Whose pragmatics are we talking about?: A lesson plan on compliment responses

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12/08/2014

Abstract

This article reviews the literature surrounding compliment responses by native speakers of Chinese. Through the literature review the author argues that compliment responses cannot be predicted by isolating factors such as: language, generation, region, or social distance. Instead compliment responses should be viewed through Spencer-Oatey’s (2005) *rapport management* model. In this way, the social context, the compliment giver’s face, and the desired self-image of the compliment receiver must all be taken into account when examining compliment response tendencies of native Chinese speakers. Finally, this article concludes with a lesson plan that applies Spencer-Oatey’s *rapport management* model to an advanced Chinese class on compliment responses.

*Keywords:* Chinese, compliment response, rapport management

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**Introduction**

“你的中文真好!” (Your Chinese is really good!)

“哪里哪里” (Where? Where?)

Most second language learners of Chinese have probably learned this conversational routine at some point during their studies. In this short dialogue, “Where? Where?” is used to politely reject a compliment. Second language learners of Chinese are often taught that modesty is a treasured value in Chinese society and that rejection or avoidance are the only proper responses to a compliment. Evidence for this can be seen in most first-year Chinese textbooks or by simply doing an internet search for “Chinese compliment responses.” However, as the following literature review will show, compliment responses by native speakers of Chinese (NSC) are not governed by one rule.

In his description of politeness in modern China, Gu (1990) points out that modesty is in fact a key component of the concept of politeness in China and that this aspect of politeness has an effect on linguistic expressions in Chinese. However, many researchers have suggested that this concept of politeness, as defined by Gu, may have undergone some changes for recent generations due to western influence (Cai, 2012; Chen & Yang, 2010; Lee, 2009). In addition to generational changes, researchers have also suggested that region, gender, and social status play a role in the type of response strategies employed by NSC (Cai, 2012; Spencer-Oatey & Ng, 2002; Wang & Tsai, 2003).

In an attempt to integrate the many factors that contribute to compliment responses by NSC into one model, I will argue that the findings of the studies in this literature view can be understood as *rapport management* techniques. According to Spencer-Oatey (2005), rapport management refers to “management (or mismanagement) of relations between people” (p. 96). She explains that rapport management judgments are based on three components: behavioral expectations, face sensitivities, and interactional wants. According to Spencer-Oatey, behavioral expectations refer to what people believe is socially appropriate behavior (verbal and non-verbal). Expanding on Brown and Levinson’s (1987) notion that face is primarily a “self-image,” Spencer-Oaty claims there are two types of face: respectability face and identity face. She refers to respectability face as the “prestige, honor, or ‘good name’ that a person or social group holds and claims within a (broader) community” (p.102), whereas identity face is related to the social values that one associates with oneself. Finally, Spencer-Oatey also points out that one’s “wants” can also influence rapport management. I will use this model of rapport management by Spencer-Oatey to explain the diverse range of compliment responses in recent studies with NSC.

Before we look at the research, it is important to define what is meant by a compliment and a compliment response. For this paper, I will use the definition for compliments proposed by Holmes (1986). Holmes says, “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” (p. 485). Compliment responses, for this paper, are defined as any linguistic or physical behavior by the compliment receiver that occurs as a reaction to a compliment. There are several types of compliment responses, but a majority of them can be classified as either accepting, rejecting/evading, or no response.

Table 1: Main Categories of Compliment Responses

|  |  |
| --- | --- |
| Accepting | 谢谢- Thanks! |
| Rejecting/Evading | 哪里哪里-- Where? Where?  \*used to reject a compliment |
| Opting out | \*receiver of compliment does not respond. |

Currently, second language learners are taught several rejection/avoidance strategies for responding to compliments in Chinese. However, as I will demonstrate in this paper, choosing the appropriate response to a compliment in Chinese is much more complex than simply rejecting the compliment. Following the literature review, I will propose a new model for compliment responses by using Spencer-Oatey’s (2005) *rapport management* model. Finally, based on this new model, I will present a lesson plan to teach second language learners of Chinese how to properly respond to a compliment.

**Literature Review**

Research on compliment responses by NSC has experienced a surge in the last few years, in large part due to a study by Chen (1993) that found that college students in northern China used rejection strategies 95% of the time when responding to compliments. Many researchers found this study to be unrepresentative of actual practices, and as a result, studies on the effects of culture, generation, gender, geographic region, and even social distance on the types of compliment responses started to appear. In the following section, I will summarize the research in each of these areas to demonstrate the diverse set of factors that contribute to how and when NSC respond to compliments.

**Cross-language research**

In the first section, I will examine the research that compares compliment response strategies across languages. In particular, all of the following studies compare native speakers of Mandarin Chinese with either American English or Australian English. It is also important to mention that the participant population for all of the studies in this section were almost exclusively college students. Additionally, three of the four studies employed a discourse completion task (DCT) questionnaire to collect their data, while the fourth study observed responses via naturalistic role playing. These are issues that I will address in further detail in the conclusion.

In the first study, Chen (1993) gave 100 university students (50 from Xi’an, China and 50 from Missouri, USA) a DCT questionnaire that prompted a compliment response from the participants in four different situations. It’s worth noting that in each of the scenarios the only type of relationship observed was between students who were familiar with each other. Chen found that American speakers tended to use a wider range of strategies when responding to compliments, and that American speakers used acceptance strategies (39.28%) more than any other strategy. As for the NCS, 95% of the responses employed rejection strategies.

Chen’s (1993) study seems to suggest that NSC overwhelmingly prefer to reject compliments. However, nearly 20 years later, Tang and Zhang’s (2009) study, which compared compliment response strategies by native speakers of Australian English and NSC, found different results. Again this study used a DCT questionnaire to see how the participants would respond to compliments in four different situations. The researchers found that both groups preferred acceptance strategies over evasion and rejection strategies, but the native Australian speakers reported a higher percentage of acceptance responses than NSC (~80% to 50% respectively). When the researchers examined the differences between compliment responses they found that although NSC were similar to the native speakers of Australian English, the NCS “were less comfortable taking compliments about their possessions and character than they were on appearance and ability” (p. 335). This study was interesting because it seemed to contrast Chen’s (1993) study which reported a very small percentage of acceptances. However, the results of this study may be skewed since the NSC in this study were residing in Australia at the time. It is likely that many of the participants were influenced by Australian culture.

In the next two studies, the researchers compared Chinese English learners with native-English Speakers. Yuan (1996) used a DCT questionnaire to compare the compliment response strategies of Chinese ESL speakers, Chinese EFL speakers, and native English speakers from the USA. In her study, she found that Chinese ESL speakers who had been studying in the U.S. for over six months produced responses that more closely resembled the responses of the native-English speakers than the Chinese EFL speakers. Cheng (2011) was also interested in comparing the compliment response strategies of native-English speakers with those of Chinese ESL speakers and Chinese EFL speakers. However, instead of using a DCT, her participants were asked to participate in a naturalistic role-play, in which they were complimented. Cheng found that both Chinese ESL speakers and Chinese EFL speakers showed compliment responses similar to those of the native-English speakers. The Chinese English learners’ compliment response tendencies differed from the native-English speakers only when responding to compliments about personality. It is important to note that the Chinese participants reported that they had been previously taught the culturally acceptable way to accept compliments in English. However, they stated that they were unsure of how to produce the language necessary for a proper compliment response. When comparing the Chinese EFL and Chinese ESL speakers, Cheng noted that the only difference was in the variety of responses utilized. She stated that “most of them typically knew that they should show appreciation to be polite when receiving a compliment” (p. 2211), but most of them were not able to produce the responses because of linguistic constraints. Both of these studies clearly show that Chinese students living in an English speaking environment tend to pick up L2 pragmatic norms in terms of compliment responses. Judging from the responses given in Cheng’s study, it would also seem that many students learned these pragmatic norms while they were studying in China, which may help to explain why Tang and Zhang (2009) found such high use of acceptance strategies among the Chinese participants.

In this section, there were four studies that compared compliment responses across languages, three of which found that NSC employ acceptance strategies at slightly lower rates than their English speaking counterparts. In contrast, Chen (1993) found that NSC employed acceptance strategies only 1% of the time compared to the American speakers who used acceptance strategies 39.28% of the time. First, it is important to note that several studies have suggested that DCT questionnaires are not always accurate when determining how people will react in real-life situations (Golato, 20003; He, 2012). This may be because DCT questionnaires do not account for face sensitivities or the “wants” of the participants. Simply put, being complimented on paper by a “friend” and being complimented in real-life by someone you admire, dislike, or have a crush on will undoubtedly elicit different responses. Secondly, according to Spencer-Oatey (2005), our rapport management judgment is dependent on our perception of what is socially acceptable. In three of the studies, the participants were in English speaking countries, thus it makes sense that more acceptance strategies were employed, since in these countries, acceptance of a compliment is perceived as more socially appropriate. Furthermore, by producing compliment responses that were more similar to the local culture, these participants may have been making claims to their *respectability face* and *identity face.*This may be the case if the participants perceived themselves as having successfully integrated into the Australian or American culture. In Chen’s study, the behavior expectation principle could also be used to suggest that the Chinese participants were responding based on what was deemed socially acceptable by either their professors, or possibly their peers at that time. In the same respect, it could be argued that these participants were also making claims to their *respectability face*, by showing that they understood the proper responses for a person in the Chinese community.

**Cross-generational research**

In this section, I will highlight researchers who argue that the past twenty years have seen a shift in the conceptualization of politeness, and that this shift has influenced how compliment responses are realized. The two articles in this section examine how the younger generation (post-one child policy) and the older generation (pre-one child policy) differ when employing compliment response strategies. The first study involves college students for participants whereas the second study has college students and middle-aged to elderly participants.

In the first study, Chen and Yang (2010) conduct a follow-up study to the Chen (1993) study, returning to the original university and using the same DCT questionnaire to determine if results would be different almost 20 years later. Chen and Yang found that 62% of the responses employed accepting strategies in comparison to their previous study in which only 1.05% of the responses used accepting strategies. Also, 28% of the responses used deflecting/avoiding strategies compared to only 3% in the previous study. Finally, only 9% of the responses used a rejecting strategy compared to 95% of the responses in the first study. The authors claim that this is a result of China opening up to the world and thus receiving more western influence.

Chen and Yang (2010) found that college students 20 years ago employed different strategies than college students today. Another study attempted to determine if the older generation still maintained the same compliment strategies that Chen found in 1993. He (2012) conducted an ethnographic study with 119 participants attending 16 different dinners, 61 of which belonged to the older generation and 58 of which belonged to the younger generation. He found that the older generation accepted a compliment only 48% of the time, compared to the younger generation, accepting a compliment 66% of the time. As for rejection of compliments, the older generation rejected a compliment 42% of the time whereas the younger generation rejected a compliment only 20% of the time. Although the acceptance rates of this article are still higher than Chen’s (1993) findings, we can still see that there is a clear difference in the way older and younger generations respond to compliments.

These two studies indicate a shift towards a less constricted view of politeness compared to what Gu (1990) had described. However, if we view the compliment responses that occurred in these studies as *rapport management* tactics, we could argue that both participant groups in He (2012) indicated higher rates of acceptance strategies due to their familiarity with each other. The participants in the study were all friends and of the same peer group. In China and in most places around the world, having dinner with one’s peers is quite different from having dinner with someone who is not considered an equal (higher or lower status). Yet, because the older generation used lower rates of acceptance strategies this may suggest that they still perceive traditional values as more socially appropriate than the younger generation. We can use the same argument for the participants in Chen and Yang’s (2009) study. They used more acceptance strategies than their 1993 counterparts. This may be because their views on what is behaviorally acceptable have changed due to the one child policy and western influence (Chen & Yang, 2009; He 2012). Also, it should be noted that on the DCT only friends and peers gave compliments, and there was no indication of the environment of the compliment. This is similar to He’s study in that there was only one type of relationship and scenario tested.

**Cross-regional research**

In this section, I will discuss research that compares different geographic regions that regard Chinese as an L1. In both studies a DCT questionnaire was utilized, but in the second study, the DCT data was compared with naturalistic data.

As the basis for their research, Spencer-Oatey and Ng (2002) compared the perceptions of compliment responses by Hong Kong and mainland Chinese residents. Participants were given a DCT questionnaire in which someone was complimented and then three possible types of response were given: acceptance, rejection, or avoidance. The participants then marked how acceptable or unacceptable they believed each response was. The results show that both groups felt that acceptance of a compliment was appropriate but at times could sound conceited. They also found that excessive rejection of a compliment could also be interpreted as conceit.

By comparison, Yuan (2002) used a DCT questionnaire, naturalistic notebook recordings, and interviews to observe the compliment and compliment response behavior of people in Kunming, China. Among the 175 participants, nearly half of them took the DCT orally, while the others filled in questionnaires with a pen and paper. Unfortunately, the types of responses from the oral and written DCT were not compared. Yuan utilizes the oral DCT to provide examples of the findings in the combined (oral and written) DCT results. She found that on the DCT questionnaire, 43% of all responses used an explanation strategy, which Yuan considers as a form of acceptance. This was the most common type of response. However, in the naturalistic data, this number was reduced to only 15% of all responses. It’s noteworth that in the DCT data accepting strategies were the most common, however in the naturalistic data, rejecting strategies were reported as the most common, occurring 33.98% of the time.

In both of these studies, according to the DCT results, acceptance strategies are again the preferred strategy. In Spencer-Oatey and Ng (2002), it is interesting to point out that they included compliments to and from members of different social hierarchies. This is to say that they were not simply observing friends complimenting friends. However, when they analyzed the data they only compared overall use of acceptance strategies between the two regions. In the Kunming study we see again how the DCT is not reliable when measuring speech acts that depend on perception of socially acceptable behavior or face sensitivities.

**Other research**

Lee (2009) observed the compliments that people gave, the givers/receivers of the compliments and finally the kind of responses elicited by the compliments. The ethnographic study took place in Singapore during the Chinese New Year. The data consisted of 157 complimenters: 90 married females with children (F), 44 single females without children (f), 14 married males with children (M), and 9 single males without children (m), and 166 compliment receivers (76F, 54f, 20M, 16m). Lee argues that in Chinese society, Married people, especially women, are more sensitive to societal norms than those who are unmarried. Therefore, married females with children are the members of society who best uphold societal expectations. Lee found that a majority of the responses fell into the non-acceptance category. From the 290 responses recorded, 53% were non-acceptance, 24.2% were deflect and evade, and 22.8% were acceptance. The author concludes that women with children were the main givers/receivers of compliments and that the main compliment response was non-acceptance. However the author admits that not accepting a compliment has been conventionalized and does not necessarily reflect the receivers’ true feelings. Instead it is merely a sign of respect for the older generation, or to strangers. It was also suggested that there were more non-acceptance responses due to the formality of the event. Both of the suggestions offered by Lee are supported by Spencer-Oatey’s (2005) concept of behavior expectation. The expectation of the attendees at a cultural Chinese event was to behave in a manner that was congruent was traditional Chinese values.

In another ethnographic study, Wang and Tsai (2003) compared compliments and compliment responses between genders. In this ethnographic study, data was recorded by students observing their classmates throughout the day. The corpus being analyzed contained 454 examples collected from college students. The breakdown of the pairs were: 47.3% female to female; 26.9% female to male; 13.7% male to female; and 12.1% male to male. Analysis of the data shows that both male and female chose a non-acceptance strategy 62% of the time. The authors found no significant difference between genders when accepting or rejecting a compliment. However, they did note that male participants tended to directly reject a compliment while female participants preferred to ask a follow-up question regarding the compliment.

Finally, Cai (2012) conducted a study that gave a DCT questionnaire to 123 students at Dalian University. Cai was particularly interested in observing the relationship between social distance, gender and compliment responses. She found that overall participants used acceptance strategies 72.3% of the time. In terms of gender differences, the only significant difference was that females used explicit acceptance strategies more than male participants (38.5% to 31.9% respectively). With respect to social distance, if the compliment giver has relatively high social status as compared to the compliment receiver, an explicit acceptance strategy was preferred, however if the social status of both compliment giver and receiver was similar, or if the two interlocutors were familiar, a deflection or rejection strategy was preferred. Cai’s study indicates that social status also influences compliment responses. These findings could possibly be explained by Spencer-Oatey’s (2005) behavior expectation or face sensitivity principle. If a person of a lower social status rejects or avoids a compliment made by one of a higher social status, it may be seen as an attack on the compliment giver’s *identity face*. This is because the compliment receiver would indirectly be challenging the compliment giver’s ability to evaluate the aspect being complimented. It is also important to keep in mind that this study was conducted with a DCT questionnaire and thus may not be reliable.

In this literature review, studies that have used ethnographic techniques to measure compliment responses by Chinese speakers tended to show higher rates of rejection and avoidance strategies (Lee, 2009; Wang & Tsai, 2003; Yuan, 2002), with the exception of He (2012) who found comparatively higher acceptance strategies for both older and younger generations of Chinese speakers. On the other hand, when studies employ a DCT questionnaire, there tends to be higher rates of acceptance strategies (Cai, 2012; Chen & Yang, 2010; Spencer-Oatey & Ng, 2002; Tang & Zhang, 2009; Yuan, 2002), with the exception of the Chen (1993) study, which found the highest rates of rejection strategies. In the following section, I will attempt to make sense of these studies by applying Spencer-Oatey’s *rapport management* model to Chinese compliment response.

**Spencer-Oatey’s Rapport Management and Chinese Compliment Responses**

According to Gu’s (1990) politeness principle, the self-denigration maxim is a major factor in what is regarded as polite in China. This maxim states that one should denigrate one’s self, and elevate others. This principle, however, becomes difficult to achieve when responding to compliments. If one denigrates oneself and declines or rejects a compliment, one is essentially saying the compliment giver was wrong to give the compliment, or they misjudged the attribute being complimented. At the same time, if the receiver of the compliment accepts the compliment, and in doing so validates the compliment giver’s intelligence, the compliment receiver is no longer self-denigrating. This makes it clear that compliment responses cannot be viewed as simply acts of self-denigration or elevation of other. Furthermore, the research above shows that compliment responses are also not dependent solely on one’s gender, location, social status, or even generation.

I propose a new model of NSC compliment responses that views compliment responses as speech acts that compliment receivers employ depending on what is behaviorally expected for the given social context, the compliment receiver’s knowledge of the compliment giver’s face sensitivities, and finally the wants or desires that the compliment receiver wishes to achieve. Furthermore, compliment receivers will employ either more “traditional” compliment strategies (rejection, avoidance, and opting out) or more “modern” compliment strategies (implicit and explicit acceptance) to satisfy the three aforementioned factors. Throughout this paper, I have shown how this model can be applied to explain results found in the current literature surrounding NSC compliment responses. In the following section, I will demonstrate the implications that this model has for the classroom.

**Practical Implications: Lesson Plan**

As the literature review demonstrated above responding to a compliment in Chinese is complicated. Learners cannot be taught a series of compliment responses and then be expected to utilize them in the appropriate context. For learners to successfully respond to compliments in Chinese they must know the implications of using traditional and modern responses in a variety of contexts. This lesson plan attempts to address these difficulties that learners face when learning to respond to compliments in Chinese.

**Lesson plan overview**

In this lesson, advance learners of Chinese will be able to employ compliment responses that represent both traditional and modern Chinese values. When responding to compliments, the learners will take into consideration the social context, the compliment giver’s face, and their own conversational goals. To achieve this goal the teacher will first present a set of typical compliment responses that represent both traditional and modern approaches to compliment responses. Secondly, learners will categorize these responses as either representative of traditional Chinese values or modern Chinese values. Then, the learners will discuss how the social context, the compliment giver’s face, and their own goals influence the type of compliment response that is delivered. Finally, the learners will put what they have learned into practice by responding to imagined scenarios. Learners will also be asked to explain their rationale in choosing compliment responses for each scenario.

**Material**

In this activity the learners will receive five handouts, one for each activity in the lesson plan. These handouts can be found in the appendix.

**Activity 1: Define different ways of responding to a compliment**

First, it is important that learners understand the variety of responses that are available to them. The list used in this activity is a compilation of the compliment responses found in the previously reviewed studies. However, before providing students with a list of possible compliment responses, I will ask them to work in pairs and create a list of compliment responses that they have encountered (5 minutes). After students have made their own list, I will show them a list of compliment responses that are common in China. On the handout, students will be asked if they have heard the responses before, and if so, the location, the situation, and the participant involved in the interaction (5 minutes). This activity will get the learners ready for activity two.

**Activity 2: Traditional to Modern Compliment Responses**

In this section, learners will watch a short cartoon that aims at teaching Chinese children the value of modesty. Following the video (<http://www.youtube.com/watch?v=TVtayGcX1i4> – 5 minutes) the teacher will have a discussion on modesty and will explain that while modesty is still an important value in China, it is not as important in present day China as it was 10 or 20 years ago. Then the learners will be put into pairs to discuss which compliment responses they believe represent more traditional values (modesty) and which responses represent a more modern response (5 minutes).

**Activity 3: Spencer-Oatey’s Rapport Management Model**

In this activity, I will present the rapport management model that was used in this paper. I will demonstrate that when deciding to use a more traditional compliment response or a more modern compliment response, one must take into account the social context, the compliment givers’ face sensitivities, and the self-image that they wish to portray to others. I will use examples to demonstrate how these three factors contribute to the appropriate compliment response. Learners will then make predictions about the type of compliment responses that are expected based on the person and the context (10 minutes).

**Activity 4: Predicting outcomes of compliment responses**

In this activity, the learners will be given several situations that involve compliment responses, to which they will be asked to predict the outcome of the compliment response provided. The location, circumstances, social status, and compliment type will all vary (10 minutes). The key to this activity is that the learners are able to verbalize how they predicted each response, and how it relates to Spencer-Oatey’s (2005) rapport management model.

**Activity 5: Provide a compliment response and explain**

In the final activity, learners will be asked to produce a response based on different scenarios (10 minutes). The scenarios will vary in terms of social status and gender of the compliment giver, social distance between the compliment giver and receiver, and location. This activity will allow the learners to include their ‘wants’ into their reason for choosing a compliment response.

**Homework**

The learners will take note of their own compliment responses when speaking in their native language for one day. At the end of the day they will need to write a one page reflection in Chinese comparing their use of compliment responses in their native language with that of Chinese compliment responses.

**Conclusion**

In this paper, I have demonstrated that compliment responses depend on multiple factors that include: social context, the compliment giver’s face, and the ‘wants’ of the compliment receiver. These findings suggest that Chinese teachers at the advance level can no longer provide learners with a list of compliments and expect the students to use them properly. Learners need to be aware of and take into account the factors just mentioned. Finally, I provided a lesson plan to teach learners about the complexity of responding to a compliment in Chinese.

**Further Research**

Further research is needed to determine how individuals vary in their compliment response across formality of situations. Furthermore, it is important that future research continue with ethnographic methods of research because it is only in ethnographic studies that the social context, the compliment givers’ face, and the ‘wants’ of the compliment receiver can be taken into account. Finally, it is also important that the researcher understand why the compliment receiver chose their responses. This can be done by utilizing a follow-up interview and asking the participants to recall why they chose the strategies that they utilized during the study.

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Appendix A: Handout 1

**称赞语的应答**

Possible Compliment Responses

With a partner make a list of compliment responses that you have heard in Chinese.

|  |
| --- |
| **你听过什么称赞语应答？** |
|  |
|  |
|  |
|  |

Look at the compliment responses below. Mark the you have heard with 是 and the ones you have not with 否. Then describe the context in which the response occurred.

|  |  |  |
| --- | --- | --- |
| **在中国很普遍的称赞语应答** | **你是否听过？** | **在哪儿？什么情况？谁说的？** |
| 哪里哪里 |  |  |
| 当然啦 |  |  |
| 谢谢 |  |  |
| 你的也很好看！ |  |  |
| 没有啊 |  |  |
| 真的吗？ |  |  |
| 还行吧 |  |  |
| （笑笑） |  |  |
| 我很努力 |  |  |
| 我不聪明 |  |  |
| 你比我好很多 |  |  |

Appendix B: Handout 2

Place the compliment responses from Handout 1 into the following categories: Traditional 传统的, Neutral 中性的, or Modern 现代的. Discuss your answers with a partner.

|  |  |  |
| --- | --- | --- |
| 传统的 | 中性的 | 现代的 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Appendix C: Handout 3

Imagine one of the following people give you a compliment. What type of response would you provide? Give an example of a response. Then explain your rationale. Discuss your answers with a partner.

|  |  |  |  |
| --- | --- | --- | --- |
| **人** | **传统的、中性的、现代的** | **例子** | **为什么？** |
| 校长 |  |  |  |
| 朋友 |  |  |  |
| 老板 |  |  |  |
| 陌生人 |  |  |  |
| 爸爸 |  |  |  |

How do the following social contexts affect the type of compliment you give.

|  |  |  |  |
| --- | --- | --- | --- |
| **人** | **传统的、中性的、现代的** | **例子** | **为什么？** |
| 工作 |  |  |  |
| 学校 |  |  |  |
| 家 |  |  |  |
| 比赛中 |  |  |  |
| 饭店 |  |  |  |

Appendix D: Handout 4

Read the following situations, then with your partner predict the outcome of the compliment response. How will the compliment giver perceive the compliment receiver?

**第一种情况**

王盾是赵梅的老板。星期二在会议中王盾在大家面前说赵梅今年卖产品卖得最多。她说别的同事应该像她一样努力工作，还说她特别聪明。赵梅脸红得回答“没有，没有”

**第二种情况**

张明和海叶是很好的朋友，有一天晚上张明一直夸海叶的衣服就说她穿什么衣服都好看，还说她最能买好看的衣服。海叶回答，“那当然啦，我本来就会买衣服”

**第三种情况**

海淘是陈老师的老婆。海淘去看她老公上课，她觉得她的丈夫上得很好。下课以后就对他说，“你上课上得可真好！我要从你学很多事情”陈老师，笑了。

Appendix E:Handout 5

In the following situations a variety of people will give you a compliment. Based on the person, place, and your personal goals please provide a compliment response. Then with your partner discuss why you chose the response.

1. 你在家的时候你的妈妈说你的衣服很好看。
2. 你是一个老师，你在学校的时候你的学生说你头发很好看。
3. 你是一个律师，你在法庭的时候有个陌生人说你很帅（漂亮）。
4. 你的好朋友听你说中文的时候，很吃惊，然后说你特别聪明。
5. 你的老师说你是他的班最努力的学生。