliment topics in the present study. Topics are divided into three parts (appearance, possession and ability), e.g., the appearance topic is you see your friend is wearing a beautiful dress; the possession topic is your daughter bought a nice necklace and the ability possession is your friend has made a great contribution on a project.

1.7 Summary of the Chapter

In summary, this chapter presents the background of the study, purposes and research questions of cross-cultural study on speech acts in the general conversation, limitations of the study, as well as definition of key terms used which provides in the final part of the chapter. The next chapter is devoted to the literature review.

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to provide information pertaining to this research, which is obtained from reviewing the related literature and studies. It includes pragmatics, speech acts, speech acts of compliments, speech acts of compliment responses, politeness theory, compliment strategies, compliment responses strategies. The last part is devoted to the previous studies related to the present investigation.

2.1 Pragmatics

There are many experts defined the definition of pragmatics as follows:

Levinson (1983) mentions that pragmatic is the term used to study where linguistic features are considered in relation between context or user and language; whereas, Leech (1983 ; cited in Sperber & Wilson. 1986) points to pragmatic as a subfield or subdivision of linguistics. It not only investigates how people comprehend and presents a communicative act in an actual speech situation; it also identifies the meanings of verbal communication. Crystal (1985) also defines pragmatic as 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. Likewise, Kasper (1997) performs pragmatic as the language learning from the speakers' opinion, particularly, the selections they are making, the limitations they are using language in social, and the outcomes they communicate.

As mentioned above, pragmatics is the study of speaker meaning and also concerns with the meaning communicated by a speaker and interpreted by a listener. Also, it identifies the verbal communication as informative and the communicative intent. The informative intent or the sentence meaning is an intention to inform the hearer of something, on the other hand, the communicative intent or speaker meaning is the intention to inform the hearer of this informative intention.

There are many kinds of pragmatics: deixis and distance, reference and inference, presupposition and entailment, cooperation and implicature, speech acts and events, politeness and interaction, conversation and preference structure, and discourse and culture (Yule, 2000: 1). In this chapter, speech acts and politeness are mentioned in the next parts.

In short, pragmatics deals with utterances which mean to specific events, the intentional acts of speakers at times and places, typically involving language. Also, it usually examines about how language is used during communication. Since pragmatics interests in the relationships between language used and the language user in a situational context, it is usually related to speech acts or communicative action which is functional actions of speaking as well as politeness.

2.2 Speech Acts

The speech act theory was founded and developed by Austin (1962) and Searle (1969, 1975, 1979), and was elaborated by a number of theorists (e.g. Grice, 1975; Searle, Kiefer, & Biewisch, 1980). Austin, from a philosophical point of view, claims that people use language to do things or have other people do something for them, and the minimal unit of human communication is the performance of certain

kinds of acts, such as refusing and requesting, rather than the linguistic utterance. In his most influential book, "How to Do things with Words", Austin attacks what was at his time a predominant view in philosophy, namely, the chief business of sentences is to state facts, and thus they are either true or false. In contrast to this common view, he argues, truth-evaluable sentences form only a small part of the range of utterances. After studying some sentences which he assumes are indeed not truth-evaluable, he makes the distinction between constatives and performatives. The latter are characterized by two features:

1. To utter one of these sentences is not just to 'say' something, but rather to perform a certain kind of action.
2. These sentences are not true or false; rather, when something goes wrong in connection with the utterance, then the utterance is, as he put it, 'infelicitous', or 'unhappy'.

The action which performative sentences 'perform' when they are uttered belongs to what Austin later calls a speech act.

He also claims that utterances can express meanings at three different levels, namely, locutionary, illocutionary, and perlocutionary. The locutionary act is the basic literal meaning of an utterance, which Austin describes as "the utterance of certain noises [the phonetic act], the utterance of certain words in a certain construction [the phatic act], and the utterance of them with certain "meaning in the philosophical sense of that word, i.e., with a certain sense and with a certain reference [the rhetic act]". An illocutionary act is an act 1) for the performance of which I must make it clear to some other person that the act is performed, and 2) the performance of which involves the production of what Austin calls 'conventional consequences' as, e.g., rights,

commitments, or obligations. Austin defines an illocutionary act as “asking or answering a question, giving some information or an assurance of a meaning”. The third type of act, the perlocutionary act, is the result the illocutionary act produces in a hearer. Austin defines the perlocutionary act as “saying something will often, or even normally, produce certain consequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons” (Austin: 1962: 92-101).

Four primary assumptions informing cross-cultural pragmatic studies have been summarized by Wierzbicka (1991: 1) people speak differently in different societies and communities; 2) differences in ways of speaking are both systematic and profound; 3) these differences reflect different values; and 4) these differences can be explained in terms of different cultural priorities or in differing hierarchies of cultural values.

2.3 Speech Acts of compliments

2.3.1 Definition of Compliments

According to Holmes’s definition (1986: 485), 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 hearer.

In this definition, speech act of compliment needs to fulfill two conditions. First, it needs to include something good, like admiration, which is appreciated by the compliment payers and compliment receivers. Second, it is addressed on the aspects of possession, characteristic, skill and etc. Holmes (1986) points out that sometimes even when a compliment does not refer directly to the compliment receiver, it can still

be taken as a compliment by the recipient.

A compliment is a polite remark that you make to someone to show that you like their appearance, appreciate their qualities, or approve of what they have done.

(Collins Cobuild Advanced Dictionary of English. 2009: 5)

A compliment is something that you say to someone to show that you admire them; used in some expressions when you want to formally express good wishes or respect. (Collins Cobuild Essential English Dictionary. 1989: 9)

Compliments are an expression of praise or admiration; a formal act or gesture of respect or of high regard. (Webster's Dictionary of American English. 1997: 8)

Through these definitions in English which are described above, it is easy to find that they have much in common: compliment is a polite remarks by praising or admiring others or something that belongs to others, or what others have done. In communication, it will make people fell comfortable.

Compliments are positive speech acts that express friendship and increase rapport among people. Paying appropriate compliments and identifying them accurately is an aspect of communicative competence, which may differ in a variety of ways from one culture to another (Holmes & Brown. 1987). The breakdowns of cross-cultural communication may occur if people from one culture impose their own principles and criteria of compliments on the people from another culture.

2.3.2 Social Functions of Chinese Compliments

The Chinese compliments are mainly used to promote unity and harmony between the hearer and the speaker, which can be called the social lubricant in the Chinese speech community. Yueguo (1990) presents that Chinese compliments have

many functions.

2.3.2.1 To express appreciation

Gratitude is our traditional Chinese culture and thought, which plays an important role in the daily communication, and it comes from life, passing on from person to person. Only with a thankful heart, our life can feel happy and warm. In term of compliments, to express appreciation is the most basic function, in which other intentions are not included, only the sincere and genuine appreciation from the addresser. It can receive unexpected results, such as to establish or consolidate the harmonious interpersonal relationship.

e.g. Your daughter is beautiful and has the graceful temperament.

2.3.2.2 Ritual greeting

Compliment, as a ritual greeting, is often used between acquaintances and old friends.

e.g. Good morning, you are more and more beautiful.

Good morning, you are still so young and beautiful.

In such situations, the addresser is not deliberately compliment the addressee, just for a kind of greeting.

2.3.2.3 To start a conversation

To start a conversation with a compliment can make close the distance of the two communicating parties. To start a conversation with compliment between strangers is beneficial to the development of the conversation. The addressee will be happy on hearing the compliment, because well begun is half done.

e.g. A girl goes to her classmate's home for the first time, her classmate's mother says, "You are a pretty girl." The sentence makes close the distance of the two

communicating parties and provides the conversation a relaxed atmosphere from the very beginning, which is beneficial for the atmosphere of the conversation.

2.3.2.4 Acknowledgement

In China, acknowledgement is one of the important social functions. We can show our thanks to the addressee with compliment.

e.g. It's kind of you to be so considerate that you still remember my birthday.

In this way, thanks can be expressed and the affirmation is given to the addressee.

2.3.2.5 Congratulations

In our daily life, there are many situations such as marriage, promotion and birthday felicitation in which congratulations are needed. Congratulation itself is a comment and award, if we use compliments to express the congratulations, it can play the role of improving the interpersonal harmony. It appears more sincere than simple congratulation, which can make addressee more pleased.

e.g. Your son is so young that he enters such a famous university, he is too promising.

Besides congratulations, such compliment will make the host much happier and prouder.

2.3.2.6 Encouragement

Compliment sometimes makes people feel inspired; even miraculously encourage others to reach their maximum potential to do well in what he wants to do. This is often used by teachers at class. "Your answer is quite good," "You listen to every class carefully," "You are a clever boy," Such compliments will make students cheer up physiologically and psychologically. In the teaching activities, teachers use

“good” “excellent” to encourage students to actively participate in the teaching activities. Receiving the teacher’s compliments, students’ self achievement has been satisfied, so as to arouse the students’ thirst for knowledge and competitive spirit, thus achieving satisfactory teaching effect. Encouragement with compliment is also usually employed by supervisors to subordinate, parents to children.

2.3.2.7 To ease criticism tone

Wolfson (1983) once points out that compliment can ease the criticism tone. Dale Carnegie in his book explains compliment has the function of easing criticism tone quoting a sentence by Professor Skinner. When the criticism reduces to the lowest extent, compliment is strengthened, people’s good behavior will be increased, and bad behavior will be reduced lack of attention.

In the real world, people can not avoid pointing out the shortcomings or mistakes of colleagues, classmates or students and criticizing them. If we do not stop rebuking and criticizing when others make some mistakes, others will feel depressed, bored or rebellious, thus losing confidence. So if we stress the advantages before we point out others’ shortcomings or mistakes, it is easy for others to accept, because polite criticism saves his face and achieves the purpose of criticism.

2.3.2.8 To flatter

To flatter others with compliments is a commonly-used communicative strategy. Generally speaking, to flatter others is to look to others for help. People will speak out their requests after they flatter others with compliments.

e.g. You have more brilliant ideas and have a quick clever mind. Do you have any ideas about the problem?

2.3.2.9 To alert by complimenting others

This is a communicative strategy. In daily life and study, when someone is talking with us, he compliments others, we will feel rebuked indirectly. We will think we do not have the complimented advantages, and we will pay more attention to these aspects in the future life and study.

For example, student A has not finished the homework on time. His teacher says to him, "Student B has finished his homework very well under the condition of illness." Student A will understand the teacher's alerting implicative.

2.3.2.10 Sarcasm

This strategy is to satirize others by complimenting, which is often used when others are showing off some advantages. Compliment is given as a warning.

e.g. He is dancing so intoxicatedly.

Oh, you dance so well. Actually he did a very embarrassing dance.

2.3.3 Social Functions of English Compliments

Manes and Wolfson (1981) refer that compliment is a kind of polite speech communication behavior. It can eliminate the mental disorder of the communicators, can create or maintain the harmonious interpersonal relationship.

The most important function of English compliments is mainly about the statements of admiration, or praise, which offer positive assessment of some object or concern relevant to the hearer. English compliments are also often used to express encouragement which becomes a commonly used device by teachers. Meanwhile there are situations in which a compliment is the only proper way of thanking. And a compliment itself can play as the expression of gratitude. At the same time, English compliments are also commonly used to weaken the criticism, particularly when the

both sides of communication prefer to maintain a harmonious relationship. In workplace the follows are very typical examples.

e.g. That is wonderful. I prefer the way you're dealing with this. You should give more chance to the students, and let them gain the initiative in conversation. (Wolfson. 1983: 88)

Another way in which compliments are used is in daily greetings, especially in situations where the speakers have not contacted recently. In the speech situations, the compliment used in greeting routine is so conventionalized that the greeting formula itself is hardly heard, which language learners should pay more attention to.

e.g. Hi, Grace, I am glad to see you here. You look very excited. (Gracie. 2007)

2.3.4 Compliment Strategies

Despite cross-cultural variations of compliment behavior and the uniqueness of strategic properties of this speech act in each culture, most cultures demonstrate similarities in the use of compliment strategies, though their frequency of occurrence may vary from one culture to another. A few researchers have categorized compliment strategies, in slightly different ways. Yu (1995) categorizes compliment strategies into three super-categories: direct compliment strategies, indirect compliment strategies, and non-compliment strategies. Direct compliment strategies refer to linguistic forms that unambiguously and directly frame these comments as compliments. In English, this strategy includes the use of syntactic patterns and semantic carriers that have been identified in Manes and Wolfson's (1981) study. The Chinese syntactic patterns and semantic carriers that can be characterized as direct compliment strategies are shown in Ye's (1995) study. The second type of compliment strategy is indirect strategy, which refers to the remarks that do not contain a positive

semantic carrier generally associated with complimenting, but the illocutionary force can be inferred from the context. In the first two categories, a head act, an alerter, or a supportive move may be used in the remark. A head act, which may be explicit or implicit, is the core of a compliment and is necessary for a direct or indirect compliment, whereas an alerter or a supportive move is optional. The third category, a non-compliment strategy, refers to the case in which the speaker does not use any positive evaluative language explicitly or implicitly when certain quality of the addressee is praiseworthy.

Yuan's (1998) classification is actually under the title of semantic formulas, but I think it is more appropriate to be a classification of compliment strategies.

Yuan's classification contains three macro-categories: Unbound semantic formulas, Bound semantic formulas, and Non-complimentary replies. The first category is further classified into the subcategories of explicit compliment, understated compliment, and implicit compliment, all of which can be interpreted as a compliment of one kind or another by their literary forms or by inference. The second category includes explanation, question, future reference, comparison, advice, and request.

They are termed bound because they do not carry any positive meaning when standing alone, and have to co-occur with an unbound semantic formula in order to be coded as a compliment semantic formula. The third category, non-complimentary replies, which is further classified into the subcategories of non-compliments and opt outs, is used to code things supplied by respondents that do not carry any positive semantic meaning, or are ambiguous in interpretation because of the lack of any positive semantic carrier.

Ye (1995) and Yu (1999) have shown that Americans tend to be more direct

than the Chinese speakers, who prefer indirect compliments and non-compliments to a much higher degree.

2.4 Speech Acts of Compliment Responses

2.4.1 Overview of Compliment Responses

Few linguists defined compliment responses. Here we use Nelson's definition: "A compliment response is a verbal acknowledgement that the respondent of the compliment heard and reacted to the compliment" (Nelson, et.al. 1997: 413).

Compliment response is always considered to be an interesting object for researchers to study. Nelson once said, "A compliment response is a verbal acknowledgement that the respondent of compliment heard and reacted to the compliment." When an American is asked, "What is your reply after being complimented", the correct response is "Thank you" in textbooks of students of English. For example:

A: Your dress is so beautiful!

B: Thank you.

But people from China have different responses. For example:

A: 你打球的技术真高。

nǐ dǎ qiú de jì shù zhēn gāo

You play very well.

B: 不行，不行。

bù xíng bu xíng

Just so so.

In general, English speakers tend to accept the compliments while the Chinese speakers prefer to reject them. The differences between the English speakers' and the Chinese speakers' compliment responding reflect differences of social values between the two cultures. The first difference is one of social norms in the compliment responding event. In English-speaking society, the norm seems to be to receive the compliment 'gracefully', that is, to accept it. This norm has two aspects. One is to meet complimenter's positive face needs and the other is to think positively about oneself. The norm of Chinese society, on the other hand, is to be modest. All they need to do is to appear humble.

We can see that people from different countries make different responses because of their different cultural backgrounds. Besides agreement and disagreement, there are other kinds of responses. This thesis will do the research according to Herbert's taxonomy.

2.4.2 Compliment Response Strategies

Linguists have used different kinds of taxonomies to categorize compliment responses. Among them, two researchers' categorization of compliment responses types are the most cited in different papers on compliment and compliment responses. Pomerantz (1978) notes that compliment recipient faced a dilemma of agreeing with the complimenter and avoid self-praise, so she grouped compliment response types into three categories, namely, acceptance, self-praise avoidance and rejection. In Pomerantz's taxonomies of compliments (see Table 2.1), there are 3-category and 9 sub-category of compliment. Disagreement appears twice in her taxonomies of compliment and compliment responses. The first is under the category of self-praise avoidance, the second one is under rejections. As we can see from table

one below, the first one is not a real rejection, but rather a downgraded comment which indicate that the performance of shot is not as good as the complimenter mentioned.

Table 2.1

Pomerantz's Taxonomies of Compliment Responses

Strategies	Example
1. Acceptance	
1.1 Appreciation Token	e.g. A: That's beautiful. B: Thank you.
1.2 Agreement	e.g. A: Oh it was just beautiful. B: well thank you.
2. Self-Praise Avoidance	
2.1 Praise Downgrade	
2.1.1 Downgraded Agreement	e.g. A: That's beautiful. B: Isn't it pretty?
2.1.2 Disagreement	e.g. A: Good shot. B: Not very solid though.
2.2 Reference shifts	
2.2.1 Reassignment	e.g. A: You're a good rower, Honey. B: These are very easy to row. Very light.
2.2.2 Return Compliment	e.g. A: Ya 'sound really nice. B: Yeah, you soun' s real good too.

Table 2.1**Pomerantz's Taxonomies of Compliment Responses (Continued)**

Strategies	Example
3. Rejections	
3.1 Disagreement	e.g. A :You did a great job cleaning up the house. B: well, I guess you haven't see the kids' room.

Source: Pomerantz (1978: 11)

Followed by Pomerantz's work, Herbert (1989) revises Pomerantz's taxonomy and divided compliment responses into three categories, twelve sub-categories (see Table 2.2). A thousand compliment responses was collected by field observation in 3 years, and the study found that only 386 out of the 1062 compliment responses fell into the category of acceptance, which is the best way to respond to a compliment, according to English etiquette books. Herbert argues that language prescriptions from books do not concur with the language performance in real life. Herbert's taxonomies of compliment has been cited in many contrastive studies of compliment and compliment responses in various languages for the reason that it provides a clear picture of detailed organization of compliment responses strategies and the identification of compliment responses by the three-category, twelve sub-category would render an easier work for the studies in pragmatics and cross-culture communication. Another reason that this study adopts Herbert's taxonomy of compliment response is that the data used as a time base from Jia's (1998) work used this taxonomy and it would be better to keep consistence with the time base data in order to make contrastive studies.

Table 2.2

Herbert's Taxonomies of Compliment Responses

Strategies			
Agreement	Acceptance	Appreciation	Thanks; Thank you;
		Token	(Smile)
	acceptance	Comment	Thanks; it is also my favorite.
		Praise Upgrade	Really brings out the blue in my eyes, doesn't it?
Non-agreement	Non-acceptance	Comment	I bought it for the
		History	trip in Arizona.
		Reassignment	My brother gave it to me.
	Scale Down	Return	So's yours.
		It's quite old.	
		Question	Do you really think so?
		Disagreement	I hate it.
Qualification	It's all right, but Len's is nicer.		
Non-acknowledgement	Silence.		
Request	You wanna borrow this one too?		

Source: Herbert (1989: 9)

The taxonomy of compliment responses by Herbert is in a greater detail than the earlier one by Pomerantz. The present research will adopt Herbert's model about the types of compliment responses in the thesis.

2.5 Politeness Principle

Politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003: 6). Being polite, therefore, consists of attempting to save face for another. Politeness theory states that some speech acts threaten others' face needs. First formulated in 1987 by Brown and Levinson, politeness theory has since expanded academia's perception of politeness (Mills, 2003). This text has influenced almost all of the theoretical and analytical work in this field (Mills, 2003: 57). Politeness strategies are used to formulate messages in order to save the listener's face when the bad situation is inevitable or desired. Most of four main types of politeness strategies develop by Brown and Levinson is done in trying to evitable confliction between speaker and interlocutor with the smoothest way and with sensitivity to one's interlocutors.

2.5.1 Leech's Politeness Principle

Leech shares Grice's Cooperative Principle, which consists of a series of maxims and sub-maxims guiding and constraining people's conversation. But he says that in many occasions, people always convey their meanings indirectly and even ignore or break the (CP) Cooperative Principle and besides, he further points out that the (CP) Cooperative Principle should be expanded. In Leech's book, principle of pragmatics (1983), he claims that the politeness principle proposed by him can be regarded as a necessary complement to CP described by Grice in 1975, rather than

another principle.

In general, Leech's six maxims of Politeness Principle are Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim, each of which can be roughly formulated from two aspects, one is to minimize the expression of impolite beliefs and the other is to maximize the expression of polite beliefs. And the following is the detail of Leech's six maxims of the Politeness Principle in Table 2.3.

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Table 2.3

Leech's Six Maxims of Politeness Principle

Tact Maxim	
(to minimize the expression of impolite beliefs to others)	<ol style="list-style-type: none"> 1. Minimize cost to other; 2. Maximize benefit to other.
Generosity Maxim	
(to minimize the expression beneficial to oneself)	<ol style="list-style-type: none"> 1. Minimize benefit to self ; 2. Maximize cost to self.
Approbation Maxim	
(to minimize dispraise of others)	<ol style="list-style-type: none"> 1. Minimize dispraise of other; 2. Maximize praise of other.
Modesty Maxim	
(to minimize praise of oneself)	<ol style="list-style-type: none"> 1. Minimize praise of self; 2. Maximize dispraise of self.
Agreement Maxim	
(to minimize the disagreement between self and others)	<ol style="list-style-type: none"> 1. Minimize disagreement between self and other 2. Maximize agreement between self and other.
Sympathy Maxim	
(minimize antipathy between self and other)	<ol style="list-style-type: none"> 1. Minimize antipathy between self and other; 2. Maximize sympathy between self and other.

Source: Leech (1983: 18)

According to Leech, the word “self” is always identified with the speaker while the word “other” refers not merely to the addressees themselves, but also to the third side who is present or not.

Generally, among the six maxims of politeness principle, the agreement maxim and the modesty maxim directly work in the compliment events. But the two maxims are contradictory for people to follow, that is, when responding to compliments, it is difficult for one to minimize praising self and to minimize disagreeing with other at the same time. Besides, as Zhaoxiong (1995) points out the modesty maxim is more applicable in Chinese culture while the agreement maxim is more applicable in English culture. However, some others have different views. So it is fair to say that compliment responses are more complicated than they appear, and the present thesis will also do a research on this socio-cultural phenomenon.

2.5.2 Brown and Levinson’s Politeness Theory

Brown and Levinson’s politeness theory is always viewed as one of the most influential theories, which are always used to investigate politeness phenomenon in human communication. And they point out that the main notion of their model basically is “face” (in fact, the notion of “face” is from that of Goffman “face” is the positive social value one effectively claims for himself”), which is defined by them as “individual’s self-esteem” or “the public self-image that every member wants to claim for himself”. And they further point out that “face” is something that can be lost, maintained, or enhanced, and must be constantly attended to in human interaction (Brown & Levinson. 1987). So it is fair to say that it is important for participants to maintain each others’ face in their communication.

According to Brown and Levinson, “face” consists of two aspects: positive

face and negative face. The former means the desire to be appreciated and approved of by others, while the latter means the desire to be unimpeded by others. They claim that nearly all the speech acts are face-threatening acts (FTAs), as they are intrinsically threatening the face needs of the hearer or the speaker and thus needing softening. In detail, they distinguish two specific aspects of face-threatening acts: 1), speech acts which threaten the hearer's positive face needs by indicating speaker's lack of concern for the hearer's self-image, such as disagreement, criticizing, and contradicting, and which threaten the hearer's negative face needs by imposing on the hearer, such as ordering, making requests and advising. 2), speech acts which even threaten speaker's own positive face needs or negative ones by offending the speaker, such as apologies, thanking and regretting. And the politeness strategies, which are usually taken to counter-balance the disruptive influence of face-threatening acts (FTAs), are generally classified into two groups, to be exact, one is positive politeness strategy and the other is negative politeness strategy. With the negative politeness, on the one hand, the participants tend to show deference and attach the importance to their rights to freedom and independence in the social communications. On the other hand, with the positive politeness, they prefer to show solidarity by pointing out that the speaker and the hearer share the same thing and that they have much in common about the goals and even friendship or membership.

According to those above, making a compliment belongs to a positive politeness strategy, which addresses the hearer's positive face by showing his attending to the interests and needs that are liked by the complimentee. However, responding to compliments will be more complicated, since people have to choose accepting or rejecting when responding to compliments, and either of them may be a

face-threatening act, in other words, there exists a dilemma. For example, if one chooses acceptance, he or she will be likely to threaten the speaker's negative and /or positive face, on the contrary, however, if one rejects, he or she will probably threaten the complimenter's positive face. So it is the dilemma that makes it difficult for people to respond to the compliments in human communication.

2.5.3 Gu Yueguo's Politeness Theory

Politeness is also paid great attention to in China, which is known as a country of ceremony and propriety in the world. Among all the Chinese linguists, who pay plenty of hard work to the notion of Chinese politeness, Gu Yueguo is always regarded as a pioneer, and he formulates the politeness theory of his own, including a different series of maxims, in Chinese culture setting. According to Gu, Brown and Levinson's model is not suitable to Chinese culture, because it does not take the social constraints of politeness into account in the individual's language using. By studying and comparing ancient Chinese polite behaviors with the modern ones, Gu Yueguo (1990) claims that although there have been great changes in Chinese social system, values, etc., yet the basic elements of politeness still remain nearly intact. Based on his research, Gu summarizes four basic elements, that is generally, "respectfulness", "modesty", "attitudinal warmth", and "refinement", which constitute the notion of Chinese politeness in modern time. In detail, "Respectfulness" is to appreciate or admire others concerning their face, social status, and so on. "Modesty", which is named as self-denigration in Chinese, means denigrating the speakers themselves. "Attitudinal Warmth" refers to demonstrating the kindness, consideration, and hospitality of self to other. The last one, "Refinement" is realized pragmatically by using the refined and euphemistic expressions rather than the vulgar and direct. He

holds that behaviors based on the four maxims can count as polite.

Gu (1992) further introduces five maxims, which he thinks are very suitable to Chinese culture, containing the Self-denigration Maxim, the Address-term Maxim, the Refinement Maxim, the Agreement Maxim and the Virtues-words-deeds Maxim.

2.5.3.1 Self Denigration Maxim

The maxim is made up of two sub-maxims, named denigrating self and elevating other. According to this maxim, one should denigrate himself or herself when he or she talks about “self” or something about “self” so as to show his or her modesty, on the one hand; on the other hand, one should choose elevating “other” when he or she talks about “other” or something about “other” in order to show respect for “other”. Gu further points out that people tend to use the self-referring words and other-referring words to realize their linguistic expressions of self-denigration according to Chinese culture. In China, for example, people tend to use bǐrén (鄙人), bùcái (不才), jiànnèi (贱内), quǎnzǐ (犬子), to refer to “self” or something or somebody related to “self” in order to show self-denigration, which, in another way, is named modesty, while they prefer to use géxià (阁下), guìfǔ (贵府), xiōngtái (兄台), lìngzūn (令尊) to refer to “other” or something or somebody related to “other” so as to elevate “other” showing their respect for “other”. Accordingly, it is safe to say that the self-denigration is based on modesty and respectfulness, which are in the core of Chinese politeness. In Chinese culture, the speaker prefers to denigrate “self” and elevate “other” in the social communication.

2.5.3.2 Address-term Maxim

According to Gu, based on the maxim, one is always suggested that he or she should choose appropriate address terms which are considered to represent a kind

of social relationship among people to address the interlocutors in the intercommunication and with the changes of social relationship among people, the address terms will change accordingly. He further points out that the factors which have an effect on the choice of address terms include kin, status, profession, gender, age, and so on. In other words, in fact, the address-term maxim is based on respectfulness and attitudinal warmth, and it can reveal the social relationship between the people taking part in the social communication. There are some examples below illustrating the maxim in Chinese culture. In China, students usually greet their teachers using “surname + teacher (lǎoshī) or professor (jiàoshòu)”, “surname + lǎo (老)”, rather than lǎo (老) or xiǎo (小) + surname”. And “xiǎopéngyǒu” (小朋友) is usually used by the adults to address the young, while “xiǎo (小) + surname” is used by one to address others whom he is prior to, for example, it is normal that a manager addresses a clerk working in his department “xiǎo (小) surname” [“xiǎozhāng (小张) or xiǎolǐ (小李)...].

2.5.3.3 Refinement Maxim

The refinement maxim refers to that the behavior of the “self” to the “other” should meet certain standards. In terms of the linguistic expressions, it means that one must choose the refined language forms instead of the foul language forms, and even when criticizing he or she should also prefer to use the euphemisms indirectly.

Gu suggests that people who use the filthy speeches would be thought to be impolite while the ones who choose to use the refined language forms and euphemisms should be considered to be “cultivated”. Therefore, he further proposes

that culture or elegance or refinement is another element of politeness.

2.5.3.4 Agreement Maxim

Based on this maxim, Gu suggests that both interlocutors should make every effort to minimize disagreement and maximize agreement in order to show harmony in the social communication.

He proposes liǎn (脸) and miǎnzi (面子), which are very sensitive and very important for people in the Chinese culture. In fact, there almost exist no essential differences between liǎn (脸) and miǎnzi (面子) in the daily life. Gu holds that both interlocutors prefer to consider liǎn (脸) and miǎnzi (面子) of the “self” as well as the “other” showing their politeness in order to harmonize the human relationship in the social communication.

2.5.3.5 Virtues-words-deeds Maxim

This maxim reveals that one, on the one hand, should maximize the benefit that the “other” gives to the “self” and minimize the cost that the “self” pays at the conversational level. On the other hand, people must minimize the cost and maximize the benefit to the “other” motivationally.

By comparing Gu’s politeness theory with Leech’s, we can see that Gu Yueguo reveals the pragmatic and cultural differences of politeness between English and Chinese. Gu (1990) points out that when responding to compliments, Chinese people tend to choose Non-acceptance strategies since the self-denigration maxim lies at the heart of the concept of politeness in modern Chinese context. So politeness principle does be very important in making compliments, especially in responding to the compliments offered by the complimenters. It is safe to say that the basic strategy to respond to compliments is to avoid FTA (face-threaten act) to the complimenter by

minimizing the threat to the addressee's face needs.

However, since the culture changes from country to country, people, who are living in the different cultural backgrounds, will show a different tendency when choosing the proper strategies to respond to compliments accordingly.

2.5.4 Differences between Western and Chinese Face and Politeness

Many scholars agree that the diverse conceptualizations of face used in Western and Asian cultures are based on different conceptualizations of the 'self' (Ting-Toomey. 1988, 1994; Markus & Kitayama. 1991; De Kadt. 1998; Gao & Ting-Toomey. 1998; Mao. 1994; Morisaki & Gudykunst. 1994; Ting-Toomey & Cocroft. 1994; Scollon & Scollon. 1995). Ting-Toomey (1988: 215) states that the degree to which one wishes to project an 'authentic self' in a situation and the degree to which one chooses to maintain a 'social self' in a situation "varies in accordance to the cultural orientations toward the conceptualization of selfhood". One dimension that has received consistent attention from cross-cultural communication researchers is the notion of individualism and collectivism. According to Ting-Toomey and Cocroft (1994: 314), in individualistic cultures, the recognition of 'self' is based on "personal achievements and the self-actualization process", whereas in collectivistic cultures, the recognition of 'self' is based on "ascribed status, role relationships, family reputation, and/or workgroup reputation." As Scollon and Scollon (1995: 36) point out, the idea of 'self' which underlies western studies of communication is highly individualistic, self-motivated, and autonomous. This concept of 'self' is, however, not entirely appropriate as the basis for Asian communication. They believe that the 'self' projected by Asians is a more collectivistic 'self', one which is more connected to membership in basic groups such as the family or one's working group.

Based on their view on 'self', Gao and Ting-Toomey (1998: 54) argued that people in individualistic and collectivistic cultures assign different meanings to notions of the contents of face. In individualistic cultures, face is associated mostly with self-worth, self-presentation, and self-value, whereas in collectivistic cultures face is concerned more about what others think of one's worth. In other words, the concept of face in collectivistic cultures, such as Chinese and Japanese, emphasizes the territory beyond the individual level and focuses more on the group or community one lives in.

Western concept of face can be reflected in Brown and Levinson's (1987) politeness theory. Brown and Levinson assume an individualistic concept of face so they deem face as an image that intrinsically belongs to the 'self'. This self-image primarily concerns the individual's desires, and only to the extent that the self depends on others' face being maintained does this image become public. Consequently, to protect and enhance one's face is to act in full compliance with the anticipated expectations of personal desires, which are considered rational assumptions that all members in a given society are presumed to abide by (Mao. 1994). However, politeness and face defined by Brown and Levinson have a western ethnocentrism embedded within it. This becomes clear when one attempts to apply the model to eastern cultures where the group or society may take precedence over the needs and wants of the individual.

Unlike that in western cultures which is more or less characterized as individualistic, the Chinese notion of face is interpreted by many Chinese scholars as an essentially public and positive concept, as a situational construct, as firmly embedded in situational interpersonal relations (Ho. 1994). Gu, in his pioneering work, *Politeness Phenomena in Modern Chinese* (1990), argues that the central

characteristics in Chinese culture include “respectfulness, modesty, attitudinal warmth, and refinement” (Gu. 1990: 239). Based on this argument, he introduced four maxims on Chinese politeness, which he claimed to be very characteristic and almost unique to the Chinese culture. They are the self-denigration maxim, the address maxim, the generosity maxim, and the tact maxim. Later, he elaborated his framework of Chinese face into five maxims, namely the self-denigration maxim, the address term maxim, the refinement maxim, the agreement maxim, the virtues-words-deeds maxim. Gu claimed that self-denigration maxim represents the most eminent characteristics in Chinese politeness, since denigrating self and respecting other remains at the core of the modern conception of *li mao*. The self-denigration maxim consists of two sub maxims: 1) denigrate self and 2) elevate others. In other words, when talking about ‘self’ or something about ‘self’, he/she must denigrate himself/herself and be modest; when talking about the addressee or something about the addressee, he/she must elevate the addressee and show his/her respect to the addressee. It absorbs the notion of respectfulness and modesty.

Gu (1990) further notes that the Chinese concept of negative face seems to differ from that defined by Brown and Levinson. For example, a Chinese speaker will insist on offering the addressee something to eat or drink even though the addressee has already explicitly refuses the offer. A Chinese will think the speaker’s act is not intrinsically impeding, but polite, and the speaker’s insistence on the hearer’s accepting the offering serves as good evidence of the speaker’s sincerity. But in terms of Brown and Levinson’s face principle, the repetitive offering is threatening the hearer’s negative face.

Hu (1994) contends that there exist two aspects of face in Chinese culture.

One, ‘面子 miǎnzi’, refers to “prestige or reputation, which is either achieved through getting on in life”(Mao. 1994: 457), or “ascribed (even imagined) by other members of one’s own community”; the other, ‘脸 liǎn’, refers to “the respect of the group for a man with a good moral standard” (Hu. 1994: 45). The main difference between the two is that ‘面子 miǎnzi’ has to do with an individual’s dignity of prestige, whereas ‘脸 liǎn’ has to do with a recognition by community for an individual’s socially acceptable, moral behavior or judgment. Nevertheless, they both revolve around “a recognition by others of one’s desire for social prestige, reputation, or sanction” (Hu. 1994: 47). Seen in this light, the dynamics of Chinese facework can be thought of as involving “an interactional orientation on the part of the individual speaker toward establishing connectedness to, and seeking interpersonal harmony with, one’s own community”(Mao. 1994: 459). Thus, to be polite in Chinese discourse is “to know how to attend to each other’s mianzi and lian and to enact speech acts appropriate to and worthy of such an image”. Hu (1994) also claims that the exaggerated modesty is not considered as a sign of lack of self-confidence, however, elevating one above one’s fellow is always frowned upon by Chinese society. So modesty or 谦虚 (qiān xū) means elevating “other” while denigrating “self” in Chinese culture.

Hu (1999) refers that collectivity-orientation is the main characteristics of collectivism in Chinese culture meaning that people lay more importance on “we” than on “I” in China. So in the daily communication, native Chinese speakers prefer to save other’s face rather than elevate themselves above others in order to show their politeness.

He (1995) refers that English culture attach more importance to mutual

respect and acknowledgement, which are essentially closely related to individualism existing in western culture. In the western, people always have the view that people are being created equal, which is prevalent in all the social relationships. And he (1995) compares Leech's (1983) politeness principle and Brown and Levinson's (1987) face theory with Gu's (1994) Chinese politeness principles, and reached the following conclusions:

1. Denigrating self and respecting others in China is viewed as politeness and modesty, while westerners will accept the compliments directly with 'thank you';
2. Address Maxim is a characteristic of Chinese politeness;
3. Refinement, as a kind of politeness phenomenon is shared both in Chinese and English with different expressions;
4. Politeness is closely connected with 'face', while there is different understanding and expressing based on different cultural background;
5. The relationship between politeness and privacy is different in Chinese and English;
6. The relationship between politeness and individualism is different in Chinese and English. The westerners view politeness as an instrumental system of means to satisfy individual face wants, while the Chinese view politeness as normative and it is a phenomenon belonging to the each individual. (Zhu. 2002 :16-17)

Chen (1993) points out that people prefer to communicate with others in an explicit way in order to let both involved in it know what is exactly going on in their personal intercommunication, that means, they tend to speak directly, openly, and freely, which is completely different for Chinese culture.

2.6 Previous Studies Related to the Present Investigation

A number of studies comparing different languages in speech act realizations have been conducted in the past two decades. Among empirical cross-cultural studies of speech act behavior, Cohen (1996) lists studies of the Cross-Cultural Speech Act Realization Project (CCSARP) as the most comprehensive studies, both in depth and breadth. These studies compared the speech act performance of NSs of different languages with that of learners of those languages (Blum-Kulka, House & Kasper. 1989). One of the consistent findings in these studies is that, although the typology of speech acts appears to be universal, their conceptualization and verbalization can vary to a great extent across cultures and languages. In other words, L2 learners may have access to the same range of speech acts and realization strategies as do NSs (Walters. 1979; Fraser, Rintell & Walters. 1980), but they can differ from NSs in the strategies that they choose. Therefore, it is clear that L2 learners must be aware of L2 socio-cultural constraints on speech acts in order to be pragmatically competent.

2.6.1 Studies of Compliments and Compliment Responses Abroad

Wolfson and Manes (1980) defined compliments as a “social strategy employed in order to start or maintain solidarity with addressee”. Holmes (1986) defined compliments as “a polite speech act that explicitly or implicitly attributes credit to someone for something that is valued positively by the speaker and hearer”. No matter what definitions the scholars give the compliments, no one will deny that the compliment is a polite speech act that frequently occurs in people’s daily verbal interaction. It was the subject of a fair amount of research in recent years (Manes. 1980, 1981, 1983; Wolfson. 1980, 1981, 1983, 1989; Holmes. 1986, 1987, 1988;

Herbert. 1986, 1988, 1990, 1997). Many scholars studied the compliments of different languages from the perspective of pragmatics or the perspective of cross-cultural communication, such as the study of different compliment responding strategies of English and Japanese (Daikuhara. 1986) and the study of different compliment responding strategies of Thai and American English (Gajaseni. 1994). English abounds in compliments, which were used to greet, thank, congratulate, encourage others, to open a conversation and to erase conflicts, etc. Because of its important functions in people's daily life, many scholars studied this kind of speech act to facilitate people's communication with others. Wolfson and Manes (1981) made an influential investigation into the use of compliments among the middle class Americans. The subjects included 1200 people, who have different ages, professions, education and races. The result of their research was that the compliment is a formulaic speech act in American culture which incarnates in the contents, sentence patterns and vocabulary. The content of compliments included one's appearance, achievements, possessions, characters and so on. The sentence patterns often used were (Wolfson & Manes. 1980, 1989):

1. NP is/look (really) Adj.. (e.g. Your blouse is beautiful.)
2. I (really) like/love NP. (e.g. I like your car.)
3. Pro. is (really) (a) Adj. NP. (e.g. That's a nice wall hanging.)

These three patterns occupied 85% of the data they collected. They (Wolfson & Manes. 1980, 1989) also summarized some patterns which are not so commonly used but still can be seen:

4. You V (a) (really) Adj. NP. (3.3%) (e.g. You did a good job.)
5. You V (NP) (really) Adv. (2.7%) (e.g. You really handled that situation)

well.)

6. You have (a) Adj. NP. (2.4%) (e.g. You have such beautiful hair.)

7. What (a) Adj. NP! (1.6%) (e.g. What a lovely baby you have!)

8. Adj. NP! (1.6%) (e.g. Nice game!)

9. Isn't NP Adj.? (1.0%) (e.g. Isn't your ring beautiful?)

Holmes and Brown (1987) summarized three commonly used sentence patterns of compliments in America which are similar to what Wolfson and Manes sum up.

1. NP + be/look +(intensifier) Adj.a. (e.g. You look really lovely.)

2. I + (intensifier) like b/love b + NP. (e.g. I simply love that skirt.)

3. Pro. be + (intensifier) (a) Adj. NP. (e.g. That's a really nice coat.)

[NP = noun phrase; Adj. = adjective; Pro. = pronoun; a: any semantically positive adjective; b: any verb of liking] (Holmes & Brown. 1987)

In English the vocabulary which can show the positive evaluation was adjectives and verbs. The adjectives were more frequently used than verbs. "Nice, good, beautiful, pretty, great" were some of the most commonly used adjectives and "like, love" were the verbs.

Wolfson (1983) pointed out that the safest targets of complimenting strangers are their possessions (e.g. That's a beautiful car. You have a nice car.) and their behavior (e.g. I really enjoyed your talk yesterday.). He also studied the differences between male and female in using compliments. The study illustrated that women use more compliments, most of which concern the appearance. Men seldom used compliments during their conversation, especially not compliment the appearance for it was not the suitable compliment target for the male. Similar

researches were conducted by some other scholars, such as Holmes (1988) and Herbert (1990).

Thomas (1983) analyzed the reasons of the communicative failure occurred when the compliments are used between different cultures. He classified these failures into pragmalinguistic failure and sociopragmatic failure. The former kind of failure was due to the ignorance of the nuance of some words in the target language. For example, a Chinese student may say to his American teacher "What a naughty son you have!" This so-called compliment may seem offensive to the teacher because the student do not know "naughty" means mischievous in English.

Thomas (1983) called it "covert grammatical error". The later was caused by the ignorance of the culture and social values of the country. For examples, when a Chinese student visited his American teacher and saw the photos of his family, the Chinese student may say, "What a big family you have!" This can also be seen as an offensive. In Chinese culture, to have a large family was lucky, while the American teacher did not understand Chinese culture. Thus the sociopragmatic failure occurred.

Leech (1983) explained the different types of responses from the perspective of Politeness Principle. People obeyed the Agreement Maxim (minimized disagreement between self and other, maximize agreement between self and other) when people accepted the compliment, while people obeyed Modesty Maxim (minimized praise of self and dispraise of self) when people rejected the compliment. These two seemed contradictory when people responded the compliment. But in fact, some people used the golden mean to deal with this problem. In other words, they neither accepted nor rejected the compliment. Herbert (1989) called this Solidarity Principle.

Herbert (1988) claimed that the hearer follows two principles while responding to a compliment: Agreement Maxim and Modesty Maxim. But it seemed that it was difficult to follow the two principles at the same time, because accepting the compliments is treated as a kind of self-praise to some extent. He also summarizes four kinds of response strategies to compliments (Herbert, 1988):

1. Acceptance:
 - 1) Appreciation e.g. Thank you.
 - 2) Agreeing e.g. Well, I like it too.
 - 3) Expressing gladness e.g. Really? I'm happy to hear that.
 - 4) Joking e.g. Is I or the hairstyle beautiful?
2. Returning compliment: e.g. Thank you, your skirt is also very beautiful.
3. Deflecting: e.g. Really? It's a gift from my friend.
4. Refusal: e.g. No, I'm too nervous while performing.

Herbert then distinguished 12 types of compliment responses. His classification of the compliment responses was widely accepted by most scholars. He classified the responses into 12 types (Herbert, 1990: 208-209):

1. Appreciation Token: A verbal or nonverbal acceptance of the compliment, acceptance not being tied to the specific semantics of the stimulus. (e.g. Thanks.)
2. Comment Acceptance: Addressee accepts the complimentary force and offers a relevant comment on the appreciated topic. (e.g. Yeah, it's my favorite, too.)
3. Praise Upgrade: Addressee accepts the compliment and asserts that the compliment force is insufficient. (e.g. I'm really a great cook.)
4. Comment History: Addressee offers a comment (or series of comments) on the object complimented; these comments differ from 2) in that the latter are impersonal, that is, they shift the force of compliment from the address. (e.g. I bought

it for the trip to Arizona.)

5. Reassignment: Addressee agrees with the compliment assertion, but the complimentary force is transferred to some third person (e.g. My brother gave it to me.) or to the object itself (e.g. It really knitted itself.).

6. Return: As with 5) except that the praise is shifted (or returned) to the first speaker. (e.g. So is yours.)

7. Scale Down: Addressee disagrees with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated. (e.g. It's really quite old.)

8. Question: Addressee questions the sincerity or the appropriateness of the compliment. (e.g. Do you really think so?)

9. Disagreement: Addressee asserts that the object complimented is not worthy of praise: the first speaker's assertion is in error. (e.g. I hate it.)

10. Qualification: Addressee merely qualifies the original assertion, usually with though, but, well, etc. (e.g. It's all right, but I want to retake some pictures.)

11. No Acknowledgement: Addressee gives no indication of having heard the compliment: the addressee either (a) responds with an irrelevant comment (i.e. topic shift) or (b) gives no response.

12. Request Interpretation: Addressee, consciously or not, interprets the compliment as a request rather than a simple compliment. Such responses are not compliment responses since the addressee does not perceive the previous speech act as a compliment. (e.g. You wanna borrow this one too?)

Herbert (1991) classified the compliment into explicit compliment and implicit compliment. The former can also be treated as compliment once taken from

the context, while the latter can only be treated as compliment in specific context, that is to say, the latter can be interpreted as compliment only with the help of inference. The former had some formulaic patterns, while the latter did not. Most scholars ignored the latter and paid much attention to the former because the latter was too complicated to be investigated.

As is referred earlier, the CRs (compliment responses) vary from one culture to another, though they are cultural universals. And it is necessary for us to contrast the different CRs in order to make the intercultural communication possible and smooth. Comparative studies on CRs means contrasting compliment responses in different languages and language varieties with (mostly American) English. In addition, the previous studies on compliment responses provide the resource for the contrastive studies. The following is a summary of the contrastive studies on CRs abroad, containing the participants, methods and main findings of those languages in table four below.

Table 2.4

The Summary of Contrastive Studies on CRs Abroad

Researcher	Participants	Methods	Findings
Daikuhara (1986)	About 50 Japanese	Observation	Only 5% in Japanese fall into acceptance.
Holmes (1988)	New Zealanders Malaysians	Observation	In New Zealand English 61.1%. Prefer acceptance which is more than Malay (39.9%).
Herbert (1989)	Americans	Observation	66% in American English choose acceptance, while in
Herbert & Straight (1989)	South Africans		South African English 88% prefer acceptance.
Gajaseni (1994)	40 Americans 40 Thai	Oral DCT	Americans use acceptance more often than Thai.
Nelson, Al-Batal & Echols (1996)	87 Americans 52 Syricans	Interview Observation	Arabic Prefer acceptance (67%) more than American English(50%).

These previous studies on compliment responses above provide a clear contrast among different languages. Compared with American English, Arabic and South African English are more likely to accept the compliments but less likely to reject (Herbert. 1989; Herbert & Straight. 1989; Nelson, Al-Batal & Echols. 1996). 66% of Americans prefer acceptance of compliments while 88% of South Africans tend to accept them (Herbert. 1989). In addition, the percentages of complimented acceptances are respectively 61% for New Zealanders (Holmes. 1988), 50% for Americans and 67% for Syricans (Nelson, Al-Batal & Echols. 1996). It is interesting that speakers of Asian languages (Japanese, Malay, and Thai) prefer to reject compliments instead of accepting them (Daikuhara. 1986; Holmes. 1988; Gajaseni. 1994).

2.6.2 Domestic Studies of Compliments and Compliment Responses

There are many scholars studying compliments and compliment responses. The researcher found some interesting studies. Wolfson and Manes (1981) draw the conclusion from their research that the compliments involving ability and achievements are serious judgments which can only be made by those who are exports or superiors.

Zuo (1988) made comparison between the compliments of American English and Chinese. As to the vocabulary, 80% of the English commendatory words were adjectives, 16% were verbs, while 46% were adjectives and 43% were verbs in Chinese.

Yueguo (1992) claimed that Chinese judge the Americans' criterion of compliments from their own perspective and get the result that Americans' compliments were not hearty because of their too much used of them.

Jia (1997) once studied the compliments from cross-cultural perspective.

The result of his research was that there are both similarities and differences between Chinese compliments and American compliments. In Chinese some literary quotations, idioms and quotations of some famous poems were often used as compliments. This phenomenon was unusual in English compliments.

Bu (2001) based her research on Wolfson and Manes' finding and got totally different result about Chinese compliments. It was the subordinate who compliment the superior in China. She studied the difference between Chinese compliments and American compliments from the perspective of language use, responding formulas and targets of compliments, and then analyzed the cause of misunderstanding which is the main obstacle to successful cross-cultural communication. Some other scholars try to associate the compliments with English teaching.

Jiang (2001) tried to associate the teaching of the sentence patterns of American compliments with the teaching of culture knowledge which makes the students understand the compliments better. Some scholars paid their attention to the compliments used by some specific group of people in the society.

Yuan (2002) got some new points in his research. He claimed that Chinese compliment others' character often which is seldom involved in American compliments. This phenomenon was the illustration that people pay more attention to one's ethics and morality in Chinese culture. He also found that in American culture compliments often occur among family members, which is scarce in Chinese culture. Chinese tended to compliment the hearer's family members. He gave the cultural reason for the difference. Chinese and Americans saw "self" and "family" differently. For Americans self was independent from family and this independence made them be

generous to give compliments to the family members, while for Chinese family was the extension of self, complimenting the family members was equal to complimenting themselves. He also discussed the difference between the male and the female in the use of compliments in America. He found out from the data collected that the female use "NP is/looks Adj." more, while the male used "Adj. NP." more. That is to say, the female tended to use more subjective compliments while the male used more objective and simple patterns. This difference showed different purposes of male and female in using compliments in America. The female wanted to show their politeness by complimenting while the male wanted to transfer information.

Feng (2002) examined the gender use of compliments and compliment responses in Mandarin Chinese. His research results were compared with those from the New Zealand English survey of the same topic. The statistics showed there are more similarities than differences in the frequency distributions between female and male students. The results suggested that the female are more likely to perceive compliments as polite speech acts and tend to express solidarity and establish a felicitous interpersonal relationship with addressees; whereas the male are more likely to interpret compliments as face-threatening acts and focus more on their informative function.

Cai (2003) held that though the targets of compliments were similar in Chinese and American English, they emphasized particularly on different aspects. Such as while complimenting others' appearance, Americans complimented the effect of making up while Chinese usually complimented the natural beauty. Take achievements as another example, Americans emphasized the result of success while Chinese will compliment the effort also. She also discussed the different sentence

patterns of compliments in the two cultures and the cause of the difference. Chinese seldom used the first person to compliment others, which was very common in American compliments. This was the proof that individualism is the mainstream culture in America while collectivism is the mainstream culture in China.

Xu (2004) investigated the sociolinguistic variations in compliment responses in Shanghai, China. The goal was to see how compliment responses vary with the respondent's age, gender, and education level. The results showed that these three social variables do trigger some systematic variations. Among the responses to compliment, the strategy of expression of appreciation was predominantly used by the female, younger, college-educated respondents.

From the above literature review about the study of compliments abroad and in China, we can see clearly that the speech act of compliment draws many scholars' attention and a lot of researches have been conducted and most of them got satisfactory results. We have every reason to believe that in the next few years, the compliment will still be studied more thoroughly and specifically and this no doubt will accelerate the development of many scientific fields such as the pragmatics and the cross-cultural communication.

Chinese researchers also pay much attention to CRs, among whom many do a contrastive study on CRs between Chinese and English, such as Zuo Huanqi, Chen Rong, and Li Yue.

Zuo (1988) conducted a contrastive study on compliment responses between English and Chinese. Based on his research, Zuo concludes that English speakers tend to choose acceptance while Chinese speakers prefer to reject, when responding to a compliment offered by a complimenter.

Chen (1993) also conducted a study on politeness strategies when responding to a compliment between Chinese speakers and American English speakers. He collected the data needed in his research by distributing written DCT questionnaires to fifty American students in Missouri Valley College and fifty students at Xi'an Foreign Language University respectively. Accordingly, when responding to compliments given by a complimenter, 39% of American English speakers tended to choose acceptance, 19% preferred to compliment returning, 29% were likely to defect and 13% rejected. However, of Chinese speakers 96% preferred to reject, while only 1% tended to choose acceptance. Based on his findings, Chen concluded that American English speakers tended to agree to accept the compliment offered by the complimenter in accordance with Leech's Agreement Maxim, while Chinese speakers preferred to deny it following Confucian Modesty Principle when responding to a compliment.

However, according to Li Yue's research, she (2000) found that 32.6% of Chinese university students show agreement with a "thank you" typed as Appreciation Token, which has become the most common preferred response strategy among the Chinese college students. She further pointed out that English CRs have been accepted and practiced in daily intercommunication in Chinese, especially among college students. Therefore, Li concluded that Agreement Maxim has replaced Modesty Maxim among Chinese college students when responding to a compliment. Obviously, there existed some disagreement between Chen's findings and Li's. This research also chose compliment response strategies as the main target, and tried to find the main response strategies in modern Chinese and compared them with the Americans'.

The author of this thesis chooses the compliments and its responses between China and western countries as the subject of research. This field has seldom been touched upon before. The author hopes to get some specific usages of the compliment through this research and make a little contribution to the Speech Act Theory.

2.6.3 Cross-cultural Communication

Cross-cultural communication is the communication between people from different cultural backgrounds. According to Dodd, the term cross-cultural communication refers to the influence of cultural variability and diversity on interpersonally oriented communication outcomes. Differences in communication and social style, world view, customs, expectations, rules, roles, and myths illustrate a few of the elements that explain how culture shapes the communication process. (Dodd, 2006)

Communication process includes three stages and several elements. The three stages are sending, conveying and receiving. The elements include message, sender, encoding, channel, receiver, and decoding. Among these elements, the most important ones are sender, receiver and the message that has been encoded. When people who are living in a certain culture learning the language, they also acquire the communicative rules, social norms of this culture. Different backgrounds and experiences of the communicators can affect communication. If the communicators come from the same cultural background, their communication is intra-cultural communication. If they come from different cultural background, their communication is cross-cultural communication. Either intra-cultural communication or cross-cultural communication can't be isolated from culture. Communicative activity is just a kind of cultural phenomenon. Cultural elements affect the whole

process of cross-cultural communication. In cross-cultural communication, communicators are in their respectively different cultural background. In the process of communication, participants encode and decode in accordance with their own fixed thinking mode and cognitive levels. Both encoding or decoding have very vivid cultural distinction. Even the simplest communicative behavior can reflect a certain cultural pattern.

Likewise, every cultural community has its own code of conduct and different language pattern. What people talk and how they talk in communication are not their personal affairs but influenced by cultural patterns. Holding different cultures and languages, their communication is put forward by people from two different cultural worlds with two different linguistic patterns. If one party who encodes in accordance with one linguistic pattern communicates with the other party who decodes with another linguistic pattern, the consequence is that various pragmatic failures occur. Cultural difference is the main cause of pragmatic failure in cross-cultural communication. Only when cultural differences are mastered and some corresponding measures are taken, can cross-cultural communication go smoothly and expected communicative effects be acquired.

2.7 Summary of the Chapter

To sum up, this chapter has provided information on pragmatics, speech acts, speech acts of compliments, speech acts of compliment responses, politeness principles, previous studies related to the present investigation. The research methodology, which aims to describe how research methodology is adopted for this research could be found in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter begins with the methodology used in the present research. As is known to us all, methodology is so important in the research that we should pay great attention to it in the present thesis. In detail, this part includes the participants, the research instrument, the procedure for data collection and data analysis.

3.1 Population and Participants

3.1.1 Population

The study is an cross-cultural paper between Chinese culture and English culture. Therefore, the population of this study consisted of native Chinese speakers and native English speakers. In the present study, the researcher chose the samples from the population those came from the main land of China and western countries. In details, native Chinese speakers were chosen from Shanghai, China, and native English speakers were chosen from Buriram, Thailand.

3.1.2 Participants

The participants of the present research were 80 people that from western countries and China. They were classified into two groups. The detail was that group one with 40 native Chinese speakers and group two including 40 native English speakers ranged to participate in the DCT (Discourse Completion Test). As for the each participant, the researcher chose the volunteering. The 40 native Chinese speakers were chosen from Shanghai during March - May 2015. The 40 native

English speakers were chosen from Buriram during June - August 2015. The former included 7 males and 33 females, with ages ranging from 20 to 38. All of them came from the main land of China. The latter group were 38 males and 2 females, ranging in age from 25 to 67 years. 21 of them came from England, 8 of them came from America, 5 of them came from New Zealand, 2 of them came from Norway, 2 of them came from Sweden and 2 of them came from Australia.

3.2 Research Instrument

There are various methods used in the data collection for linguistic analysis, among which some chosen widely is Discourse Completion Test, which is also chosen for the present research to collect the data needed in the thesis. Written DCT is a suitable data-gathering instrument. It has been recognized as one of the most effective elicitation techniques and is most widely used in the studies on cross-cultural and interlanguage pragmatics. One concern about the validity of DCT is that it may not be truly consistent with spontaneous interaction. However, due to the difficulties in gathering a large amount of data within the limited period of time through ethnographic approach, most accounts of speech acts rely on elicited technique. Many researches have shown that elicited approach is effective in data collection (Beebe & Cummings, 1985; Olshtain & Blum-Kulka, 1985; Wolfson, 1989). DCT data could reflect the trends shown in natural data (Blum-Kulka, House, & Kasper, 1989). DCT enables the investigators to gain the data needed in the study as much as possible in a relatively short time.

Considering that paying compliments and responding to compliments are different. The DCT had to be divided into two parts: DCT of compliment and DCT of

compliment response. The DCT was written in both English and Chinese. To ensure the equivalency of the English and Chinese versions, the English version was first checked and revised by the research advisors. After that, it was translated into Chinese by the researcher, and then the Chinese version was tested on two other individuals fluent in both English and Chinese. Finally, the Chinese version was retranslated from Chinese to English by a professional Chinese translator. The group of native English speakers was required to fulfill the DCT in English, while the group of Chinese native speakers was required to complete in Chinese. There were 18 situations in the DCT. In order to elicit a true and direct utterance from the participants, all the items were open-ended, with each item consisting of a situational description, followed by a space in which the participants had to provide the appropriate linguistic form of the speech acts of compliment and compliment response—as though they were the speakers in real-life interactions. The situations in the DCT were supposed to be similar to real situations. Since the DCT was intended to be completed by both Chinese and English speakers, all situations should be acceptable in both Chinese and English society. In order to achieve the realness, the DCT was revised and edited by the thesis advisors. In addition, the topics covered in the DCT were selected based on the previous studies of preferred compliment topics discussed above, namely appearance, possession and ability, each represented by three scenarios. And the DCT were selected based on social status as shown in Table 3.1 and Table 3.2 below.

Table 3.1

Patterns of Speech Act Situations Based on Social Status for Compliments

Social Factors	Situation Patterns	Numbers of Situations
Social status	1. High status people give to low status people.	3
	2. Low status people give to high status people.	3
	3. People give to equal status people.	3
Total		9

Table 3.2

Patterns of Speech Act Situations Based on Social Status for Compliment Responses

Social Factors	Situation Patterns	Numbers of Situations
Social status	1. High status people give to low status people.	3
	2. Low status people give to high status people.	3
	3. People give to equal status people.	3
Total		9

As shown in Table 3.1 and Table 3.2, there were from 18 token speech act situations in DCT. The 18 compliment situations were divided into 3 main situations for each based on the social status. Each main situation was also divided into 3 sub-situations according to the three compliment topics (appearance, possession and ability).

3.3 Data Collection

Data collecting is very important for the present research, because whether the data gained by the method, DCT directly affects the final findings and even the conclusion after the analysis based on it. The present thesis also paid great attention to the process of collecting data needed for the study.

In order to get the data, the DCT in English and Chinese versions was respectively handed out to native English speakers and native Chinese speakers. What is more important, before giving the compliments and responding to the compliments offered in the present questionnaire, the participants were all told to read every conversational situations carefully and then wrote down what they think was the most appropriate compliments and compliment responses according to their own cultures as in their real life. It took about six months to collect the data needed in the present research by DCT. From March - May 2015, the researcher got the data from 40 native Chinese speakers in Shanghai, and from June - August 2015, the researcher collected the data from 40 native English speakers in Buriram. It was very hard to collect all the data because each participant had to spend more than twenty minutes on the DCT. No one liked to spent the time in completing the DCT. In order to collect all the data, the researcher distributed more 150 papers and took a lot of time to look for native English speakers in Buriram.

3.4 Data Analysis

This part starts with the coding of compliment and compliment responses employed by native English speakers and native Chinese speakers. Next, compliment strategies and compliment responses strategies used in the study were categorized.

The last part of this section presented the statistical analysis.

3.4.1 Coding for Compliment Strategies

The coding scheme for compliment strategies used in this study was based upon that used in Yuan's study (1998) on compliment event in southwestern Mandarin speaking community, while some amendments were made. Yuan's classification is shown below:

3.4.1.1 Unbound Compliment Strategy

Yuan created the term 'unbound' to refer to the core of a compliment. As its name suggests, this type of compliments can stand alone all by themselves. The category of Unbound Compliment Strategies consists of two sub-categories, namely Explicit Compliment Strategy, and Implicit Compliment Strategy.

1) Explicit Compliment

Explicit compliments, also called direct compliments by other researchers (e.g. Ye. 1995; Yu. 1999), refer to utterances that "overtly carry positive meanings towards the Interlocutor" (Yuan. 1998: 90). In another word, these compliments unambiguously and directly frame these comments as compliments. The way to tell whether a compliment is explicit or not is to see whether it contains one or more linguistically identifiable positive semantic carrier.

Example: The presentation you have just made is fabulous. (English)

你刚完成的报告简直是不可思议的。(Chinese)

nǐ gāng wán chéng de bào gào jiǎn zhí shì bùkěsīyì de

2) Implicit Compliment

The second subcategory in Unbound Compliment Strategies is Implicit Compliment Strategy, which is termed 'indirect compliments' by some other scholars

(e.g., Ye. 1995; Yu. 1999). Unlike an explicit compliment, an implicit compliment usually does not have a positive semantic carrier. However, the positive meaning of this type of compliments can often be inferred from what is stated, though they are not explicitly directed to the aspect that the speaker intends to praise, and the linguistic forms of the compliments are more indirect and less conventionalized for the addressee to make possible interpretations of the intended meaning.

Example: “I also want to buy one.”(English)

“我也要买一个。”(Chinese)

wǒ yě yào mǎi yí gè

3.4.1.2 Bound Compliment Strategy

Opposite to ‘unbound’, the term ‘bound’, which is equivalent to the notion of ‘supportive move’ in Yu’s (1999) study, was used to refer to the supportive elements or adjuncts external to the core. They do not carry any positive meaning when standing alone, and have to co-occur with an unbound compliment in order to be coded as a compliment. The function of the bound elements is to intensify the complimentary force of the unbound elements.

1) Explanation

An explanation is the element that provides the reason why the agent/object complimented is considered to be good.

Example: I really enjoyed the part about ... (English)

我真心感受你演讲的... (Chinese)

wǒ zhēn xīn gǎn shòu nǐ yán jiǎng de

2) Question

A question is another supportive move frequently used to intensify the complimenting force of the unbound element or the head act. These are usually information questions that require an answer.

Example: Ms. Smith, Do you do this all yourself? (English)

史密斯太太，全是你做的吗？ (Chinese)

shǐ mì sī tài tai, quán shì nǐ zuò de ma

3) Future Reference

A future reference is a statement by which the speaker shows his/her positive expectation of the agent/object complimented.

Example: Mary, He certainly has a good future ahead of him. (English)

玛丽，他有着光明的前途。 (Chinese)

mǎ lì, tā yǒu zhe guāng míng de qián tú

4) Comparison

The speaker often compares the person or the object he or she compliments with another person or object that is considered to have a lower quality. Very often, the speaker brings up himself/herself or something of his/her own for comparison with the complimented person or object.

Example: Your child, not like mine, who doesn't come home until midnight. (English)

你的孩子不像我的，半夜也不肯回家。 (Chinese)

nǐ de hái zi bú xiàng wǒ de , bàn yè yě bù kěn huí jiā

5) Advice

Sometimes one would give advice or a suggestion to their interlocutor as to what to do.

Example: You should become a house designer. (English)

你可以成为一名设计师了。(Chinese)

nǐ kě yǐ chéng wéi yì míng shè jì shī le

6) Request

Another type of bound compliment is request, with which the speaker expresses her hope to get something from the interlocutor or to have the interlocutor do something on her behalf.

Example: Teach me how to cook someday. (English)

哪天也教我一下啊。(Chinese)

nǎ tiān yě jiāo wǒ yí xià ā

3.4.1.3 Non-Compliment

The strategy of Non-Compliment is used to code utterances supplied by respondents that do not carry any positive semantic meaning, or are ambiguous in interpretation because of the lack of explicitly or implicitly positive evaluative language for a praiseworthy behavior of the addressee. Non-compliment also includes Opt-Out, it termed No Response or No Answer in some other studies (Ye. 1995; Yu. 1999), refers to the strategy employed in situations where respondents either do not know what to say in a given situation for lack of experience, or they feel it more appropriate not to say anything in that given situation.

Example: “Where did you buy this sweater?” or say nothing. (English)

“你在哪里买的毛衫？”或者，无回应。(Chinese)

nǐ zài nǎ lǐ mǎi de máo shān huò zhě, wú huí yìng

3.4.2 Coding for Compliment Response Strategies

Based on Herbert's (1989) taxonomy, these responses given by addressees are generally classified into two main strategies, that is, agreement and non-agreement. Besides agreement and non-agreement which have been adopted in the present research, the other responses, which are neither agreement nor non-agreement, are named as other interpretations. In addition, there are several sub-categories under each category, for instance, agreement contains explicit acceptance and implicit acceptance while non-agreement includes indirect rejection and direct rejection, which is shown below.

3.4.2.1 Explicit Acceptance

It refers to Utterances that recognize the status of a preceding remark as a compliment in an explicit way.

1) Appreciation Token

The complimentee responds by “thank you”, or “thanks”, smiling or nodding to show accepting the complimentary force when hearing the compliments.

Example: A: I really like your shirt. (English)

我特喜欢你的衬衫。(Chinese)

wǒ tè xǐ huān nǐ de chèn shān

B: Thank you! / Thanks. (English)

多谢夸奖/承蒙夸奖。(Chinese)

duō xiè kuā jiǎng / chéng méng kuā jiǎng

2) Comment Acceptance

Accepting with a comment, that is, one accepts compliments offered by complimenters and adds a relevant comment on them when faced with compliments.

Example: A: Your hairstyle is fashionable. (English)

你的发型太潮了。(Chinese)

nǐ de fā xíng tài cháo le

B: I am glad to hear that. / I love it, too. (English)

你这样说我很高兴。 / 我也觉得这发型挺好的。

(Chinese)

nǐ zhè yàng shuō wǒ hěn gāo xìng / wǒ yě jué dé

zhè fā xíng tǐng hǎo de

3) Praise Upgrade

The complimentee accepts the compliments offered and further upgrades them.

Example: A: What a good job you have done! (English)

你干得太漂亮了! (Chinese)

nǐ gān dé tài piào liang le

B: I am best at that. (English)

我是最棒的。(Chinese)

wǒ shì zuì bàng de

3.4.2.2 Implicit Acceptance

It means that the addressee diverts the force of the compliments into something or someone else when responding to them.

1) Comment History

It means that the complimentee shows “acceptance and agreement” by introducing the background information which is related to the item praised, and which can explain why the compliments are suitable.

Example: A: Your necklace is so beautiful. (English)

你的项链真是太漂亮了。(Chinese)

nǐ de xiàng liàn zhēn shì tài piào liang le

B: My mother bought it for me at my birthday party. (English)

我生日的时候,妈妈给我买的。(Chinese)

wǒ shēng rì de shí hou, mā ma gěi wǒ mǎi de

2) Return

The addressee means to shift or return the compliments to the complimenter with praises when faced with compliments.

Example: A: Your cell-phone is smart. (English)

你的手机真漂亮。(Chinese)

nǐ de shǒu jī zhēn piào liang

B: Yours is smart, too. (English)

你的也挺漂亮的。(Chinese)

nǐ de yě tǐng piào liang de

3) Reassignment

The complimentee brings a third party as responsible for the excellence of the object praised by the complimenter and accepts the compliments indeed.

Example: A: Your paper is great! (English)

你的文章写得真棒。(Chinese)

nǐ de wén zhāng xiě dé zhēn bàng

B: My tutor gave me much good advice. (English)

我导师给了很多好的建议。(Chinese)

wǒ dǎo shī gěi le hěn duō hǎo de jiàn yì

3.4.2.3 Indirect Rejection

It means that the addressee reject the compliments indirectly.

1) Downgrade

The complimentee disagrees with or denigrates the force of the compliments by pointing out some flaw of the object or claiming that these praises are overstated.

Example: A: Your watch is nice. (English)

你的手表挺好的。(Chinese)

nǐ de shǒu biǎo tǐng hǎo de

B: Just so-so. (English)

勉强凑合吧。(Chinese)

miǎn qiǎng còu he ba

2) Question

The addressee raises a query to the compliments in order to show disagreement with the complimenter.

Example: A: It is a nice pen. (English)

这钢笔挺好看。(Chinese)

zhè gāng bǐ tǐng hǎo kàn

B: Really? / Is that so? (English)

是吗? / 你真这么认为吗? (Chinese)

shì ma / nǐ zhēn zhè me rèn wéi ma

3) Non-acknowledgement

The addressee keeps silence or responds with an irrelevant comment.

Example: A: It is a beautiful dress. (English)

这裙子真漂亮。(Chinese)

zhè qún zi zhēn piào liang

B: What a sunny day! / Silence. (English)

今儿天气多好呀! / 沉默。(Chinese)

jīn ér tiān qì duō hǎo ya / chén mò

3.4.2.4 Direct Rejection

It means that the addressee reject the compliments directly.

1) Negation

The complimentee contradicts the compliments or thinks that the object is not worthy of praises.

Example: A: Your shoes are in fashion. (English)

你的鞋是今年的流行款。(Chinese)

nǐ de xié shì jīn nián de liú háng kuǎn

B: No. (English)

不是。(Chinese)

bú shì

3.4.2.5 Other Interpretation

The complimentee questions the sincerity or the appropriateness of the praise.

Example: A: You are so beautiful today. (English)

你今天真漂亮。 (Chinese)

nǐ jīn tiān zhēn piào liang

B: Tell me whether you need my help or want to get something from me. (English)

你不会有求于我吧? (Chinese)

nǐ bú huì yǒu qiú yú wǒ ba

As we all know, methodology is very important for the research, because it directly influences the findings and results of the on-going research. In this part, the research methodology used for the present thesis was explained in detail and the writer expected that it can help gain the data true and reliable for the present research.

To confirm that the coding of data was correct, the intercoder reliability measure was performed. That is, two experts in English and two experts in Chinese worked independently and recorded all of the strategies in each compliment and compliment responses according to the initial coding completed by the researcher. After the coding was completed, the researcher tabulated, quantified, and compared the main discourse components among the two groups. Frequency is chosen as the primary endpoint of this study.

3.5 Statistical Procedures

In order to determine the significance of any differences, frequency data was analyzed quantitatively as a function of the two subject groups. Statistical analysis was performed using SPSS for version 11.0.

1. An initial analysis of the numerical distribution of compliments and compliment responses strategies demonstrated by each was quantified. The descriptive statistics defined as frequency and percentage were applied.
2. For comparisons between the two groups of participants classified by native speakers, in terms of the frequency of compliment and compliment response strategies used, Chi-square was performed.
3. To analyze the frequency of compliment and compliment responses strategies used by the two groups of participants, the interpretative method as unit of analysis is employed.

For all analyses, differences are considered statistically significant if $p \leq .05$.

3.6 Summary of the Chapter

This chapter has provided a discussion of the methodology adopted for this study. A description of subjects used in this study was given at the beginning of this chapter. Then the rationale for the data-gathering methods used in the present study, i.e., DCT was provided, and the theoretical ground for constructing the DCT, and the procedure for data collection was also discussed. Following this, the chapter specified how the data were coded. The coding schemes for compliment responses strategies, was introduced. Finally, the results of the data analyses for all the two groups will be

presented in the next chapter.

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CHAPTER 4

RESEARCH RESULTS

This chapter presents the results of this study. At first, these compliments and compliment responses from the native Chinese and English speakers for the research are shown in details by categorizing them into compliments and compliment response strategies, while the frequencies of the occurrences of the main strategies to which are about different topics, such as appearance, possession and abilities, and which are made by people with different social status, are also revealed after that. This also presents the comparison of compliments and compliment response strategies produced by the native Chinese and English speakers.

4.1 Compliment Strategies Occurred in the Cross-cultural Communication

This section explains the frequency and percentage of the compliment strategies occurred in the cross-cultural communication based on the classification of compliment speech acts developed by Yuan (1998).

4.1.1 Compliment Strategies Employed by Native English and Native Chinese Speakers

This part explains the frequency and percentage of the compliment strategies occurred classified by nationalities as shown in Table 4.1 below:

Table 4.1**Compliment Strategies Employed by Native Chinese and Native English****Speakers**

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Unbound	319	33.72	335	35.41	654	69.13
1.1 Explicit	315	33.30	329	34.78	644	68.08
1.2 Implicit	4	.42	6	.63	10	1.05
2. Bound	53	5.60	49	5.18	102	10.78
2.1 Explanation	0	.00	0	.00	0	.00
2.2 Question	42	4.44	47	4.96	89	9.40
2.3 Future Reference	3	.32	1	.11	3	.43
2.4 Comparison	2	.21	1	.11	3	.32
2.5 Advice	0	0.00	0	0.00	0	.00
2.6 Request	6	.63	0	.00	7	0.63
3. Non-compliment	99	10.47	91	9.62	190	20.09
Grand Total	471	49.79	475	50.21	946	100.00

As shown in Table 4.1, there are altogether 946 compliment strategies produced by 80 participants of both the native Chinese and the native English speakers through the 9 scenarios of the DCT. These compliment strategies include 654 unbound strategies, 102 bound strategies and 190 non-compliment. The native Chinese speakers produced altogether 471 compliment strategies, including 319 unbound strategies, 53 bound strategies and 99 non-compliment. And altogether 475

compliment strategies produced by the native English speakers, including 335 unbound Strategies, 49 bound strategies and 91 non-compliment. As was introduced in Chapter 3, the unbound strategies can be classified into explicit strategy, implicit strategy. Bound strategies, which include explanation, question, future reference, comparison, advice, request. Non-compliment is used when the speaker does not say anything in a situation where compliments might be appropriate. The result reports that the most frequently compliment strategy occurred was “Explicit” (f = 644, 68.08%), followed by “Non-compliment” (f = 190, 20.09%), and “Question” (f = 89, 9.41%), respectively. On the other hand, the least strategies occurred were “Explanation” (f = 0, 0%) and “Advice” (f = 0, 0%).

The following are the examples of compliment strategies found in this study. The abbreviation NCS refers to native Chinese speakers, NEC refers to native English speakers and digits that are behind the abbreviation refer to the sequence number of each participant in the DCT.

1. Unbound

The term ‘unbound’ refers to the core of a compliment. As its name suggests, this type of compliments can stand alone all by themselves. The category of unbound compliment strategies consists of two sub-categories, namely explicit compliment strategy, and implicit compliment strategy.

1.1 Explicit

Explicit is the way to tell whether a compliment is explicit or not is to see whether it contains one or more linguistically identifiable positive semantic carrier. The following are the examples of this strategy produced by both native speakers.

(1) It's perfect for you. (NES5)

(2) You are very good looking on this dress. (NES22)

(3) That's beautiful dress you're wearing. (NES4)

(4) Your new hairdo is perfect for this party. (NES5)

(5) You look very nice today for a change. (NES28)

(6) 你穿的衣服和你很搭配。(NCS2)

nǐ chuān de yī fu hé nǐ hěn dā pèi

Your cloth suits you.

(7) 新发型还不错。(NCS24)

xīn fā xíng hái bú cuò

New hairdo is nice.

(8) 颜色好看。(NCS22)

yán sè hǎo kàn

The color is nice.

(9) That's a lovely necklace for a lovely girl. (NES16)

(10) I must tell you how much I like your watch. (NES10)

(11) That's a nice watch. (NES16)

(12) 手表好特别哦。(NCS30)

shóu biǎo hǎo tè bié ò

The watch is very special.

(13) 特别的款式。(NCS20)

tè bié de kuǎn shì

Special design.

(14) 这条项链发挥了它存在的价值。(NCS7)

zhè tiáo xiàng liàn fā huī le tā cún zài de jià zhí

This necklace has played the value of its existence.

(15) You've done a great job on the project. (NES3)

(16) I'm very impress with you. (NES22)

(17) You done really well.(NES34)

(18) It's nice to see you've organized another successful meeting. (NES27)

(19) 没有你的帮助，很难完成这个项目。(NCS10)

méi yǒu nǐ de bāng zhù, hěn nán wán chéng zhè ge xiàng mù

It is difficult to complete this program without your help.

(20) 你的能力得到完美体现。(NCS16)

nǐ de néng lì dé dào wán měi tǐ xiàn

Your ability performed perfectly.

As the utterances above, both native speakers used this strategy to pay compliments to people. The examples (1) - (8) are from the topic of appearance. The examples (9) - (14) are from the topic of possession while the examples (15) - (20) are from the topic of ability.

1.2 Implicit

Implicit is unlike an explicit compliment, it usually does not have a positive semantic carrier. However, the positive meaning of this type of compliments can often be inferred from what is stated. The following are the examples of this strategy produced by both native speakers.

(21) 回去发网址给我啊。(NCS14)

huí qù fā wǎng zhǐ gěi wǒ ā

Please sent me the website when you back home.

(22) 这颜色我老早也想染了。(NCS16)

zhè yán sè wǒ lǎo zǎo yě xiǎng rǎn le

I also want to dye this color.

(23) Take care of it.(NES9)

(24) I heard about Harvard! (NES13)

(25) I hear your son is going to Harvard. (NES25)

(26) 我听说你儿子考上清华大学了。(NCS9)

wǒ tīng shuō nǐ ér zi kǎo shàng qīng huá dà xué le

I heard that your son studied at Qinhua university.

According to the utterances above, both native speakers used this strategy to pay compliments to people. The examples (21) and (22) are from the topic of appearance, the example (23) is from the topic of possession while the examples (24) - (26) are from the topic of ability.

2. Bound

The term 'bound', was used to refer to the supportive elements or adjuncts external to the core. They do not carry any positive meaning when standing alone, and have to co-occur with an unbound compliment in order to be coded as a compliment. The function of the bound elements is to intensify the complimentary force of the unbound elements.

2.1 Explanation

An explanation is the element that provides the reason why the agent/object complimented is considered to be good. There is no any example in my DCT because no one pays compliments by this strategy.

2.2 Question

Question is another supportive move frequently used to intensify the complimenting force of the unbound element or the head act. These are usually information questions that require an answer. The following are the examples of this strategy produced by both native speakers.

(27) Do you have a new hairdo? (NES20)

(28) Can I ask you about your hair color? (NES7)

(29) Have you dyed your hair? (NES38)

(30) 今天有约会吧? (NCS11)

jīn tiān yǒu yuē huì ba

Do you have an appointment today?

(31) 换了发型了? (NCS20)

huàn le fā xíng le

Have you changed your hairstyle?

(32) 哪里设计的? (NCS26)

nǎ lǐ shè jì de

Where did you design it?

(33) Does she also display the time? (NES29)

(34) Where did you buy the watch? (NES20)

(35) Was it expensive? (NES31)

(36) Did you choose it yourself? (NES31)

(37) Have you get a new watch? (NES33)

(38) 哪个国家牌子的? (NCS1)

nǎ gè guó jiā pái zi de

Which country does the brand belong to?

(39) 手表新买的? (NCS20)

shóu biǎo xīn mǎi de

Buy the new watch?

(40) 这是什么手表? (NCS1)

zhè shì shén me shóu biǎo

What is this watch?

(41) How is he going at HU? (NES20)

(42) Who helped you? (NES39)

As the utterances above, both native speakers used this strategy to pay compliments to people. The examples (27) - (32) are from the topic of appearance. The examples (33) - (40) are from the topic of possession while the examples (41) and (42) are from the topic of ability.

2.3 A Future Reference

A future reference is a statement by which the speaker shows his/her positive expectation of the agent/object complimented. The following are the examples of this strategy produced by both native speakers.

(43) Hopefully one day, I can afford one. (NES14)

(44) 将来一定是人才。(NCS10)

jiāng lái yí dìng shì rén cái

He will be a talent in the future.

(45) 将来定有出息。(NCS28)

jiāng lái dìng yǒu chū xī

He will have a nice future.

As the utterances above, both native speakers used this strategy to pay compliments to people. The example (43) is from the topic of possession while the examples (44) and (45) are from the topic of ability.

2.4 Comparison

Comparison means the speaker often compares the person or the object s/he compliments with another person or object that is considered to have a lower quality. The following are the examples of this strategy produced by both native speakers.

(46) 哪一天我也能有像你一样的表就好了。(NCS27)

yì tiān wǒ yě néng yǒu xiàng nǐ yí yàng de biǎo jiù hǎo le

One day, it will be good for me if I have the same watch as yours.

(47) I hope one day my boy make the same choice. (NES5)

(48) 我女儿就知道买项链。(NCS18)

wǒ nǚ ér jiù zhī dào mǎi xiàng liàn

My daughter just know buying necklace.

As the utterances above, both native speakers used this strategy to pay compliments to people. The example (46) is from the topic of possession while the examples (47) and (48) are from the topic of ability.

2.5 Advice

Sometimes one would give advice or a suggestion to their interlocutor as to what to do. There is no any example in my DCT because no one pays compliments by this strategy.

2.6 Request

Request, with which the speaker expresses her hope to get something from the interlocutor or to have the interlocutor do something on her behalf. The following are the examples of this strategy produced by the native Chinese speakers. And there is no example from the native English speakers.

(49) 分享一下经验。(CC36)

fēn xiǎng yí xià jīng yàn

Please share your experience.

(50) 你儿子咋学的，教教我呗。(CC186)

nǐ ér zi zǎ xué de, jiāo jiāo wǒ bei

Please teach me how did your son learn.

(51) 姐，教我些育儿经验吧。(CC116)

jiě, jiāo wǒ xiē yù ér jīng yàn ba

Please teach me how to teach child, sister.

As the utterances above, the native Chinese speakers used this strategy to pay compliments to people, The examples (49) - (51) are all from the topic of ability.

3. Non-compliment

The strategy of Non-compliment is used to code utterances supplied by respondents that do not carry any positive semantic meaning. Non-compliment also includes No Response or No Answer. The following are the examples of this strategy produced by both native speakers.

(52) Why did you dyed you hair? (NES18)

(53) "Business is business", we'll talk about the watch later. (NES1)

(54) Good morning, sir. (NES7)

(55) 怎么又买了? (NCS15)

zěn me yòu mǎi le

Why did you buy it again?

(56) 都好几块了。(NCS15)

dōu hǎo jǐ kuài le

You have bought many watches.

As the utterances above, both native speakers used this strategy to pay compliments to people. The example (52) is from the topic of appearance while the examples (53) and (56) are from the topic of possession.

4.1.2 Compliment Strategies Employed by Native Chinese and Native English Speakers According to the Compliment Topics

This part describes the frequency and percentage of compliment strategies occurred according to the compliment topics as shown in the tables 4.2 - 4.4. Table 4.2 below shows the frequency and percentage of compliment strategies according to the appearance topic, which is related to item 1, item 2 and item 9 in the DCT.

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Table 4.2

**Compliment Strategies Employed by Native Chinese and Native English
Speakers According to the Appearance Topic**

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Unbound	108	33.64	111	34.58	219	68.22
1.1 Explicit	106	33.02	111	34.58	217	67.60
1.2 Implicit	2	.62	0	0	2	.62
2. Bound	21	6.54	13	4.05	34	10.59
2.1 Explanation	0	0	0	0	0	.00
2.2 Question	19	5.92	13	4.05	32	9.97
2.3 Future Reference	0	0	0	0	0	.00
2.4 Comparison	0	0	0	0	0	.00
2.5 Advice	0	0	0	0	0	.00
2.6 Request	2	.62	0	0	2	.62
3. Non-compliment	28	8.72	40	12.46	68	21.18
Grand Total	157	48.91	164	51.09	321	100.00

It reveals that the compliment strategies were employed by both native English and native Chinese speakers. There are altogether 321 compliment strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment strategies include 219 unbound strategies, 34 bound strategies and 68 non-compliment. The native Chinese speakers produced altogether

157 compliment strategies, including 108 unbound strategies, 21 bound strategies and 28 non-compliment. And altogether 164 compliment strategies produced by the native English speakers, including 111 unbound Strategies, 13 bound strategies and 40 non-compliment. Of these strategies, “Explicit” (f = 217, 67.60%) was used as the highest number in both groups, then “Non-compliment”(f = 68, 21.18%) and “Question”(f = 32, 9.97%), respectively. On the other hand, the least strategies occurred were “Explanation” (f = 0, 0%), “Future Reference” (f = 0, 0%), “Comparison” (f = 0, 0%) and “Advice” (f = 0, 0%).

Table 4.3 below shows the frequency and percentage of compliment strategies according to the possession topic, which is related to item 3, item 4 and item 8 in the DCT.

Table 4.3

**Compliment Strategies Employed by Native Chinese and Native English
Speakers According to the Possession Topic**

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Unbound	80	25.64	96	30.77	176	56.41
1.1 Explicit	80	25.64	94	30.13	174	55.77
1.2 Implicit	0	0	2	.64	2	.64
2. Bound	23	7.37	28	8.97	51	16.34
2.1 Explanation	0	0	0	0	0	.00
2.2 Question	22	7.05	27	8.65	49	15.70
2.3 Future Reference	0	0	0	0	0	.00
2.4 Comparison	1	.32	0	0	1	.32
2.5 Advice	0	0	0	0	0	.00
2.6 Request	0	0	1	.32	1	.32
3. Non-compliment	52	16.67	33	10.58	85	27.25
Grand Total	155	49.68	157	50.32	312	100.00

It indicates that the compliment strategies were employed by both native speakers. There are altogether 312 compliment strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment strategies include 176 unbound strategies, 51 bound strategies and 85 non-compliment. The native Chinese speakers produced altogether 155 compliment strategies,

including 80 unbound strategies, 23 bound strategies and 52 non-compliment. And altogether 157 compliment strategies produced by the native English speakers, including 96 unbound Strategies, 28 bound strategies and 33 non-compliment. Of these strategies, “Explicit” (f = 174, 55.77%) was used as the highest number in both groups, then “Non-compliment”(f = 85, 27.25%) and “Question”(f = 49, 15.70), respectively. On the other hand, the least strategies occurred were “Explanation” (f = 0, 0%), “Future Reference” (f = 0, 0%) and “Advice” (f = 0, 0%).

Table 4.4 below shows the frequency and percentage of compliment strategies according to the ability topic, which is related to item 5, item 6 and item 7 in the DCT.

Table 4.4

**Compliment Strategies Employed by Native Chinese and Native English
Speakers According to the Ability Topic**

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Unbound	130	38.69	135	40.18	265	78.87
1.1 Explicit	128	38.10	131	38.99	259	77.09
1.2 Implicit	2	.60	4	1.19	6	1.79
2. Bound	8	2.38	12	3.57	20	5.95
2.1 Explanation	0	0	0	0	0	.00
2.2 Question	0	0	11	3.27	11	3.27
2.3 Future Reference	3	.89	0	0	3	.89
2.4 Comparison	1	.30	1	.30	2	.60
2.5 Advice	0	0	0	0	0	.00
2.6 Request	4	1.19	0	0	4	1.19
3. Non-compliment	27	8.04	24	7.14	51	15.18
Grand Total	165	49.11	171	50.89	336	100.00

The table depicts that the compliment strategies were employed by both native speakers. There are altogether 336 compliment strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment strategies include 265 unbound strategies, 20 bound strategies and 51 non-compliment. The native Chinese speakers produced altogether 165 compliment strategies, including 130 unbound strategies, 8 bound strategies and 27

non-compliment. And altogether 171 compliment strategies produced by the native English speakers, including 135 unbound Strategies, 12 bound strategies and 24 non-compliment. Of these strategies, “Explicit”(f = 259, 77.09%) was used as the highest number in both groups, then “Non-compliment”(f = 51, 15.18%) and “Question”(f = 11, 3.27%), respectively. On the other hand, the least strategies occurred were “Explanation” (f = 0, 0%), and “Advice” (f = 0, 0%).

4.1.3 Compliment Strategies Employed by Native Chinese and Native English Speakers According to the Social Status

This part describes the frequency and percentage of compliment strategies occurred according to the social status as shown in the tables 4.5 - 4.7. Table 4.5 below shows the frequency and percentage of compliment strategies according to the high to low status, which is related to item 2, item 4 and item 6 in the DCT.

Table 4.5

**Compliment Strategies Employed by Native Chinese and Native English
Speakers According to the High to Low Status**

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1.Unbound	116	35.47	116	35.47	232	70.94
1.1 Explicit	113	34.56	110	33.64	223	68.20
1.2 Implicit	3	.92	6	1.83	9	2.75
2. Bound	25	7.64	24	7.34	49	14.98
2.1 Explanation	0	.00	0	.00	0	.00
2.2 Question	17	5.20	23	7.03	40	12.23
2.3 Future Reference	3	.92	0	.00	3	.92
2.4 Comparison	1	.31	1	.31	2	.62
2.5 Advice	0	.00	0	.00	0	.00
2.6 Request	4	1.22	0	1.22	4	1.22.
3. Non-compliment	22	6.73	24	7.34	46	14.07
Grand Total	163	49.85	164	50.15	327	100.00

It indicates that the compliment strategies were employed by both native English and native Chinese speakers. There are altogether 327 compliment strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment strategies include 232 unbound strategies, 49 bound strategies and 46 non-compliment. The native Chinese speakers produced altogether

163 compliment strategies, including 116 unbound strategies, 25 bound strategies and 22 non-compliment. And altogether 164 compliment strategies produced by the native English speakers, including 116 unbound Strategies, 24 bound strategies and 24 non-compliment. Of these strategies, “Explicit” (f = 223, 68.20%) was used as the highest number in both groups, then “Non-compliment” (f = 46, 14.07%) and “Question” (f = 40, 12.23%), respectively. On the other hand, the least strategies occurred were “Explanation” (f = 0, 0%) and “Advice” (f = 0, 0%).

Table 4.6 below shows the frequency and percentage of compliment strategies according to the equal status, which is related to item 1, item 3 and item 5 in the DCT.

Table 4.6

**Compliment Strategies Employed by Native Chinese and Native English
Speakers According to the Equal Status**

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Unbound	127	35.87	136	38.42	263	74.29
1.1 Explicit	127	35.87	136	38.42	263	74.29
1.2 Implicit	0	0	0	0	0	.00
2. Bound	25	7.06	22	6.21	47	13.27
2.1 Explanation	0	0	0	0	0	.00
2.2 Question	23	6.50	22	6.21	45	12.71
2.3 Future Reference	0	0	0	0	0	.00
2.4 Comparison	0	0	0	0	0	.00
2.5 Advice	0	0	0	0	0	.00
2.6 Request	2	.56	0	0	2	.56
3. Non-compliment	25	7.06	19	5.38	44	12.43
Grand Total	177	50.00	177	50.00	354	100.00

The table above shows the compliment strategies were employed by both native speakers. There are altogether 354 compliment strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment strategies include 263 unbound strategies, 47 bound strategies and 44 non-compliment. The native Chinese speakers produced altogether 177 compliment

strategies, including 127 unbound strategies, 25 bound strategies and 25 non-compliment. And altogether 177 compliment strategies produced by the native English speakers, including 136 unbound Strategies, 22 bound strategies and 19 non-compliment. Of these strategies, “Explicit” (f = 263, 74.29%) was used as the highest number in both groups, then “Question” (f = 45, 12.71%) and “Non-compliment” (f = 44, 12.43%), respectively. On the other hand, the least strategies occurred were “Explanation” (f = 0, 0%), “Future Reference” (f = 0, 0%), “Comparison” (f = 0, 0%) and “Advice” (f = 0, 0%).

Table 4.7 below shows the frequency and percentage of compliment strategies according to the low to high status, which is related to item 7, item 8 and item 9 in the DCT.

Table 4.7

Compliment Strategies Employed by Native Chinese and Native English Speakers According to the Low to High Status

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Unbound	77	26.83	86	29.96	163	56.79
1.1 Explicit	76	26.48	85	29.62	161	56.10
1.2 Implicit	1	.35	1	.35	2	.70
2. Bound	4	1.39	10	3.48	14	4.87
2.1 Explanation	0	0	0	0	0	.00
2.2 Question	3	1.05	9	3.13	12	4.18
2.3 Future Reference	0	0	0	0	0	0
2.4 Comparison	1	.35	0	0	1	.35
2.5 Advice	0	0	0	0	0	0
2.6 Request	0	0	1	.35	1	.35
3. Non-compliment	57	19.86	53	18.47	110	38.33
Grand Total	138	48.08	149	51.92	287	100.00

The table depicts that the compliment strategies were employed by both native English and native Chinese speakers. There are altogether 287 compliment strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment strategies include 163 unbound strategies, 14 bound strategies and 110 non-compliment. The native Chinese speakers produced altogether

138 compliment strategies, including 77 unbound strategies, 4 bound strategies and 57 non-compliment. And altogether 149 compliment strategies produced by the native English speakers, including 86 unbound Strategies, 10 bound strategies and 53 non-compliment. Of these strategies, “Explicit” (f = 161, 56.10%) was used as the highest number in both groups, then “Non-compliment” (f = 110, 38.33%) and “Question” (f = 12, 4.18%), respectively. On the other hand, the least strategies occurred were “Explanation” (f = 0, 0%), “Future Reference” (f = 0, 0%) and “Advice” (f = 0, 0%).

4.2 Compliment Response Strategies Occurred in the Cross-cultural Communication

This section explains the frequency and percentage of the compliment response strategies occurred in the cross-cultural communication based on Herbert’s (1989) taxonomy.

4.2.1 Compliment Response Strategies Employed by Native English and Native Chinese Speakers

This part explains the frequency and percentage of the compliment strategies occurred classified by nationalities as shown in Table 4.8 below:

Table 4.8

Compliment Response Strategies Employed by Native Chinese and Native English Speakers

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Explicit Acceptance	309	27.94	414	37.43	723	65.37
1.1. Appreciation Token	199	17.99	277	25.05	476	43.04
1.2. Comment Acceptance	107	9.67	134	12.12	241	21.79
1.3. Praise Upgrade	3	.27	3	.27	6	.54
2. Implicit Acceptance	48	4.34	37	3.35	85	7.69
2.1. Comment History	7	.63	8	.72	15	1.35
2.2. Return	34	3.07	27	2.44	61	5.51
2.3. Reassignment	7	.63	2	.18	9	.81
3. Indirect Rejection	238	21.52	34	3.07	272	24.59
3.1. Downgrade	195	17.63	20	1.81	215	19.44
3.2. Question	31	2.80	13	1.18	44	3.98
3.3. Non-acknowledgement	12	1.08	1	.09	13	1.18
4. Direct Rejection	10	.90	5	.45	15	1.35
4.1. Negation	10	.90	5	.45	15	1.35
5. Other Interpretation	0	.00	11	.99	11	.99
Grand Total	605	54.70	501	45.30	1106	100.00

As shown in Table 4.8, there are altogether 1106 compliment response strategies produced by 80 participants of both native speakers through the 9 scenarios of the DCT. These compliment response strategies, including 723 explicit acceptance, 85 implicit acceptance, 272 indirect rejection, 15 direct rejection and 11 other interpretation. The native Chinese speakers produced altogether 605 compliment response strategies, including 309 explicit acceptance, 48 implicit acceptance, 238 indirect rejection, 10 direct rejection and 0 other interpretation. And altogether 501 compliment strategies produced by the native English speakers, including 414 explicit acceptance, 37 implicit acceptance, 34 indirect rejection, 5 direct rejection and 11 other interpretation. As was introduced in Chapter 3, the compliment responses collected in the present research are categorized into eleven types, including Appreciation Token, Comment Acceptance, Praise Upgrade, (which are classified into a super group named as Explicit Acceptance), Comment History, Reassignment, Return, (which are classified into the second super group named as Implicit Acceptance), Downgrade, Question, Non- Acknowledgement, (which are classified into the third super group named as Indirect Rejection), Negation (the forth super group named as Direct Rejection), and Other Interpretations. The result reports that the most frequently compliment response strategies occurred were “Appreciation Token” (f = 476, 43.04%), followed by “Comment Acceptance” (f = 241, 21.79%), and “Downgrade” (f = 215, 19.44%), respectively. On the other hand, the least strategy occurred was “Praise Upgrade” (f = 6 .54%).

The following are the examples of compliment response strategies found in this study. The abbreviation NCS refers to native Chinese speakers, NES refers to native English speakers and digits that are behind the abbreviation refer to the

sequence number of each participant in the DCT.

1. Explicit Acceptance

It refers to Utterances that recognize the status of a preceding remark as a compliment in an explicit way.

1.1 Appreciation Token

Appreciation Token is that the complimentee responds by “thank you”, or “thanks”, smiling or nodding to show accepting the complimentary force when hearing the compliments. The following are the examples of this strategy produced by both native speakers.

(57) Thank you for the compliment. (NES6)

(58) 谢谢老板的称赞。(NCS1)

xiè xiè lǎo bǎn de chēng zàn

Thank you for boss's compliment.

(59) 谢谢老板。(NCS17)

xiè xiè lǎo bǎn

Thank you boss.

(60) Thanks a lot. (NES2)

(61) Thank you teacher. (NES22)

(62) Thanks for that. (NES11)

(63) 嘻嘻。(NES8)

xī xī

Grin..

(64) 谢谢夸奖。(NCS13)

xiè xiè kuā jiǎng

Thank you for the compliment.

(65) 嗯。(NCS40)

èn

Uhm.

(66) Thanks for the feedback.(NES12)

(67) Thank you for noticing (NES27)

(68) Thanks for saying so.(NES25)

(69) 哈哈。(NCR2)

hā hā

Laugh..

(70) 谢谢你们为我加油。(NCR30)

xiè xiè nǐ men wéi wǒ jiā yóu

Thank you for cheers for me.

(71) 经理，谢谢你的鼓励。(NCR32)

jīng lǐ, xiè xiè nǐ de gǔ lì

Thank you for your encouragement, manager.

As the utterances above, both native speakers used this strategy to respond the compliment. The examples (57) - (59) are from the topic of appearance. The examples (60) - (65) are from the topic of possession while the examples (66) - (71) are from the topic of ability.

1.2 Comment Acceptance

Comment Acceptance, accepting with a comment, that is, one accepts compliments offered by complimenters and adds a relevant comment on them when faced with compliments. The following are the examples of this strategy produced by both native speakers.

(72) That's nice of you to say. (NES3)

(73) You know me like to keep in fashion. (NES9)

(74) I'm so happy you like it. (NES1)

(75) It took me hours to arrange. (NES12)

(76) 我特喜欢这衣服。(NCS1)

wǒ tè xǐ huan zhè yī fu

I like this cloth very much.

(77) 我也这么觉得。(NCS40)

wǒ yě zhè me jué dé

I think so, too.

(78) 天天都这么漂亮。(NCS18)

tiān tiān dōu zhè me piào liang

Nice everyday.

(79) 您的赞美是我一天的动力。(NCS27)

nín de zàn měi shì wǒ yì tiān de dòng lì

Your compliment gives me inspiration.

(80) It's really great. (NES4)

(81) It is a state of the art phone. (NES20)

(82) It wasn't cheap.(NES2)

(83) 用着挺好的。(NCS14)

yòng zhe tǐng hǎo de

It uses well.

(84) 性价比高。(NCS31)

xìng jià bǐ gāo

It is worth.

(85) 一分钱一分货。(NCS19)

wǒ yě zhè me jué dé

I think so, too.

(78) 天天都这么漂亮。(NCS18)

tiān tiān dōu zhè me piào liang

Nice everyday.

(79) 您的赞美是我一天的动力。(NCS27)

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Your compliment gives me inspiration.

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(83) 用着挺好的。(NCS14)

yòng zhe tǐng hǎo de

It uses well.

(84) 性价比高。(NCS31)

xìng jià bǐ gāo

It is worth.

(85) 一分钱一分货。(NCS19)

yì fēn qián yì fēn huò

You get what you pay for.

(86) I had a good game today. (NES12)

(87) I'm trying my best. (NES26)

(88) Hope that's going to reflect in my day. (NES34)

(89) 今天发挥的特别好。(NCS29)

jīn tiān fā huī de tè bié hǎo

Today, perform very well.

(90) 我会继续努力的。(NCS24)

wǒ huì jì xù nǚ lì de

I'll keep fighting on

(91) 那么我改行做歌手吧。(NCS32)

nà me wǒ gǎi háng zuò gē shǒu ba

So I can change my job to be a singer.

As the utterances above, both native speakers used this strategy to respond the compliment. The examples (72) - (79) are from the topic of appearance. The examples (80) - (85) are from the topic of possession while the examples (86) - (91) are from the topic of ability.

1.3 Praise Upgrade

Praise Upgrade indicates that the complimentee accepts the compliments offered and further upgrades them. The following are the examples of this strategy produced by both native speakers.

(92) I'm from Manchester mate, it's in the blood. (NES38)

(93) Maybe my ticket out of this place! (NES38)

(94) 在 KTV, 我可是麦霸。(NCS40)

zài KTV, wǒ kě shì mài bà

I'm the lord of singer at KTV.

As the utterances above, the native Chinese speakers used this strategy to respond the compliment. The examples (92) - (94) are from the topic of ability.

2. Implicit Acceptance

It means that the addressee diverts the force of the compliments into something or someone else when responding to them.

2.1 Comment History

Comment History means that the complimentee shows “acceptance and agreement” by introducing the background information which is related to the item praised, and which can explain why the compliments are suitable. The following are the examples of this strategy produced by both native speakers.

(95) I bought it recently. (NES12)

(96) I just got it on sale. (NES13)

(97) I've just had it cut. (NES16)

(98) I have it for my birthday present. (NES11)

(99) Got it yesterday. (NES35)

(100) 我以前唱过一段时间。(NCS1)

wǒ yǐ qián chàng guò yí duàn shí jiān

I have sung for a period of time before.

As the utterances above, the native Chinese speakers used this strategy to respond the compliment. The example (95) - (99) are from the topic of possession while the example (100) is from the topic of ability.

2.2 Return

Return, the addressee means to shift or return the compliments to the complimenter with praises when faced with compliments. The following are the examples of this strategy produced by both native speakers.

(101) You look great too on your dress. (NES11)

(102) I like your shoes today, too. (NES13)

(103) You look nice, a special occasion with your boyfriend. (NES29)

(104) 你也一样。(NCS27)

nǐ yě yí yàng

The same to you.

(105) 你也很漂亮。(NCS16)

nǐ yě hěn piào liang

You are nice, too.

(106) 你的更漂亮。(NCS32)

nǐ de gèng piào liang

Yours is nicer.

(107) 你更漂亮。(NCS17)

nǐ gèng piào liang

You are more beautiful than me.

(108) You might have better car than mine when you are get older. (NES11)

(109) I'm sure you will have one soon. (NES34)

(110) 你的也不错。(NCS17)

nǐ de yě bú cuò

The same to yours.

(111) So did you. (NES7)

(112) You weren't bad yourself. (NES14)

(113) You played great also. (NES30)

(114) You have really trained me well. (NES14)

(115) 这都是大家一起努力的结果。(NCS15)

zhè dōu shì dà jiā yì qǐ nǚ lì de jié guǒ

This is the result of everyone working together.

(116) 大家都很棒。(NCS32)

dà jiā dōu hěn bàng

Everyone is so great.

(117) 老板领导的好。(NCS26)

lǎo bǎn lǐng dǎo de hǎo

Because of your good leading.

(118) 你唱得更好。(NCS25)

nǐ chàng dé gèng hǎo

You sing better.

As the utterances above, both native speakers used this strategy to respond the compliment, such as the examples (101) - (107) are from the topic of appearance. The examples (108) and (110) are from the topic of possession while the examples (111) - (118) are from the topic of ability.

2.3 Reassignment

Reassignment means the complimentee brings a third party as responsible

for the excellence of the object praised by the complimenter and accepts the compliments indeed. The following are the examples of this strategy produced by both native speakers.

(119) 老婆买的。(NCS33)

lǎo po mǎi de

My wife bought for me.

(120) 我家妹子挑的。(NCS31)

wǒ jiā mèi zi tiāo de

My sister chose for me.

(121) My dad bought it for me. (NES7)

(122) 压岁钱买的。(NCS32)

yā suì qián mǎi de

I use the New Year's money to buy it.

(123) 我妈给我买的。(NCS26)

wǒ mā gěi wǒ mǎi de

My Mom bought for me.

(124) 别人送的。(NCS4)

bié rén sòng de

Someone else gave me.

(125) But it's through good leadership and teamwork that has enabled me to improve. (NES1)

(126) The help you gave me, helped me. (NES10)

As the utterances above, both native speakers used this strategy to respond the compliment. The examples (119) and (120) are from the topic of appearance. The examples (121) - (124) are from the topic of possession while the examples (125) and (126) are from the topic of ability.

3. Indirect Rejection

It means that the addressee reject the compliments indirectly.

3.1 Downgrade

Downgrade, the complimentee disagrees with or denigrates the force of the compliments by pointing out some flaw of the object or claiming that these praises are overstated. The following are the examples of this strategy produced by native English speakers.

(127) There are old clothes, I can't afford new. (NES28)

(128) 哪有。(NCS4)

nǎ yǒu

Where

(129) 都丑死了。(NCS6)

dōu chǒu sǐ le

It is ugly.

(130) 和以前一样。(NCS4)

hé yǐ qián yí yàng

Just be the same.

(131) It is old but still use able. (NES20)

(132) Not many. (NES28)

(133) I'm still learning how to use everything.(NES2)

(134) I haven't got used to them all yet. (NES9)

(135) 还可以了。(NCS10)

hái ké yǐ le

Just so so.

(136) 不怎么好的车。(NCS22)

bù zěn me hǎo de chē

My car is not good.

(137) 别开我玩笑呢。(NCS32)

bié kāi wǒ wán xiào ne

Don't joke me

(138) 还便宜的。(NCS6)

hái pián yi de

It's cheap.

(139) 没有那么神奇。(NCS32)

méi yǒu nà me shén qí

It's not very fantastic.

(140) I thought I didn't play that well.(NES31)

(141) Don't joke. (NES5)

(142) I don't know about that. (NES12)

(143) 不是很满意。(NCS1)

bú shì hěn mǎn yì

I am not very satisfied.

(143) 都已经旧了。(NCS4)

dōu yǐ jīng jiù le

It is old.

(144) 随便唱唱的。(NCS4)

suí biàn chàng chàng de

Just sing non-sense.

(145) 不怎么样。 (NCS20)

bù zěn me ké yì

It's not very good.

(146) 多扔点板砖给我。 (NCS16)

duō rēng diǎn bǎn zhuān gěi wǒ

Piss me more.

As the utterances above, both native speakers used this strategy to respond the compliment. The examples (127) - (130) are from the topic of appearance. The examples (131) - (139) are from the topic of possession while the examples (140) - (146) are from the topic of ability.

3.2 Question

Question means the addressee raises a query to the compliments in order to show disagreement with the complimenter. The following are the examples of this strategy produced by both native speakers.

(147) Do you think so? (NES31)

(148) Really? (NES3)

(149) 真的吗? (NCS9)

zhēn de ma

Really?

(150) 是吗? (NCS25)

shì ma

Really?

(151) 你很了解吗? (NCS8)

nǐ hěn liáo jiě ma

Do you know a lot about that?

(152) Are you sure? (NES31)

As the utterances above, both native speakers used this strategy to respond the compliment. The examples (147) and (150) are from the topic of appearance. The example (151) is from the topic of possession while the example (152) is from the topic of ability.

3.3 Non-acknowledgement

Non-acknowledgement means the addressee keeps silence or responds with an irrelevant comment. The following are the examples of this strategy produced by both native speakers.

(153) Your still not getting promoted. (NES14)

(154) 上班时间, 好好工作。(NCS15)

shàng bān shí jiān, hǎo hǎo gōng zuò

Work time, focus on working.

(155) 赶紧回去好好工作。(NCS13)

gǎn jǐn huí qù hǎo hǎo gōng zuò

You should go to work now.

(156) It's not payed for yet. (NES28)

(157) 考试全靠它了。(NCS27)

kǎo shì quán kào tā le

All exams are independent in it.

(158) 为同学们服务。(NCS27)

wéi tóng xué men fú wù

Service for students.

(159) 你的作业写完了吗? (NCS13)

nǐ de zuò yè xiě wán liǎo ma

Have you finished your assignment?

(160) It was a good day! (NES13)

(161) 12 hours a day I should have. (NES28)

(162) I think what you had to drink might have something to do with it.

(NES34)

(163) 累死了。(NCS40)

lèi sī le

I'm tired.

(164) 比赛第二，友谊第一。(NCS27)

bǐ sài dì èr, yǒu yì dì yī

Friendship is the first, match is the second.

(165) 让我喝口水。(NCS31)

ràng wǒ hē kǒu shuǐ

Let me drink water.

As the utterances above, the native Chinese speakers used this strategy to respond the compliment. The examples (153) and (155) are from the topic of appearance. The examples (156) - (159) are from the topic of possession while the examples (160) - (165) are from the topic of ability.

4. Direct Rejection

It means that the addressee reject the compliments directly.

4.1 Negation

Negation means the complimentee contradicts the compliments or thinks that the object is not worthy of praises. The following are the examples of this strategy produced by both native speakers.

(166) You need glasses. (NES28)

(167) Stop grovelling. (NES28)

(168) No, you can not have a wage rise. (NES39)

(169) 没有了。(NCS10)

méi yǒu le

No.

(170) No, it is not smart. (NES29)

(171) 不行。(NCS6)

bù xíng

No way.

(172) 我想再换。(NCS6)

wǒ xiǎng zài huàn

I want to change again.

(173) No, I don't. (NES25)

(174) Don't think so. (NES35)

(175) Don't take the piss. (NES39)

(176) 我不行。(NCS6)

wǒ bù xíng

I can't.

(177) 没有吧。(NCS39)

méi yǒu ba

No.

As the utterances above, both native speakers used this strategy to respond the compliment. The examples (166) and (169) are from the topic of appearance. The examples (170) - (172) are from the topic of possession while the examples (173) and (177) are from the topic of ability.

5. Other Interpretation

Other Interpretation means the complimentee questions the sincerity or the appropriateness of the praise. The following are the examples of this strategy produced by native English speakers. And there is no any example for native Chinese speakers because no one uses this strategy to respond the compliment.

(178) What are you after? (ER391)

(179) What do you want? (ER82)

(180) Sorry for playing my phone during class. (ER383)

(181) Would you like to see it? (ER43)

(182) Don't use it your classroom. (ER53)

(183) Would you like me to show you? (ER47)

(184) Do you want it? (ER157)

As the utterances above, the native English speakers used this strategy to

respond the compliment. The examples (178) and (179) are from the topic of appearance while the examples (180) - (184) are from the topic of possession.

4.2.2 Compliment Response Strategies Employed by Native Chinese and Native English Speakers According to the Compliment Topics

This part describes the frequency and percentage of compliment response strategies occurred according to the compliment topics as shown in the tables 4.9 - 4.11. Table 4.9 below shows the frequency and percentage of compliment response strategies according to the appearance topic, which is related to item 1, item 2 and item 9 in the DCT.

Table 4.9

Compliment Response Strategies Employed by Native Chinese and Native English Speakers According to the Appearance Topic

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	F	%
1. Explicit Acceptance	111	35.24	126	40.00	237	75.24
1.1. Appreciation Token	86	27.30	103	32.70	189	60.00
1.2 Comment Acceptance	25	7.94	23	7.30	48	15.24
1.3 Praise Upgrade	0	.00	0	.00	0	.00
2. Implicit Acceptance	22	6.98	9	2.86	31	9.84
2.1 Comment History	2	.63	5	1.59	7	2.22
2.2 Return	16	5.08	4	1.27	20	6.35
2.3 Reassignment	4	1.27	0	.00	4	1.27
3. Indirect Rejection	30	9.52	7	2.22	37	11.75
3.1 Downgrade	16	5.08	1	.32	17	5.40
3.2 Question	10	3.17	6	1.90	16	5.07
3.3 Non-acknowledgement	4	1.27	0	.00	4	1.27
4. Direct Rejection	6	1.90	1	.32	7	2.22
4.1 Negation	6	1.90	1	.32	7	2.22
5. Other Interpretation	0	.00	3	.95	3	.95
Grand Total	169	53.65	146	46.35	315	100.00

It is found from the table that the compliment response strategies were

employed by both native English and native Chinese speakers. There are altogether 315 compliment response strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment response strategies, including 237 explicit acceptance, 31 implicit acceptance, 37 indirect rejection, 7 direct rejection and 3 other interpretation. The native Chinese speakers produced altogether 169 compliment response strategies, including 111 explicit acceptance, 22 implicit acceptance, 30 indirect rejection, 6 direct rejection and 0 other interpretation. And altogether 146 compliment strategies produced by the native English speakers, including 126 explicit acceptance, 9 implicit acceptance, 7 indirect rejection, 1 direct rejection and 3 other interpretation. Of these strategies, “Appreciation Token”(f = 189, 60.00%) was used as the highest number in both groups, then “Comment Acceptance”(f = 48, 15.24%) and “Return”(f = 20, 6.35%), respectively. On the other hand, the least strategy occurred was “Praise Upgrade” (f = 0, 0%).

Table 4.10 below shows the frequency and percentage of compliment response strategies according to the possession topic, which is related to item 3, item 4 and item 7 in the DCT.

Table 4.10

Compliment Response Strategies Employed by Native Chinese and Native English Speakers According to the Possession Topic

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Explicit Acceptance	88	26.11	148	43.92	236	70.03
1.1. Appreciation Token	50	14.84	88	26.11	138	40.95
1.2 Comment Acceptance	38	11.28	60	17.80	98	29.08
1.3 Praise Upgrade	0	.00	0	.00	0	.00
2. Implicit Acceptance	9	2.67	7	2.08	16	4.75
2.1 Comment History	3	.89	3	.89	6	1.78
2.2 Return	3	.89	3	.89	6	1.78
2.3 Reassignment	3	.89	1	.30	4	1.19
3. Indirect Rejection	62	18.40	14	4.15	76	22.55
3.1 Downgrade	46	13.65	8	2.37	54	16.02
3.2 Question	13	3.86	6	1.78	19	5.64
3.3 Non-acknowledgement	3	.89	0	.00	3	.89
4. Direct Rejection	3	.89	1	.30	4	1.19
4.1 Negation	3	.89	1	.30	4	1.19
5. Other Interpretation	0	.00	5	1.48	5	1.48
Grand Total	162	48.07	175	51.93	337	100.00

It indicates that the compliment response strategies were employed by both

native English and native Chinese speakers. There are altogether 337 compliment response strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment response strategies, including 236 explicit acceptance, 16 implicit acceptance, 76 indirect rejection, 4 direct rejection and 5 other interpretation. The native Chinese speakers produced altogether 162 compliment response strategies, including 88 explicit acceptance, 9 implicit acceptance, 62 indirect rejection, 3 direct rejection and 0 other interpretation. And altogether 175 compliment strategies produced by the native English speakers, including 148 explicit acceptance, 7 implicit acceptance, 14 indirect rejection, 1 direct rejection and 5 other interpretation. Of these strategies, “Appreciation Token”(f = 138, 40.95%) was used as the highest number in both groups, then “Comment Acceptance”(f = 98, 29.08%) and “Downgrade”(f = 54, 16.02%), respectively. On the other hand, the least strategy occurred was “Praise Upgrade” (f = 0, 0%).

Table 4.11 below shows the frequency and percentage of compliment response strategies according to the ability topic, which is related to item 5, item 6 and item 8 in the DCT.

Table 4.11

Compliment Response Strategies Employed by Native Chinese and Native English Speakers According to the Ability Topic

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Explicit Acceptance	108	31.58	136	39.77	244	71.35
1.1. Appreciation Token	61	17.84	81	23.68	142	41.52
1.2 Comment Acceptance	44	12.87	53	15.49	97	28.36
1.3 Praise Upgrade	3	.88	2	.58	5	1.46
2. Implicit Acceptance	20	5.85	19	5.55	39	11.40
2.1 Comment History	1	.29	0	.00	1	.29
2.2 Return	18	5.26	17	4.97	35	10.23
2.3 Reassignment	1	.29	2	.59	3	.88
3. Indirect Rejection	37	10.82	12	3.51	49	14.33
3.1 Downgrade	27	7.89	7	2.05	34	9.94
3.2 Question	6	1.75	4	1.17	10	2.92
3.3 Non-acknowledgement	4	1.17	1	.29	5	1.46
4. Direct Rejection	4	1.17	5	1.46	9	2.63
4.1 Negation	4	1.17	5	1.46	9	2.63
5. Other Interpretation	0	.00	1	.29	1	.29
Grand Total	169	49.42	173	50.58	342	100.00

It reveals that the compliment response strategies were employed by both native English and native Chinese speakers. There are altogether 342 compliment

response strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment response strategies, including 244 explicit acceptance, 39 implicit acceptance, 49 indirect rejection, 9 direct rejection and 1 other interpretation. The native Chinese speakers produced altogether 169 compliment response strategies, including 108 explicit acceptance, 20 implicit acceptance, 37 indirect rejection, 4 direct rejection and 0 other interpretation. And altogether 173 compliment strategies produced by the native English speakers, including 136 explicit acceptance, 19 implicit acceptance, 12 indirect rejection, 5 direct rejection and 1 other interpretation. Of these strategies, “Appreciation Token” ($f = 142, 41.52\%$) was used as the highest number in both groups, then “Comment Acceptance” ($f = 97, 28.36\%$) and “Return” ($f = 35, 10.23\%$), respectively. On the other hand, the least strategies occurred were “Comment History” ($f = 1, .29\%$) and “Other Interpretation” ($f = 1, .29\%$).

4.2.3 Compliment Response Strategies Employed by Native Chinese and Native English According to the Social Status

This part describes the frequency and percentage of compliment response strategies occurred according to the social status as shown in the tables 4.12 - 4.14. Table 4.12 below shows the frequency and percentage of compliment response strategies according to the high to low status, which is related to item 2, item 4 and item 8 in the DCT.

Table 4.12

Compliment Response Strategies Employed by Native Chinese and Native English Speakers According to the High to Low Status

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Explicit Acceptance	104	32.30	130	40.37	234	72.67
1.1. Appreciation Token	64	19.88	86	26.71	150	46.58
1.2 Comment Acceptance	37	11.49	43	13.35	80	24.84
1.3 Praise Upgrade	3	.93	1	.31	4	1.24
2. Implicit Acceptance	12	3.73	8	2.48	20	6.21
2.1 Comment History	3	.93	1	.31	4	1.24
2.2 Return	6	1.86	7	2.18	13	4.04
2.3 Reassignment	3	.93	0	.00	3	.93
3. Indirect Rejection	40	12.42	16	4.97	56	17.39
3.1 Downgrade	25	7.76	9	2.80	34	10.56
3.2 Question	10	3.10	7	2.18	17	5.28
3.3 Non-acknowledgement	5	1.55	0	.00	5	1.55
4. Direct Rejection	3	.93	6	1.86	9	2.79
4.1 Negation	3	.93	6	1.86	9	2.79
5. Other Interpretation	0	.00	3	.93	3	.93
Grand Total	159	49.38	163	50.62	322	100.00

The table shows us that the compliment response strategies were

employed by both native English and native Chinese speakers. There are altogether 322 compliment response strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment response strategies, including 234 explicit acceptance, 20 implicit acceptance, 56 indirect rejection, 9 direct rejection and 3 other interpretation. The native Chinese speakers produced altogether 159 compliment response strategies, including 104 explicit acceptance, 12 implicit acceptance, 40 indirect rejection, 3 direct rejection and 0 other interpretation. And altogether 163 compliment strategies produced by the native English speakers, including 130 explicit acceptance, 8 implicit acceptance, 16 indirect rejection, 6 direct rejection and 3 other interpretation. Of these strategies, "Appreciation Token" (f = 150, 46.58%) was used as the highest number in both groups, then "Comment Acceptance" (f = 80, 24.84%) and "Downgrade" (f = 34, 10.56%), respectively. On the other hand, the least strategies occurred were "Reassignment" (f = 3, .93%) and "Other Interpretation" (f = 3, .93%).

Table 4.13 below shows the frequency and percentage of compliment response strategies according to the equal status, which is related to item 1, item 5 and item 7 in the DCT.

Table 4.13

Compliment Response Strategies Employed by Native Chinese and Native English Speakers According to the Equal Status

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Explicit Acceptance	93	27.35	131	38.53	224	65.88
1.1. Appreciation Token	58	17.06	85	25.00	143	42.06
1.2 Comment Acceptance	35	10.29	45	12.24	80	23.53
1.3 Praise Upgrade	0	.00	1	.29	1	.29
2. Implicit Acceptance	15	4.41	18	5.30	33	9.71
2.1 Comment History	1	.29	4	1.18	5	1.47
2.2 Return	14	4.12	14	4.12	28	8.24
2.3 Reassignment	0	.00	0	.00	0	.00
3. Indirect Rejection	59	17.35	17	5.00	76	22.35
3.1 Downgrade	39	11.47	9	2.64	48	14.11
3.2 Question	16	4.71	8	2.35	24	7.06
3.3 Non-acknowledgement	4	1.18	0	.00	4	1.18
4. Direct Rejection	4	1.18	0	.00	4	1.18
4.1 Negation	4	1.18	0	.00	4	1.18
5. Other Interpretation	0	.00	3	.88	3	.88
Grand Total	171	50.29	169	49.71	340	100.00

The table depicts that the compliment strategies were employed by both native English and native Chinese speakers. There are altogether 340 compliment

response strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment response strategies, including 224 explicit acceptance, 33 implicit acceptance, 76 indirect rejection, 4 direct rejection and 3 other interpretation. The native Chinese speakers produced altogether 171 compliment response strategies, including 93 explicit acceptance, 15 implicit acceptance, 59 indirect rejection, 4 direct rejection and 0 other interpretation. And altogether 169 compliment strategies produced by the native English speakers, including 131 explicit acceptance, 18 implicit acceptance, 17 indirect rejection, 0 direct rejection and 3 other interpretation. Of these strategies, “Appreciation Token”(f = 143, 42.06%) was used as the highest number in both groups, then “Comment Acceptance”(f = 80, 23.53%) and “Downgrade”(f = 48, 14.11%), respectively. On the other hand, the least strategy occurred was “Reassignment” (f = 0, 0%).

Table 4.14 below shows the frequency and percentage of compliment response strategies according to the low to high status, which is related to item 3, item 6 and item 9 in the DCT.

Table 4.14

Compliment Response Strategies Employed by Native Chinese and Native English Speakers According to the Low to High Status

Strategies	Native Chinese (n=40)		Native English (n=40)		Grand total	
	f	%	f	%	f	%
1. Explicit Acceptance	113	33.24	149	43.82	262	77.06
1.1. Appreciation Token	71	20.88	107	31.47	178	52.35
1.2 Comment Acceptance	42	12.35	42	12.35	84	24.70
1.3 Praise Upgrade	0	.00	0	.00	0	.00
2. Implicit Acceptance	15	4.41	18	5.30	33	9.71
2.1 Comment History	1	.29	3	.89	4	1.18
2.2 Return	10	2.94	11	3.23	21	6.17
2.3 Reassignment	4	1.18	4	1.18	8	2.36
3. Indirect Rejection	33	9.71	6	1.76	39	11.47
3.1 Downgrade	28	8.23	2	.59	30	8.82
3.2 Question	2	.59	3	.89	5	1.48
3.3 Non-acknowledgement	3	.89	1	.29	4	1.18
4. Direct Rejection	2	.59	0	.00	2	.59
4.1 Negation	2	.59	0	.00	2	.59
5. Other Interpretation	0	.00	4	1.18	4	1.18
Grand Total	163	47.94	177	52.06	340	100.00

It reveals that the compliment strategies were employed by both native English and native Chinese speakers. There are altogether 340 compliment response

strategies produced by 80 participants of both native speakers through the 3 scenarios of the DCT. These compliment response strategies, including 262 explicit acceptance, 33 implicit acceptance, 39 indirect rejection, 2 direct rejection and 4 other interpretation. The native Chinese speakers produced altogether 163 compliment response strategies, including 113 explicit acceptance, 15 implicit acceptance, 33 indirect rejection, 2 direct rejection and 0 other interpretation. And altogether 177 compliment strategies produced by the native English speakers, including 149 explicit acceptance, 18 implicit acceptance, 6 indirect rejection, 0 direct rejection and 4 other interpretation. Of these strategies, “Appreciation Token”(f = 178, 52.35%) was used as the highest number in both groups, then “Comment Acceptance”(f = 84, 24.70%) and “Downgrade”(f = 30, 8.82%), respectively. On the other hand, the least strategy occurred was “Praise Upgrade” (f = 0, 0%).

4.3 A Comparison of Compliment Strategies Occurred in the Cross-cultural Communication

This section explains the comparison of the main compliment strategies occurred in the cross-cultural communication based on the classification of compliment speech acts developed by Yuan (1998).

4.3.1 Comparison of the Compliment Strategies Used by both Native English and Native Chinese Speakers

This part compares the main compliment strategies used by both native English and native Chinese as shown in Table 4.15 below.

Table 4.15

Comparison of the Compliment Strategies Used by both Native English and Native Chinese Speakers

Strategies	Nationalities		Chi-square test
	Chinese	English	
1. Unbound	319	335	.825
Expected Account	325.60	328.40	
2. Bound	53	49	.234
Expected Account	50.80	51.20	
3. Non-compliment	99	91	.097
Expected Account	94.60	95.40	
Total	471	475	.648
	471.00	475.00	

Table 4.7 depicts the overall frequency of the main compliment strategies used by both native English and native Chinese speakers. The highest number of the compliment strategies used by native English speakers was unbound strategy ($f = 335$), followed by non-compliment strategy ($f = 91$) and bound strategy ($f = 49$), respectively. While the highest number of the compliment strategies used by native Chinese speakers also was unbound strategy ($f = 319$), followed by non-compliment strategy ($f = 99$) and bound strategy ($f = 53$), respectively. It is easy to see that both two groups mainly preferred to pay compliment by using unbound strategy as the mostly used strategy, then followed by non-compliment strategy and bound strategy, respectively. The result of Chi-square Test shows the Sig was .648 ($> .05$). It means that there was no significant difference between two groups.

4.3.2 Comparison of the Compliment Strategies Used by both Native English and Native Chinese Speakers According to the Compliment Topics

This part compares the main compliment strategies used by both native English and native Chinese speakers according to the compliment topics as shown in Tables 4.16 - 4.18. Table 4.16 below compares the main compliment strategies used by native English and native Chinese speakers according to the appearance topic, which is related to item 1, item 2 and item 9 in the DCT.

Table 4.16

Comparison of the Compliment Strategies Used by Native English and Native Chinese Speakers According to the Appearance Topic

Strategies	Nationalities		Chi-square test
	Chinese	English	
1. Unbound	108	111	.868
Expected Account	107.10	111.90	
2. Bound	21	13	.284
Expected Account	16.60	17.40	
3. Non-compliment	28	40	.503
Expected Account	33.30	34.70	
Total	157	164	.143
	157.00	164.00	

Table 4.16 reveals the overall frequency of the main compliment strategies used by both native English and native Chinese speakers on the appearance topic. The

highest number of the compliment strategies used by native English speakers was unbound strategy ($f = 111$), followed by non-compliment strategy ($f = 40$) and bound strategy ($f = 13$), respectively. While the highest number of the compliment strategies used by native Chinese speakers also was unbound strategy ($f = 108$), followed by non-compliment strategy ($f = 28$) and bound strategy ($f = 21$), respectively. We can find that both two groups mainly preferred to pay compliment by using unbound strategy as the mostly used strategy, then followed by non-compliment strategy and bound strategy, respectively. The result of Chi-square Test shows the Sig was .143 ($> .05$). It means that there was no significant difference between two groups.

Table 4.17 below compares the main compliment strategies used by native English and native Chinese speakers according to the possession topic, which is related to item 3, item 4 and item 8 in the DCT.

Table 4.17

Comparison of the Compliment Strategies Used by Native English and Native Chinese Speakers According to the Possession Topic

Strategies	Nationalities		Chi-square test
	Chinese	English	
1. Unbound	80	96	.007*
Expected Account	87.40	88.60	
2. Bound	23	28	.303
Expected Account	25.30	25.70	
3. Non-compliment	52	33	.004*
Expected Account	42.20	42.80	
Total	155	157	.046*
	155.00	157.00	

* significant difference at .05

Table 4.17 refers to the overall frequency of the main compliment strategies used by both native English and native Chinese speakers on the possession topic. The highest number of the compliment strategies used by native English speakers was unbound strategy ($f = 96$), followed by non-compliment strategy ($f = 33$) and bound strategy ($f = 28$), respectively. While the highest number of the compliment strategies used by native Chinese speakers also was unbound strategy ($f = 80$), followed by non-compliment strategy ($f = 52$) and bound strategy ($f = 23$), respectively. The result of Chi-square Test shows that the Sig was .046 ($< .05$). It means that there were some significant differences between two groups, i.e. "Unbound", the Sig was .007 ($< .05$), and "Non-compliment", the Sig was .004 ($< .05$). However, the remaining strategy

revealed no significant difference between two groups.

Table 4.18 below compares the main compliment strategies used by native English and native Chinese speakers according to the ability topic, which is related to item 5, item 6 and item 7 in the DCT.

Table 4.18

Comparison of the Compliment Strategies Used by Native English and Native Chinese Speakers According to the Ability Topic

Strategies	Nationalities		Chi-square test
	Chinese	English	
1. Unbound	80	96	.828
Expected Account	87.40	88.60	
2. Bound	23	28	.083
Expected Account	25.30	25.70	
3. Non-compliment	52	33	.072
Expected Account	42.20	42.80	
Total	155	157	.618
	155.00	157.00	

Table 4.18 shows the overall frequency of the main compliment strategies used by both native English and native Chinese speakers on the ability topic. The highest number of the compliment strategies used by native English speakers was unbound strategy ($f = 135$), followed by non-compliment strategy ($f = 24$) and bound strategy ($f = 12$), respectively. While the highest number of the compliment strategies

used by native Chinese speakers also was unbound strategy ($f = 130$), followed by non-compliment strategy ($f = 27$) and bound strategy ($f = 8$), respectively. It is easy to see that both two groups mainly preferred to pay compliment by using unbound strategy as the mostly used strategy, then followed by non-compliment strategy and bound strategy, respectively. The result of Chi-square Test shows the Sig was .618 ($> .05$). It means that there was no significant difference between two groups.

4.3.3 Comparison of the Compliment Strategies Used by both Native English and Native Chinese Speakers According to the Social Status

This part describes the frequency of the main compliment strategies occurred according to the social status as shown in Tables 4.19 - 4.21. Table 4.19 below compares the main compliment strategies used by native English and native Chinese speakers according to the high to low status, which is related to item 2, item 4 and item 6 in the DCT.

Table 4.19

Comparison of the Compliment Strategies Used by Native English and Native Chinese Speakers According to the High to Low Status

Strategies	Nationalities		Chi-square test
	Chinese	English	
1. Unbound	116	116	.391
Expected Account	115.60	116.40	
2. Bound	25	24	.079
Expected Account	24.40	24.60	
3. Non-compliment	22	24	.519
Expected Account	22.90	23.10	
Total	163	164	.949
	163.00	164.00	

Table 4.19 shows the overall frequency of the main compliment strategies used by both native English and native Chinese speakers on the high to low status. The highest number of the compliment strategies used by native English speakers was unbound strategy ($f = 116$), followed by non-compliment strategy ($f = 24$) and bound strategy ($f = 24$), respectively. While the highest number of the compliment strategies used by native Chinese speakers also was unbound strategy ($f = 116$), followed by bound strategy ($f = 25$) and non-compliment strategy ($f = 22$), respectively. It indicates that both two groups mainly preferred to pay compliment by using unbound strategy as the mostly used strategy, then followed by non-compliment strategy and bound strategy, respectively. The result of Chi-square Test shows the Sig was .949 ($> .05$). It means that there was no significant difference between two groups.

Table 4.20 below compares the main compliment strategies used by native English and native Chinese speakers according to the equal status, which is related to item 1, item 3 and item 5 in the DCT.

Table 4.20

Comparison of the Compliment Strategies Used by Native English and Native Chinese Speakers According to the Equal Status

Strategies	Nationalities		Chi-square test
	Chinese	English	
1. Unbound	127	136	.112
Expected Account	131.50	131.50	
2. Bound	25	22	.093
Expected Account	23.50	23.50	
3. Non-compliment	25	19	.011*
Expected Account	22.00	22.00	
Total	177	177	.517
	177.00	177.00	

* significant difference at .05

Table 4.20 shows the overall frequency of the main compliment strategies used by both native English and native Chinese speakers on the equal status. The highest number of the compliment strategies used by native English speakers was unbound strategy ($f = 136$), followed by bound strategy ($f = 22$) and non-compliment strategy ($f = 19$), respectively. While the highest number of the compliment strategies used by native Chinese speakers also was unbound strategy ($f = 127$), followed by

bound strategy ($f = 25$) and non-compliment strategy ($f = 25$), respectively. It reveals that both two groups mainly preferred to pay compliment by using unbound strategy as the mostly used strategy, then followed by bound strategy and non-compliment strategy, respectively. The result of Chi-square Test shows the Sig was $.517 (> .05)$. It means that there was no significant difference between two groups. However, the result of Chi-square Test of Non-compliment strategy shows the Sig was $.011 (< .05)$. It indicates that there was significant difference between two groups in using non-compliment strategy.

Table 4.21 below compares the main compliment strategies used by native English and native Chinese speakers according to the low to high status, which is related to item 7, item 8 and item 9 in the DCT.

Table 4.21

Comparison of the Compliment Strategies Used by Native English and Native Chinese Speakers According to the Low to High Status

Strategies	Nationalities		Chi-square Test
	Chinese	English	
1. Unbound	77	86	.241
Expected Account	78.40	84.60	
2. Bound	4	10	.209
Expected Account	6.70	7.30	
3. Non-compliment	57	53	.075
Expected Account	52.90	57.10	
Total	138	149	.247
	138.00	149.00	

Table 4.21 depicts the overall frequency of the main compliment strategies used by both native English and native Chinese speakers on the low to high status. The highest number of the compliment strategies used by native English speakers was unbound strategy ($f = 86$), followed by non-compliment strategy ($f = 53$) and bound strategy ($f = 10$), respectively. While the highest number of the compliment strategies used by native Chinese speakers also was unbound strategy ($f = 77$), followed by non-compliment strategy ($f = 57$) and bound strategy ($f = 4$), respectively. It is easy to see that both two groups mainly preferred to pay compliment by using unbound strategy as the mostly used strategy, then followed by non-compliment strategy and bound strategy, respectively. The result of Chi-square Test shows the Sig was .247 ($> .05$). It means that there was no significant difference between two groups.

4.4 A Comparison of Compliment Response Strategies Occurred in the Cross-cultural Communication

This section explains the comparison of the main compliment response strategies occurred in the cross-cultural communication based on Herbert's (1989) taxonomy.

4.4.1 Comparison of the Compliment Response Strategies Used by both Native English and Native Chinese Speakers

This part compares the main compliment response strategies used by both native English and native Chinese speakers as shown in Table 4.22 below.

Table 4.22

Comparison of the Compliment Response Strategies Used by both Native English and Native Chinese Speakers

Strategies	Nationalities		Chi-square test
	English	Chinese	
1. Explicit Acceptance	309	414	.007*
Expected Account	395.50	327.50	
2. Implicit Acceptance	48	37	.035*
Expected Account	46.50	38.50	
3. Indirect Rejection	238	34	.002*
Expected Account	148.80	123.20	
4. Direct Rejection	10	5	.021*
Expected Account	8.20	6.80	
5. Other Interpretation	0	11	.009*
Expected Account	6.00	5.00	
Total	605	501	.000*
	605.00	501.00	

* significant difference at .05

Table 4.22 depicts the overall frequency of the main compliment response strategies used by both native English and native Chinese speakers. The highest number of the compliment response strategies used by native English speakers was explicit acceptance ($f = 414$), followed by implicit acceptance ($f = 37$), indirect rejection ($f = 34$), other interpretation ($f = 11$) and direct rejection ($f = 5$), respectively. While the highest number of the compliment response strategies used by native

Chinese speakers also was explicit acceptance ($f = 307$), followed by indirect rejection ($f = 238$), implicit acceptance ($f = 48$), direct rejection ($f = 10$) and other interpretation ($f = 0$), respectively. The result of Chi-square Test shows that the Sig was $.000 (< .05)$. It means that there were some significant differences between two groups, i.e. “Explicit acceptance”, the Sig was $.007 (< .05)$, “Implicit acceptance”, the Sig was $.035 (< .05)$, “ Indirect rejection”, the Sig was $.002 (< .05)$, “Direct rejection”, the Sig was $.021 (< .05)$, and “Other interpretation”, the Sig was $.009 (< .05)$. In conclusion, there was significant difference between two groups in each strategy.

4.4.2 Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the Compliment Topics

This part compares the main compliment response strategies used by both native English and native Chinese speakers according to the compliment topics as shown in Table 4.23 - 4.25. Table 4.23 below compares the main compliment response strategies used by both native English and native Chinese speakers according to the appearance topic, which is related to item 1, item 2 and item 9 in the DCT.

Table 4.23

Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the Appearance Topic

Strategies	Nationalities		Chi-square test
	English	Chinese	
1. Explicit Acceptance	111	126	.459
Expected Account	127.20	109.80	
2. Implicit Acceptance	22	9	.031*
Expected Account	16.60	14.40	
3. Indirect Rejection	30	7	.009*
Expected Account	19.90	17.10	
4. Direct Rejection	6	1	.048*
Expected Account	3.80	3.20	
5. Other Interpretation	0	3	.077
Expected Account	1.60	1.40	
Total	169	146	.000*
	169.00	146.00	

* significant difference at .05

Table 4.23 reveals the overall frequency of the main compliment response strategies used by both native English and native Chinese speakers on the appearance topic. The highest number of the compliment response strategies used by native English speakers was explicit acceptance ($f = 126$), followed by implicit acceptance ($f = 9$), indirect rejection ($f = 7$), other interpretation ($f = 3$) and direct rejection ($f = 1$), respectively. While the highest number of the compliment response strategies used by

native Chinese speakers also was explicit acceptance ($f = 111$), followed by indirect rejection ($f = 30$), implicit acceptance ($f = 22$), direct rejection ($f = 6$) and other interpretation ($f = 0$), respectively. The result of Chi-square Test shows that the Sig was .000 ($< .05$). It means that there were some significant differences between two groups, i.e. “Implicit acceptance”, the Sig was .031 ($< .05$), “Indirect rejection”, the Sig was .009 ($< .05$), and “Direct rejection”, the Sig was .048 ($< .05$). However, the remaining strategies revealed no significant differences between two groups.

Table 4.24 below compares the main compliment response strategies used by both native English and native Chinese speakers according to the possession topic, which is related to item 3, item 4 and item 7 in the DCT.

Table 4.24

Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the Possession Topic

Strategies	Nationalities		Chi-square test
	English	Chinese	
1. Explicit Acceptance	88	148	.003*
Expected Account	113.40	122.60	
2. Implicit Acceptance	9	7	.576
Expected Account	7.70	8.30	
3. Indirect Rejection	62	14	.000*
Expected Account	36.50	39.50	
4. Direct Rejection	3	1	.305
Expected Account	1.90	2.10	
5. Other Interpretation	0	5	.021*
Expected Account	2.40	2.60	
Total	162	175	.000*
	162.00	175.00	

* significant difference at .05

Table 4.24 shows the overall frequency of the main compliment response strategies used by both native English and native Chinese speakers on the possession topic. The highest number of the compliment response strategies used by native English speakers was explicit acceptance ($f = 148$), followed by indirect rejection ($f = 14$), implicit acceptance ($f = 7$), other interpretation ($f = 5$) and direct rejection ($f = 1$), respectively. While the highest number of the compliment response strategies used by

native Chinese speakers also was explicit acceptance ($f = 88$), followed by indirect rejection ($f = 62$), implicit acceptance ($f = 9$), direct rejection ($f = 3$) and other interpretation ($f = 0$), respectively. The result of Chi-square Test shows that the Sig was $.000 (< .05)$. It means that there were some significant differences between two groups, i.e. “Explicit acceptance”, the Sig was $.003 (< .05)$, “ Indirect rejection”, the Sig was $.000 (< .05)$, and “Other interpretation”, the Sig was $.021 (< .05)$. However, the remaining strategies revealed no significant differences between two groups.

Table 4.25 below compares the main compliment response strategies used by both native English and native Chinese speakers according to the ability topic, which is related to item 5, item 6 and item 8 in the DCT.

Table 4.25

Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the Ability Topic

Strategies	Nationalities		Chi-square test
	English	Chinese	
1. Explicit Acceptance	108	136	.390
Expected Account	120.60	123.40	
2. Implicit Acceptance	20	19	.538
Expected Account	19.30	19.70	
3. Indirect Rejection	37	12	.010*
Expected Account	24.20	24.80	
4. Direct Rejection	4	5	.565
Expected Account	4.40	4.60	
5. Other Interpretation	0	1	.289
Expected Account	.50	.50	
Total	169	173	.002*
	169.00	173.00	

* significant difference at .05

Table 4.25 depicts the overall frequency of the main compliment response strategies used by both native English and native Chinese speakers on the ability topic. The highest number of the compliment response strategies used by native English speakers was explicit acceptance ($f = 136$), followed by implicit acceptance ($f = 19$), indirect rejection ($f = 12$), direct rejection ($f = 5$) and other interpretation ($f = 1$), respectively. While the highest number of the compliment response strategies used by

native Chinese speakers also was explicit acceptance ($f = 108$), followed by indirect rejection ($f = 37$), implicit acceptance ($f = 20$), direct rejection ($f = 4$) and other interpretation ($f = 0$), respectively. The result of Chi-square Test shows that the Sig was $.002 (< .05)$. It means that there were some significant differences between two groups, i.e. "Indirect rejection", the Sig was $.010 (< .05)$. However, the remaining strategies revealed no significant differences between two groups.

4.4.3 Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the Social Status

This part compares the main compliment response strategies used by both native English and native Chinese speakers according to the social status as shown in Table 4.26 - 4.28. Table 4.26 below compares the main compliment response strategies used by both native English and native Chinese speakers according to the how to low status, which is related to item 2, item 4 and item 8 in the DCT.

Table 4.26

Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the High to Low Status

Strategies	Nationalities		Chi-square test
	English	Chinese	
1. Explicit Acceptance	104	130	.187
Expected Account	115.50	118.50	
2. Implicit Acceptance	12	8	.037*
Expected Account	9.90	10.10	
3. Indirect Rejection	40	16	.013*
Expected Account	27.70	28.30	
4. Direct Rejection	3	6	.549
Expected Account	4.40	4.60	
5. Other Interpretation	0	3	.077
Expected Account	1.50	1.50	
Total	159	163	.001*
	159.00	163.00	

* significant difference at .05

Table 4.26 refers to the overall frequency of the main compliment response strategies employed by both native English and native Chinese speakers on the higher to lower status. The highest number of the compliment response strategies used by native English speakers was explicit acceptance ($f = 130$), followed by indirect rejection ($f = 16$), implicit acceptance ($f = 8$), direct rejection ($f = 6$) and other interpretation ($f = 3$), respectively. While the highest number of the compliment

response strategies used by native Chinese speakers also was explicit acceptance ($f = 104$), followed by indirect rejection ($f = 40$), implicit acceptance ($f = 12$), direct rejection ($f = 3$) and other interpretation ($f = 0$), respectively. The result of Chi-square Test shows that the Sig was $.001 (< .05)$. It means that there were some significant differences between two groups, i.e. “Implicit acceptance”, the Sig was $.037 (< .05)$, and “ Indirect rejection”, the Sig was $.013 (< .05)$. However, the remaining strategies revealed no significant differences between two groups.

Table 4.27 below compares the main compliment response strategies used by both native English and native Chinese speakers according to the equal status, which is related to item 1, item 5 and item 7 in the DCT.

Table 4.27

Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the Equal Status

Strategies	Nationalities		Chi-square test
	English	Chinese	
1. Explicit Acceptance	93	131	.007*
Expected Account	112.70	111.30	
2. Implicit Acceptance	15	18	.572
Expected Account	16.60	16.40	
3. Indirect Rejection	59	17	.000*
Expected Account	38.20	37.80	
4. Direct Rejection	4	0	.040*
Expected Account	2.00	2.00	
5. Other Interpretation	0	3	.077
Expected Account	1.50	1.50	
Total	171	169	.000*
	171.00	169.00	

* significant difference at .05

Table 4.27 shows the overall frequency of the main compliment response strategies employed by both native English and native Chinese speakers on the equal status. The highest number of the compliment response strategies used by native English was explicit acceptance ($f = 131$), followed by implicit acceptance ($f = 18$), indirect rejection ($f = 17$), other interpretation ($f = 3$) and direct rejection ($f = 0$), respectively. While the highest number of the compliment response strategies used by

native Chinese also was explicit acceptance ($f = 93$), followed by indirect rejection ($f = 59$), implicit acceptance ($f = 15$), direct rejection ($f = 4$) and other interpretation ($f = 0$), respectively. The result of Chi-square Test shows that the Sig was $.000 (< .05)$. It means that there were some significant differences between two groups, i.e. “Explicit acceptance”, the Sig was $.007 (< .05)$, “ Indirect rejection”, the Sig was $.000 (< .05)$, and “Direct rejection”, the Sig was $.040 (< .05)$. However, the remaining strategies revealed no significant differences between two groups.

Table 4.28 below compares the main compliment response strategies used by both native English and native Chinese speakers according to the low to high status, which is related to item 3, item 6 and item 9 in the DCT.

Table 4.28

Comparison of the Compliment Response Strategies Used by Native English and Native Chinese Speakers According to the Low to High Status

Strategies	Nationalities		Chi-square test
	English	Chinese	
1. Explicit Acceptance	113	149	.097
Expected Account	125.60	136.40	
2. Implicit Acceptance	15	18	.572
Expected Account	15.80	17.20	
3. Indirect Rejection	33	6	.000*
Expected Account	18.70	20.30	
4. Direct Rejection	2	0	.152
Expected Account	1.00	1.00	
5. Other Interpretation	0	4	.040*
Expected Account	1.90	2.10	
Total	163	177	.000*
	163.00	177.00	

* significant difference at .05

Table 4.28 depicts the overall frequency of the main compliment response strategies employed by both native English and native Chinese speakers on the low to high status. The highest number of the compliment response strategies used by native English speakers was explicit acceptance ($f = 149$), followed by implicit acceptance ($f = 18$), indirect rejection ($f = 6$), other interpretation ($f = 4$) and direct rejection ($f = 0$), respectively. While the highest number of the compliment response strategies used by

native Chinese speakers also was explicit acceptance ($f = 113$), followed by indirect rejection ($f = 33$), implicit acceptance ($f = 15$), direct rejection ($f = 2$) and other interpretation ($f = 0$), respectively. The result of Chi-square Test shows that the Sig was $.000 (< .05)$. It means that there were some significant differences between two groups, i.e. “Indirect rejection”, the Sig was $.000 (< .05)$, and “Other interpretation”, the Sig was $.040 (< .05)$. However, the remaining strategies revealed no significant differences between two groups.

4.5 Summary of the Chapter

In conclusion, this chapter presented the findings from the analyses of the strategies used in compliments and compliment responses employed by native Chinese and native English speakers, and the similarities and differences in strategies used in different topics and social status. In the next chapter, the findings presented in Chapter Four will be concluded and discussed.

CHAPTER 5

CONCLUSION AND DISCUSSION

This is the last part in the present thesis, it summarizes and discusses the findings of the study reported in Chapter 4 with reference to the research questions presented in Chapter 1. And here a general summary of the research will be laid out, and then followed by discussion, the implications and direction for future studies.

5.1 Summary of the Major Findings

The present study investigated the speech act strategies in compliments and compliment responses in the cross-cultural communication. This study was focused on four main points: 1) to investigate the compliment strategies used by native English and Chinese speakers; 2) to investigate the compliment response strategies used by native English and Chinese speakers; 3) to compare the compliment strategies produced by native English and Chinese speakers, classified by the topics (appearance, possession and ability) and social factor (social status) and 4) to compare the compliment response strategies produced by native English and Chinese speakers, classified by the topics (appearance, possession and ability) and social factor (social status). The data were produced by 40 native English speakers and 40 native Chinese speakers in the cross-cultural communication. The data were collected and then transcribed and coded according to compliment strategies based on Yuan's study (1998) and compliment response strategies based on Herbert's (1989) taxonomy. After the coding was completed, the researcher tabulated, quantified and compared the

discourse components. The results of the study were shown as the following.

1. Both native English and native Chinese speakers produced compliment strategies that the most frequently used was explicit, followed by non-compliment and question, respectively. On the other hand, the least strategies occurred were explanation and advice.

2. Both native English and native Chinese speakers also produced compliment response strategies that the most frequently used was explicit acceptance, followed by indirect rejection and implicit acceptance, respectively. On the other hand, the least strategies occurred were direct rejection and other interpretation.

3. There was a statistically significant difference at .05 level of the compliment strategies between native English and Chinese speakers on the possession topic. In contrast, there were not different of the rest topics and social status.

4. There were statistically significant differences at .05 level of compliment response strategies between native English and Chinese speakers of all the topics and social status.

5.2 Discussion of the Findings

From the results of the study, it can be pointed out that both native English and native Chinese speakers produced the strategies when they need to do. It is also interesting that there are both similarities and significant differences between participants groups, especially in aspect of compliment response. The researcher discusses the findings of the study as presented in Chapter Four with reference to the research questions presented in Chapter One. First, compliment strategies as well as compliment response strategies employed by native English and native Chinese

speakers are presented. And then, comparison of compliment strategies and compliment response strategies employed by native English and native Chinese speakers are described if the compliment topics and the social status are related will be considered.

5.2.1 Compliment Strategies Used by Native English and Native Chinese Speakers

Generally, there are three main strategies used to compliments: Unbound strategies can be classified into explicit strategy, implicit strategy; Bound strategies, which include explanation, question, future reference, comparison, advice and request; Non-compliment is used when the speaker does not say anything in a situation where compliments might be appropriate. These strategies are based on the classification of Yuan's study (1998). In addition, the data from 18 token speech act situations in the DCT were collected from 40 native English and 40 native Chinese speakers, and then were transcribed and coded following the compliments classification. After coding, the experts shared the idea to complete through the compliment strategies. The strategies used of compliments by native English and native Chinese speakers in the present study are categorized as follows:

The findings revealed that the most frequently used strategy was "Explicit", then "Non-compliment" and "Question", respectively. On the other hand, the least strategies occurred were "Explanation" and "Advice". Interestingly, "Explicit" was used in the first ranking in all situations by both native English and native Chinese speakers. The instances of this strategy are "It's perfect for you.", "You are very good looking on this dress.", "你穿的衣服和你很搭配。(nǐ chuān de yī fu hé nǐ hěn dā pèi. Your cloth suits you.)" and "新发型还不错。(xīn fā xíng hái bú cuò . New

hairdo is nice.)". It seems that both native English and native Chinese speakers prefer to use this strategy to draw the interlocutor's attention to acknowledge. Moreover, they want to take a part of conversation and they also employed this strategy when they would like to show good feeling with the interlocutor. "Non-compliment" is the strategy used in the second ranking in all situations. The instances of this strategy include "Why did you dyed you hair?", "Good morning, sir.", "怎么又买了? (zěn me yòu mǎi le. Why did you buy it again?)" and "都好几块了。(dōu hǎo jǐ kuài le. You have bought many watches.)", or say nothing. It seems that both native English and native Chinese speakers wouldn't like to admire the interlocutor. It refers to the strategy employed in situations where respondents either do not know what to say in a given situation for lack of experience, or they feel it more appropriate not to say anything in that given situation, especially in the compliment topic of possession. "Question" is the strategy used in the third ranking in all situations. The instances consist of "Do you have a new hairdo? ", "Can I ask you about your hair color?", "Where did you buy the watch?", "Have you get a new watch?", "今天有约会吧? (jīn tiān yǒu yuē huì ba. Do you have an appointment today?)" and "换了发型了? (huàn le fā xíng le. Have you changed your hairstyle?)". It seems that both native English and native Chinese speakers employed this strategy in order to intensify the complimenting force and require an answer. "Explanation" and "Advice" are the strategies least used in all situations. There is no any instance gained of both strategies from the DCT. It seems that both native English and native Chinese speakers would not like to use these strategies to pay compliments to the interlocutor.

In conclusion, the strategies used in compliments were employed by native

English and native Chinese speakers. It takes a big important as well as frequent in everyday social interactions all over the world. The strategies used in compliments are important ways that they can make impression between the compliment payer and the compliment receiver. This result is consistent with those of previous studies which linguists point out in offering a compliment, the speaker expresses a commonality of taste or interest with the addressee, thus reinforcing, or in the case of strangers, creating at least a minimal amount of solidarity (Manes & Wolfson. 1981). Herbert (1991) considers that explicit compliments are those which are always regarded as compliments regardless of the context.

5.2.2 Compliment Response Strategies Used by Native English and Native Chinese Speakers

There are five main strategies used to respond to compliments, including Appreciation Token, Comment Acceptance, Praise Upgrade, (which are classified into a super group named as Explicit Acceptance), Comment History, Reassignment, Return, (which are classified into the second super group named as Implicit Acceptance), Downgrade, Question, Non- Acknowledgement, (which are classified into the third super group named as Indirect Rejection), Negation (the forth super group named as Direct Rejection), and Other Interpretations. These strategies are based on Herbert's (1989) taxonomy. In addition, the data from 18 token speech act situations in the DCT were collected from 40 native English and 40 native Chinese speakers, and then were transcribed and coded following the compliments classification. After coding, the experts shared the idea to complete through the compliment response strategy. The strategies used of compliment response by native English and native Chinese speakers in the present study are categorized as follows:

In terms of the strategies used to respond to compliments, the findings revealed that the three most frequently used strategies among all the situations were “Appreciation Token”, followed by “Comment Acceptance”, and “Downgrade”, respectively. On the other hand, the least strategy occurred was “Praise Upgrade”. Interestingly, “Appreciation Token” was used in the first ranking in all situations by both native English and native Chinese speakers. The instances of this strategy are “Thank you for the compliment.”, “Thanks for the feedback.”, “Thank you for noticing.”, “嘻嘻。(xī xī. Grin.)” and “谢谢夸奖。(xiè xiè kuā jiǎng. Thank you for the compliment.)”. It seems that both native English and native Chinese speakers always use this strategy in responding to compliments to make explicitly utterances. The words that they used in their speaking always short and precise, or smiling and nodding to show accepting the complimentary force when hearing the compliments. “Comment Acceptance” is the strategy used in the second ranking in all situations. The instances of this strategy include “You know me like to keep in fashion.”, “It took me hours to arrange.”, “It is a state of the art phone.”, “I had a good game today.”, “我特喜欢这衣服。(wǒ tè xǐ huān zhè yī fu. I like this cloth very much.)”, “我也这么觉得。(wǒ yě zhè me jué dé. I think so, too.)” and “一分钱一分货。(yì fēn qián yì fēn huò. You get what you pay for.)”. It seems that both native English and native Chinese used their intention to respond more clearly. They accepted with a comment explicitly, that is, one accepts compliments offered by compliment payers and adds a relevant comment on them when faced with compliments. “Downgrade” is the strategy used in the third ranking in all situations. The instances consist of “Don’t joke.”, “It is old but still use able.”, “I thought I didn’t play that well.”, “不是很满意。

(bú shì hěn mǎn yì. I am not very satisfied.)” and “都已经旧了。(dōu yǐ jīng jiù le. It is old.)”. It seems that both native English and native Chinese speakers employed this strategy to reject the compliments indirectly. They disagree with or denigrate the force of the compliments by pointing out some flaw of the object or claiming that these praises are overstated. And in this case, native Chinese speakers rejected the compliments indirectly by this strategy much more than native English speakers. They preferred to reject the compliments to show the politeness. “Praise Upgrade” is the strategy least used in all situations. The instances of this strategy are “I’m from Manchester mate, it’s in the blood.”, “Maybe my ticket out of this place!” and “在 KTV, 我可是麦霸。(zài KTV, wǒ kě shì mài bà. I’m the lord of singer at KTV.)”. It seems that very few native English and native Chinese speakers used this strategy to respond the compliments. It indicates that the compliment receivers accept the compliments offered and further upgrades them. It will be regarded as that one is very arrogant. Therefore, no one likes to receive the compliments by this way.

In conclusion, all strategies used in responding to compliments were employed by both native English and native Chinese speakers. This result is consistent with those of previous studies which claims that two universal conversational principles govern the act of responding to a compliment, agree with the speaker or avoid self-praise (Pomerantz. 1978). Compared with American English, Arabic and South African English are more likely to accept the compliments but less likely to reject (Herbert. 1989; Herbert & Straight. 1989; Nelson. 1997). It is interesting that speakers of Asian languages (Japanese, Malay, and Thai) prefer to reject compliments instead of accepting them (Daikuhara. 1986; Holmes. 1988; Gajaseni. 1994).

5.2.3 Comparison of Compliment Strategies Used by Native English and Native Chinese Speakers

This section presents the differences of strategies used in compliments by native English and native Chinese speakers in general and classified by compliment topics and social status. As shown in Table 4.1 in Chapter Four, it shows the distribution of compliment strategies used by native English and native Chinese in general. The findings revealed that in terms of the quantity of frequently used strategies, the most frequently compliment strategy employed by native Chinese speakers was “Explicit” ($f = 315$), followed by “Non-compliment” ($f = 99$), and “Question” ($f = 42$), respectively. On the other hand, the least strategies occurred were “Explanation” ($f = 0$) and “Advice” ($f = 0$). The most frequently compliment strategy employed by native English speakers was “Explicit” ($f = 329$), followed by “Non-compliment” ($f = 91$), and “Question” ($f = 47$), respectively. The least strategies occurred were “Explanation” ($f = 0$) and “Advice” ($f = 0$). Both two groups mainly employed “Explicit” as the highest number, followed by “Non-compliment”, and “Question”, respectively. The least strategies occurred were “Explanation” and “Advice”. It is fair to say that both two groups used the similar ways to pay compliments. And the result of statistic shows that there was no significant difference between two groups. It seems that both native Chinese and native English speakers prefer to use strategies of explicit, non-compliment and question in paying compliments in the globalized today. They have the similar thinking in the way to pay compliments. Next, the researcher made a comparison according to the compliment topics as shown in Tables 4.2 - 4.4 in Chapter Four, it shows the distribution of compliment strategies used by native English and native Chinese speakers according

to the compliment topics (including appearance, possession and ability). It reveals that both two groups mainly employed “Explicit” as the highest number, followed by “Non-compliment”, and “Question”, respectively. It is easy to see that both two groups used the similar ways to pay compliments. And the result of statistic shows that there was no significant difference between two groups on the topic of appearance and ability. But there was a significant difference on the topic of possession. In Table 4.3 shows the distribution on the possession topic. It refers to the most frequently compliment strategy employed by native Chinese speakers was “Explicit” ($f = 80$), followed by “Non-compliment” ($f = 52$), and “Question” ($f = 22$), respectively. The most frequently compliment strategy employed by native English speakers was “Explicit” ($f = 94$), followed by “Non-compliment” ($f = 33$), and “Question” ($f = 27$), respectively. It is easy to find that native English speakers used explicit strategy much more than native Chinese speakers. But native English speakers used non-compliment much less than native Chinese speakers. Therefore, it causes the significant difference. It seems that even separate into different topics, it also hardly affects the choices of paying compliments, they mainly like to use the strategies of explicit, non-compliment and question. Furthermore, it also can be found that in terms of compliment topics, native English speakers feel most hesitant to compliment on friend member, whereas the Chinese are freer to comment on friend member. In addition, the Chinese tend to use more bound strategies and non-compliment strategy to justify their compliments compared with native English speakers. Last, the researcher made a comparison according to the social status as shown in Tables 4.5 - 4.7 in Chapter Four, it shows the distribution of compliment strategies used by native English and native Chinese speakers according to the social

status (including high to low, equal and low to high). It indicates that both two groups mainly employed “Explicit” as the highest number, followed by “Non-compliment”, and “Question”, respectively. It is fair to say that both two groups used the similar ways to pay compliments. And the result of statistic shows that there was no significant difference between two groups according to the social status. All above, means there nearly existed no difference for native English and Chinese speakers pay compliments given on the compliment topics or given on the social status, it seems that the number of people who choose compliment strategies was quite similar. In other words, native English and Chinese speaker are not different on the choice of compliment strategies even if different topics and social status are involved. Both native Chinese and native English still use explicit, non-compliment and question as the frequent strategies. The present study’s results of compliment strategy used by native English and native Chinese speakers shown above seem to support those of the previous researches on this issue, which showed that American English were freer and more direct in their use of compliments. (Yu. 1999). Manes and Wolfson (1981: 124) point out that in offering a compliment, “the speaker expresses a commonality of taste or interest with the addressee, thus reinforcing, or in the case of strangers, creating at least a minimal amount of solidarity.” There are three main points when Chinese use compliments—to make others feel good, to admire, and make use of others (Jia Yuxin. 1997). Jia Yuxin (1997) illustrates that the Chinese compliment is also a highly formulaic speech act both in syntactic structures and in semantic choices. Some of its characteristics are similar with those of American compliments.

5.2.4 Comparison of Compliment Response Strategies Used by Native English and Native Chinese Speakers

This section presents the differences of strategies used in compliment responses by native English and native Chinese speakers in general and classified by compliment topics and social status. As shown in Table 4.8 in Chapter Four, it shows the distribution of compliment response strategies used by native English and native Chinese in general. The findings revealed that in terms of the quantity of frequently used strategies, the most frequently compliment response strategy employed by native Chinese speakers was “Appreciation Token” ($f = 199$), followed by “Downgrade” ($f = 195$), and “Comment Acceptance” ($f = 107$), respectively. On the other hand, the least strategy occurred was “Other Interpretation” ($f = 0$). The most frequently compliment response strategy employed by native English speakers was “Appreciation Token” ($f = 277$), followed by “Comment Acceptance” ($f = 134$), and “Return” ($f = 27$), respectively. The least strategies occurred was “Non-acknowledgement” ($f = 1$). It is easy to see that both two groups used the very different ways to pay compliments. However, the strategy of appreciation token is still their first choice, but the frequency of appreciation token is quit different. And the result of statistic shows that there was significant difference between two groups. It seems that native Chinese and native English speakers have the different thinking in the way to respond compliments. And then, the researcher made a comparison according to the compliment topics and social status as shown in Tables 4.9 - 4.14 in Chapter Four, it shows the distribution of compliment strategies used by native English and native Chinese speakers according to the compliment topics (including appearance, possession and ability) and social status (including high to low, equal and low to high). It reveals that the strategies that

native English speakers used are different from those that native Chinese speakers used in each comparison, whatever the different compliment topic or social status. It seems that there still exist some significant differences between them when choosing their own compliment response strategies according to their own culture. Native English speakers tend to choose explicit acceptance, especially appreciation token, based on Leech's Agreement Maxim, which means minimizing disagreement between "self" and "other" and maximizing agreement between "self" and "other". While for native Chinese speakers, there still exist a large quantity of people who prefer implicit acceptance and indirect rejection when responding to a compliment, which shows that native Chinese speakers give the priority to the principle of avoiding self-praise even self-denigrating based on the Modesty Maxim and Gu's Self-denigration Maxim.

As Manes (1983) points, the speech act, in fact, reflects a variety of cultural norms and values. The social values and cultural factors influence people's behaviors essentially, and due to this, people from different cultural backgrounds behave distinctively. By the analysis on the distribution of compliment response strategies of native English and native Chinese speakers, it is fair to say that it is social and cultural factors that influence the choice of the strategies in the target languages and due to the differences of the social values and cultures, there are some differences for people from different countries when responding to the compliments. Now it is reasonable to ask how the cultures and social values play an important part in the process of choosing compliment responses. Therefore, next part will try to explore the social and cultural factors that influence the choice.

5.2.4.1 Social and Cultural Factors Affecting the Strategies Used in Chinese

In this part, the researcher explains the results from two aspects of angles of

society and culture in Chinese, which are modesty and power.

As we all know, modesty is a good way for people to show their politeness. And especially in China, modesty, which is named as 谦虚 (qiān xū), is highly valued among native Chinese speakers. Hu (1994) claims that the exaggerated modesty is not considered as a sign of lack of self-confidence, however, elevating one above one's fellow is always frowned upon by Chinese society. So modesty or 谦虚 (qiān xū) means elevating "other" while denigrating "self" in Chinese culture. That's why that we can see that native Chinese speakers tend to choose indirect rejection, and even though they choose acceptance, they always prefer comment acceptance and implicit acceptance, which, however, is contrary for native English speakers. So in the Chinese socio-cultural context, people prefer to denigrate themselves by choosing indirect rejection when responding compliments to show their politeness.

In Chinese culture, the collectivism is emphasized among native Chinese speakers when they behave in their everyday life. In addition, Hu (1999) refers that collectivity-orientation is the main characteristics of collectivism in Chinese culture meaning that people lay more importance on "we" than on "I" in China. So in the daily communication, native Chinese speakers prefer to save other's face rather than elevate themselves above others in order to show their politeness. As for the choice of compliment response strategies, it is the collectivism in the value system that plays a vital role in the process in the social intercommunication. Therefore, the number of native Chinese speakers who choose indirect rejection still makes up a relatively big part when responding to the compliments. It is safe to say that native Chinese speakers tend to weaken self-image and minimize their personal achievements to keep harmonious interpersonal relationship, which suggests that native Chinese speakers

attach more importance to collectivism rather than individualism.

5.2.4.2 Social and Cultural Factors Affecting the Strategies Used in English

In this part, the researcher explains the results from four aspects of angles of society and culture in English, which are mutual respect and acknowledgement, individualism, directness and solidarity.

Compared with native Chinese speakers' modesty or 谦虚 (qiān xū), native English speakers attach more importance to mutual respect and acknowledgement, which are essentially closely related to individualism existing in western culture. In the western, people always have the view that people are being created equal, which is prevalent in all the social relationships (He. 1995). On one hand, native English speakers like to respect and acknowledge others, as well as they hope to be treated by others in the same manner in the personal intercommunication. By the analysis about the distribution of compliment response strategies, we can see that the majority of native English speakers tend to choose explicit acceptance when responding to the compliments. So it is fair to say that native English speakers are foundationally influenced by the value of mutual respect and acknowledgement.

It is different from native Chinese speakers that native English speakers are essentially influenced by individualism in the English culture. In detail, individualism means that the individuals subordinate the goals of collectives to ones of their own (He. 1995). And based on individualism, people are self-orientation and they attach much importance to themselves in the western culture. As a result, When responding to the compliments, native English speakers prefer to accept by meeting the complimenter's positive face needs and thinking positively about themselves. So it is fair to say that native English speakers are foundationally influenced by the

individualism, which is prevalent in western culture.

Another important English culture is directness. Chen (1993) points out that people prefer to communicate with others in an explicit way in order to let both involved in it know what is exactly going on in their personal intercommunication, that means, they tend to speak directly, openly, and freely, which is completely different for native Chinese speakers. And native English speakers are always treated as being distinctive for this. So when faced with a compliment, native English speakers often accept directly with saying "Thank you, or I am glad to hear that". So it is fair to say that native English speakers are open and they prefer the direct way in their interpersonal communication.

As a sociolinguistic term, "solidarity" and "power", which are proposed by Brown and Gilman (1960), are always used to describe two basic dimensions of social relationships. Hu (1999) points that "solidarity" is mainly used to refer to the equal and informal relationship as well as the desire for establishing intimacy, equality, common interest and a sharing between people, etc. As Jia (1999) says, it is no doubt that it is individualism that results in solidarity. So native English speakers emphasize on "solidarity" over "power", for example, they prefer to use the first name in their interpersonal communication, no matter what status others are. As for the compliment response strategies, native English speakers tend to choose explicit way, no matter the complimenter is of the same topic or not, even of different social status, which means that native English speakers are less influenced by the social status when faced with a compliment, which, in fact, shows us that they are solidarity-oriented in the western culture.

5.3 Pedagogical Implications

So far, the contrastive analysis on compliment strategies and compliment response strategies of native English and Chinese speakers has been discussed and in the process, we have found that there are some differences between native English speakers and native Chinese speakers when giving compliments and responding to the compliments according to their own culture. Further, it is pointed that it is the social and cultural factors that result in the differences between them. Therefore, it is necessary and urgent for us to raise intercultural awareness and improve our communicative competence so that we can try our best to minimize or even avoid misunderstanding in cross-cultural communication. Those above will be of considerable significance for cross-cultural communication and foreign language teaching and learning.

5.3.1 Implications for Cross-cultural Communication

People from different countries have different social culture, belief and value orientation, which will be reflected by their speech acts like compliment responses in their interpersonal communication. In other words, cross-cultural communication can bring people together no matter how far they are from each other, however different culture will keep them apart no matter how near they are from each other. So there will be some misunderstanding, which may result in the breakdowns of cross-cultural communication, if one always tries to impose his own strategies on others from another culture when faced with a compliment. Now it is natural to ask what we should do to smooth cross-cultural communication. And the following will offer some suggestions to avoid the misunderstanding and even the conflict in the cross-cultural communication.

Firstly, we should accept the fact that there exist some differences between different cultures, which can influence cross-cultural communication and be tolerant of the intercultural differences. With the attitude that no culture is better or worse than the other, knowing what exists between them are only the differences, we can make it possible to create a harmonious atmosphere in order to smooth the cross-cultural communication.

Secondly, we must be fully aware of intercultural differences by making full use of the available resources, such as reading books, watching movies, and communicating with the foreigners directly, etc. In the process, we should pay more attention to the differences that result in intercultural misunderstanding. What is more important, we should remember, is that focusing on the differences is to objectively and realistically discover rather than exacerbate them, and we should, at the same time, make every effort to seek a common ground for interaction (Bi, 1996). Through these above, we can gain some useful information to make it possible to understand other cultures and smooth the personal intercommunication in cross-cultural communication.

Finally, this study investigated the speech act of compliment, it has cross-cultural value in that it presented insightful information of compliment behaviors of westerners and Chinese, and made relevant analyses of the differences between the two cultures in this act. Although there have been a number of studies addressing this issue, many of their findings have become somewhat outdated as cultural changes are taking place in the processes of globalization and cross-cultural communications. Do in Rome as the Romans do. Since it is the fact that the differences among different cultures exist objectively, and people of a given culture

often behave according to their own cultural value system, the participants in cross-cultural communication should adapt their own behaviors to the others' value in the target language. Therefore, adapting one's behaviors to the other implies the respect for the other social and cultural value system, and it is the key to realize successful intercommunication in cross-cultural communication.

5.3.2 Implications for Foreign Language Teaching and Learning

There is a key question whether having a good knowledge of the grammatical distinctions and lexical nuances is enough for one to speak appropriately and understand precisely what is meant in a specific context in the target language. As we all know, learning the grammatical distinctions and lexical nuances can help us improve our linguistic competence while learning the culture in the target language can develop our communicative competence. In other words, language teaching and learning should aim at acquiring communicative competence. As for the compliment response strategies, it is also one of the important communicative competences, with which we can avoid the unnecessary misunderstanding and smooth our cross-cultural communication.

In order to realize what is referred above, firstly we should make every effort to improve learners' communicative competence and promoting learners' communicative competence should be designed as the overall goal in the process of foreign language teaching. In detail, the curriculum and syllabus design should be interaction-oriented, that means, we should pay more attention to the different cultural facts than the lists of grammar and useful phrases.

During the process of foreign language learning, we should precisely learn about the background information on cultural orientation and social values. And it can

help us maximize the positive transfer and minimize negative transfer of the native language and culture and facilitating students' foreign language learning.

Lastly, another new phenomenon should be attached the importance to, that is, language and culture are changing all the time, since cross-cultural communication is more and more frequent. Therefore, not only for language teaching but also for foreign language learning, a dynamic perspective should be taken to understand the target culture and use the target language.

In short, since cross-cultural communication is more and more frequent in modern times, foreign language teachers can not ignore the influence of the culture and social values on the way people behave especially the speech acts in the target language, neither can the foreign language learners.

5.4 Suggestions for Future Studies

There are a lot of significant findings and the explanations given in the present thesis, however it is still far from content, due to the limited time and the researcher's own linguistic competence.

The present study will be effective if the future research analyzes and compares the similarities or differences of speech acts occurred in terms of another social distance, for example, nationality, education, gender, both native and non-native English and Chinese speakers, etc.

Future studies can also adopt different data elicitation methods so that weaknesses of the DCT can be overcome through triangulation of data collection. It will also be more revealing if an ethnographic approach is taken so that authentic data of compliment behaviors which contain multiple turns of compliment adjacency pairs

can be collected.

In conclusion, the findings in the present thesis are helpful for people to make better use of the compliment strategies and compliment response strategies in the target language in cross-cultural communication and they are also beneficial for foreign language teaching and learning.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

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APPENDIX A

Discourse Completion Task (English version)

Background information

1. Name (optional) _____
2. Age _____
3. Gender _____
4. Occupation _____
5. Nationality _____
6. Hometown _____

Part One -Compliment

Directions:

This questionnaire is for a study of cross-cultural communication. There are a total of 9 scenarios, each of which includes the description of the situation. Please read the description carefully, and then based on what you think is appropriate for the situation, decide what to say. You can either choose Option A to write down in English in the blank space the comment you consider as the most typical and frequent for the situation, or choose Option B to say nothing if you think that you would feel most comfortable not to say anything in that situation. Thank you for your cooperation.

An example:

One day, you come across one of your acquaintances, Ms. Smith, who is taking her little daughter for a walk. You did not know that she had a child, and you think that her daughter is very pretty.

Option A: You say to her: I didn't know that you have got a child. She is so adorable.

How old is she?

Option B: _____

1. You meet one of your friends, Mary, on campus who is wearing a beautiful dress.

Option A: You say to Mary: _____

Option B: _____

2. Suppose you are the director of your section. On a New Year party held by your company, one of your subordinates, Alice, who is sitting next to you, has a new hairdo. You notice it and make remarks on it.

Option A: You say to her: _____

Option B: _____

3. One of your close friends, Peter, has just bought a watch, and you see it and make comment on it.

Option A: You say to Peter: _____

Option B: _____

4. Your daughter, Rose, bought a nice necklace. You want to compliment her.

Option A: You say to Rose: _____

Option B: _____

5. You work with one of your friends, Jack, on a project. You think that he has made a great contribution. So you express what you think about his ability and contribution.

Option A: You say to Jack: _____

Option B: _____

6. The son of a middle-aged woman, Mrs. Smith, who lives in your neighborhood, has just entered Harvard University. One day, you come across her and talk about her son.

Option A: You say to Mrs. Smith: _____

Option B: _____

7. Your boss organized a very successful meeting. You are surprised.

Option A: You say to your boss: _____

Option B: _____

8. One day, you see your boss wearing a new watch. What will you say before you want to talk the business with your boss?

Option A: You say to your boss: _____

Option B: _____

9. Your teacher, Diana, dyed her hair, that is very nice. You see it and want to talk to her.

Option A: You say to Diana: _____

Option B: _____

Part Two-Compliment Response

Direction:

This questionnaire is designed to assess people's normal way of responding to compliments in English. There are six conversational situations in total. The compliments given below are about different topics. Suppose you are complimented in the situations below, write down how you would respond to them in a real-life context, please. Thank you very much for your cooperation.

1. You are wearing a new coat. Your friend says, "Your new coat is fashionable. You look beautiful / handsome."

Your reply: _____

2. You are a manager in a company. One of your employees says, "Your hairstyle makes you look great. It suits you."

Your reply: _____

3. You bought a new mobile phone. Your teacher says, "Hey, your mobile phone is really nice."

Your reply: _____

4. You bought a new car. One of your students says, "I like your car, it is smart."

Your reply: _____

5. You have finished playing football. One of your colleagues says, "Well done! You played great."

Your reply: _____

6. You are a salesman in a company. Your manager says, "Well, you really have done

an excellent job recently”

Your reply: _____

7. You bought a new telephone. Your classmate said, “It has so many functions. It is state of the art.”

Your reply: _____

8. At the company annual party, you sang a song. Your staff said, “Oh, boss, you have such a talent for singing!”

Your reply: _____

9. You dressed particularly smart today. Your boss saw you and said, “You look nice today.”

Your reply: _____

APPENDIX B

Discourse Completion Task (Chinese version)

问卷调查

背景信息调查

姓名: _____

年龄: _____

性别: _____

职业: _____

国籍: _____

城市: _____

第一部分 恭维语

本项调查问卷用于一项语言学研究。其中列出了 6 个对话场景，在这些场景中，你要对他人的事物或品质进行评价。请仔细阅读情景描述，然后置身于情境中，想象在这些情境中所要说的话，将其写在空白处（选项 A）。如果你认为在下述情境中你不会听话人做出任何反应，则选择选项 B。

例子:

一天你遇到一个好久不见的熟人——张红，你觉得她苗条了许多，于是对她的身材进行评价。

选项 A: 你对她说: 呀, 张红, 好久不见, 现在这么苗条了。用什么方法了, 向我介绍介绍经验。

选项 B:

1. 你在校园里遇到你的一位女性朋友——李娜, 她穿着一件漂亮的新羊毛衫。

选项 A: 你对李娜说: _____

选项 B: _____

2. 假设你是部门经理，在一次公司举行的新年晚会上，你注意到坐在你旁边的一位下属李欣刚刚换了新发型，你觉得还不错。

选项 A: 你对李欣说: _____

选项 B: _____

3. 你的一位朋友王刚刚买了一块精美手表，你看见后对手表进行评价。

选项 A: 你对王刚说: _____

选项 B: _____

4. 你的女儿张婷最近买了一条项链，你想要称赞她。

选项 A: 你对张婷说: _____

选项 B: _____

5. 你与你的一个朋友陈晓伟合作完成一个项目，她为这个项目作了不少贡献。你对她的能力进行评价。

选项 A: 你对陈晓伟说: _____

选项 B: _____

6. 你的一位邻居王大姐的儿子近日考取了清华大学。一天，你遇见了她，提到了她儿子上大学的事情。

选项 A: 你对王大姐说: _____

选项 B: _____

7. 你的上司办成了一次出色的会议，我感到了惊喜。

选项 A: 你对你的上司说: _____

选项 B: _____

8. 有一天，你看到你的老板佩戴了一块新表，在你要和他讲公事之前你会说？

选项 A: 你对你的老板说: _____

选项 B: _____

9. 你的老师，赵红，染了个不错的头发，你看到了并且想要对她说。

选项 A: 你对赵红说: _____

选项 B: _____

第二部分 恭维语应答

本问卷的设计是为了调查了解您对称赞语的回应策略，以下共有九个不同的场景，涉及不同的话题。假设您一遇到以下场景，受到别人的赞扬，请写下您可能做出的真实且自然地回答。感谢您的合作！

1、你买了一件新上衣，在校园里见到你的同班同学，他或她说，“你看起来真漂亮(帅气)”。

你会说：_____

2、你是一名公司经理，遇到你的一个下属，他对你说，“你的领带真好看，特别适合你”。

你会说：_____

3、你买了一部新手机，你的老师见到后说，“呵，你这手机不错”

你会说：_____

4、你买了一辆新车，你的一个学生见到后说，“老师，你的新车真好看”

你会说：_____

5、你刚结束一场足球比赛，你的同事说，“你真棒！”

你会说：_____

6、你是一名公司销售员，最近业绩不错，经理对你说，“你近来工作干得很有成绩！”

你会说：_____

7、你买了一部新手机，你的同学说：“它有许多功能，它很强大。”

你会说：_____

8、在公司的年度庆祝会议上，你唱了一首歌，你的员工说：“哇，老板，你真有唱歌的天赋！”

你会说：_____

9、今天你稍稍打扮了一番，你的老板看到了并且对你说：“你今天看起来真漂亮。”

你会说：_____

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University

APPENDIX C

The List of Experts

1. Miss Jansuda Boontree
The English Lecturer at
Buriram Rajabhat University
2. Mr Stephen Lumb
The English teacher at
Marie Anusorn School
3. Mr Zhongmin Li
The Chinese Lecturer at
Buriram Rajabhat University
4. Miss Tingting Gong
The Chinese teacher at
Buriram Pittayakhom School

APPENDIX D

The Letter Requesting to be the Expert for the Research Instruments

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University



No. 0545.11/๖228

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

July 19, 2015

Dear Miss Jansuda Boontree

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to Miss Jansuda Boontree the English lecturer at Buriram Rajabhat University in Buriram Province to be the expert for the research instruments. I would like to inform you that Mr. Shu Li, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“A Cross – cultural Study of Compliments and Compliment Responses in English and Chinese”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would appreciate for your kindness consideration to be the expert for giving advices in his research instrument.

Gratefully acknowledge for your time and cooperation.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax. 0 4461 2858



No. 0545.11/๓228

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

July 19, 2015

Dear Mr. Stephen Lumb

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to Mr. Stephen Lumb, the English teacher at Marie Anusorn School in Buriram Province to be the expert for the research instruments. I would like to inform you that Mr. Shu Li, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**A Cross – cultural Study of Compliments and Compliment Responses in English and Chinese**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would appreciate for your kindness consideration to be the expert for giving advices in his research instrument.

Gratefully acknowledge for your time and cooperation.

Yours sincerely,

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Dean of Graduate School
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No. 0545.11/๖228

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

July 19, 2015

Dear Mr. Zhongmin Li

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to Mr. Zhongmin Li, the Chinese lecturer at Buriram Rajabhat University in Buriram Province to be the expert for the research instruments. I would like to inform you that Mr. Shu Li, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "A Cross – cultural Study of Compliments and Compliment Responses in English and Chinese" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would appreciate for your kindness consideration to be the expert for giving advices in his research instrument.

Gratefully acknowledge for your time and cooperation.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

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No. 0545.11/2228

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

July 19, 2015

Dear Miss Tingting Gong

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to Miss Tingting Gong the Chinese teacher at Burirampitayakhom School in Buriram Province to be the expert for the research instruments. I would like to inform you that Mr. Shu Li, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "A Cross – cultural Study of Compliments and Compliment Responses in English and Chinese" under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would appreciate for your kindness consideration to be the expert for giving advices in his research instrument.

Gratefully acknowledge for your time and cooperation.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

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CURRUCULUM VITAE

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2003 - 2006 High School Level from Yangbo School, Zhaibei
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