

Compliment Responses across Gender in Philippine Context

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ABSTRACT

A number of researches on compliments and compliment responses (CRs) have been done from cross-cultural perspectives; however, few attempts have been made to conduct contrastive studies across gender. This study analyzed the results from 15 male and 15 female advanced L2 learners in Parañaque Science High School to determine what CRs strategies and types of compliments they employed. From the data collected, results revealed that the male and female participants opted to follow the trend from the previous studies: Accept, Reject, and Evade pattern. Both groups preferred Accept the most, and Reject the least. In addition, two explicit types of CRs strategies were evidently preferred by both groups: the Appreciation Token and Return Compliment. On the one hand, male participants preferred to use implicit CRS strategy of Informative Comment; but on the other hand, female participants opted to employ implicit CRS strategy of Shift Credit. The linguistic manipulations of CRs shown in this study indicate that no universal model of CRs would work because different genders have different sets of protocols, thereby preventing any valid generalization. Several pedagogical implications were provided for future instruction in teaching ESL.

Keywords: compliment strategies; compliments; compliment response; complimentee; complimenter

INTRODUCTION

The study of compliment and compliment responses (CRS) has become a significant aspect of politeness theory in the field of sociolinguistics. Compliments and CRs as research variables have been investigated because they have been recognized as an “important speech act in a socio-cultural context” and served a “serious socio-cultural linguistic function” (Heidari, Rezazadeh & Rasekh 2009, pp. 19-20). Probably, the most quoted definition of compliment has been that of Holmes (1988, p. 485 in Kim, n.d.). She distinctively defined a compliment as:

“a speech act which explicitly or implicitly attributes credit to someone other than the speakers, usually the person addressed, for some “good” (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer.”

Another significant assumption of compliment is provided by Goffman (1967 cited in Bruti, 2006, p.185). He posited that:

“Compliments are primarily aimed at maintaining, enhancing, or supporting the addressee’s face” and “are used for a variety of reasons, the most significant of which is perhaps to express admiration or approval of someone’s work/appearance/taste.”

The notion of compliments, on the one hand, states that they “not only express sincere admiration of positive qualities, but they also replace greetings, thanks, or apologies, and minimize face-threatening acts, such as criticism, scolding, or request” (Brown & Levinson (1987), Holmes (1988), and Wolfso (1983;1989) as cited in Ishihara, n.d., p. 64). CRS, on the other hand, is a response to a compliment given by a complimenter and received by a complimentee. In addition, the employment of CRS as ‘a phatic expression’ may also serve “a particular role in maintaining the solidarity of interpersonal relationships and the harmony of social interaction (Heideari et. al. 2009, p.19)”.

As far as a theoretical model of politeness serves to account for variations in the actualization of compliment responses (CRs) across cultures are concerned, Pomerantz (1978 as cited in Chen, 2003, p. 58) proposed two of the most influential conversational principles which govern the act of CRs: Principle I, “stating that the recipients agree with and/or accept compliments,” whereas Principle II, “stating that the recipients avoid self-praise”. Specifically, Pomerantz (1978, pp. 81-109 as cited in Chen, 2003) categorized the actualization of CRs into the following: Acceptance, which includes tokens of appreciation and agreement; Rejection, which entails disagreement; and Self-praise avoidance mechanisms, in which praise is downgraded (agreement and disagreement) and in which referent shifts occur (reassignment and return). In connection to this assumption of CRS strategies, Holmes (1988, 1993 as cited in Heidari, et al 2009, p. 22) proposed three acts in the forms of macro levels. Each act in the macro level is subdivided into sub-categories in the forms of micro levels as shown in Table 1.

TABLE 1 Holmes’ (1998; 1993) CRS Strategies Categories

Macro level	Micro level	CRs Examples
Accept	1.Appreciation Token	“Thanks”; “Thank you”; “ Cheers”; “Yes”; “Good”
	2.Agreeing Utterance	“I know”; “I am glad you think so”; “I did realize I did that well”; “Yeah, I really like it”
	3. Downgrading qualifying utterance	“It’s nothing”; “It was no problem”; “I enjoyed doing it”; “I hope it was OK”; “I still only use it to call people”; “It’s not bad.”
	4. Return compliment	“You’re not too bad yourself”; “Your child was an angel”; “I’m sure you will be great”; “Yours was good too.”
Reject	1. Disagreeing Utterance	“Nah, I don’t think so”; “I thought I did badly”; “Nah, it’s nothing special”; “It’s not”; “Don’t say so.”
	2. Question accuracy	“Why?”; “It’s right”;
	3. Challenging Sincerity	“Stop lying”; “Don’t lie”; “Don’t joke about it”; “You must be kidding”; “Don’t, come on.”
Deflect/Evade	1. Shift credit	“That’s what friends are for”; “You’re polite”; “No worries”; “My pleasure.”
	2. Informative comment	“It wasn’t hard”; “You can get it from (store name)”; It’s really cheap.”
	3. Request reassurance	“Really?!”

As can be seen in Table 1, the macro levels include the following: Accept, which states that the remark is recognized as a compliment; Reject, which states that the complimentee tries to amend compliment’s complimentary force; and Deflect/Evade, which states that the given compliment is being avoided and redirected by a complimentee.

In addition, among the micro skills proposed by Holmes (1998; 1993 as cited in Heidari, et al 2009, p. 22), types of CRS strategies can be categorized into the explicit and implicit CRS strategies. The former is defined as “attribute credit to someone other than the speaker for some good which is positively valued by the speaker” (Holmes, 1988, p. 28 as cited in Boyle, 2000) and corresponds to direct speech acts (Herbert, 1991, p. 28 cited in Boyle, 2000), whereas the latter corresponds to indirect speech acts. Moreover, Burti (2006) underscored that implicit CRS strategies are used for a number of reasons: “to redress the balance between positive and negative face, by reducing the possibility of getting too close to the addressee, thereby invading his/her territory, for example by embarrassing him/her; to increase the force of one’s utterance by using unconventional wording; and to involve the addressee by asking him/her to cooperate to construct the implied meaning” (p. 189). In the case of Ye’s (1995 cited in Zhihui, 2002) gender-based study in terms of compliments and CRS, he classified the compliment strategies employed by the participants into four categories which included the following: explicit compliment, implicit compliment, non-compliment, and no response. The findings of the said study showed that both males and females gave the same order of rank in their preference of compliment strategies such as accept, reject, and evade. In addition, female participants gave more implicit compliments than male participants, while male participants gave more implicit compliments or non-compliments. One interesting study with reference to compliment responses is the study of Holmes (1988) on the relationship of the sex of the givers and the receivers of compliments. Holmes (1988) found out that “compliments may serve different functions in women’s and men’s interaction” (p.445) such as “solidarity signals, cementing friendships, attenuating demands, smoothing ruffled feathers and bridging gaps created by possible offences” (p.464).

Heidari et al (2009) revealed that Appreciation Token and Agreeing Utterance were overridingly employed as explicit CRS strategies by the Iranian participants: on the contrary, Shift Credit and Informative Comment as CRS strategies were mostly employed as implicit CRS strategies. Another study by Parisi and Wogan (2006) found that male complimenters, on the one hand, preferred to compliment their counterpart on appearance than skill; while female complimenters preferred the opposite.

In a cross-cultural study of compliment and CRs in English and Korean participants, Baek (1998 as cited in Kim, n.d.) found that the acceptance rates of CRs in non-western languages were much lower than those in English speaking communities. In the same vein, Daikuhara’s (1986) study concerning compliments from a cross-cultural perspective revealed that Japanese and Korean could not instantaneously accept compliments. Specifically, the frequent use of “*Ie, ie (No, no)*” or “*Sonna koto nai (That’s not true.)*” of Japanese respondents suggested denial of compliments. Moreover, Japanese frequently explain why they do not deserve such compliment. This CRS strategy of Japanese may mean that they express deference to the complimenter and at the same time, in contrast, create distance as part of the Japanese culture, i.e. the more distance is created, the more respect is shown. Nelson, Al Batal & El Bakary’s (1996) study however, revealed that 50% of the respondents accepted the compliments specifically in the micro level of CRS strategies of Acceptance with its micro levels of appreciation token (e.g. “*Thanks.*”) with 29%, agreeing utterance (e.g. “*Yes, I know.*”) with 14%, and compliment return (e.g. “*You look good, either.*”) with 7%. Hu (1994) reminds us that a Chinese speaker chooses to lower himself when responding to compliments due to the belief that being humble and modest will help maintain and enhance face and image. This kind of CRS strategy means that modesty is one of the more significant elements of self-image.

Heidari et. al. (2009) contrasted the CRS strategies across gender of Iranian teenage English as a Foreign Language (EFL) learners using Holmes’ (1988; 1993 as cited in Heidari et. al. 2009, p. 22) CRs strategies as shown in Table 1. The study showed that female Iranian teenage EFL learners preferred to evade and reject more than male Iranian teenage EFL learners. Another interesting result

is that female Iranian teenage EFL learners employed an indirect communication pattern of modest acceptance, with their no response meaning yes, demonstrating consideration and politeness towards others. On the contrary, male Iranian teenage EFL learners preferred to use direct communication of acknowledgment. Conclusively, the researchers claimed that female Iranian teenage EFL learners in this contrastive study were more prone to implicit CRs than their counterparts. They further explicate that protocol differs across gender. According to Herbert (1990 cited in Mojica, 2002, p. 116), the speech act of complimenting is used “more frequently by women and that women are more complimented by men.” Mojica (2002) claimed Holmes’ (1994 cited in Mojica, 2002, p. 120) assertion that “more compliments are heard from, and are directed to women.” This particular finding supported Mojica’s (2002) study. The said study likewise revealed that males complimented females and males minimally but on an almost equal frequency. One interesting study that focused on the compliment responses uttered by high school students in Taiwan was conducted by Wu (2006 cited in Chung & Chen, n.d.). The study revealed that Taiwanese high school students tend to use accept strategy when the topic is on appearance, ability, possession; however, they tend to reject the compliment when the topic is personality.

The present study is anchored on the classification of CRS strategies proposed by Holmes (1988; 1993) as employed and modified in the study of Heidari et. al. (2009, p. 22). The seemingly interesting nature of CRs across gender has prompted the researcher to conduct a study that would further shed light on the findings of Heidari et. al. (2009), thereby adding a new dimension to the study of CRS among male and female complimenters.

Research on compliments and CRs has been done from cross-cultural perspectives; however, few attempts have been made to conduct contrastive studies across gender. The main objective of the present study is to determine the CRS strategies employed by the male and female participants under study. For this reason, CRS strategies at macro and micro levels across gender were contrastively investigated. Specifically, the research questions to be addressed in this research paper are:

- What specific compliment response (CRS) strategies at macro and micro levels are revealed from the responses to the given Discourse Completion Test by the participants?
- How do male and female Filipino advanced English language (L2) learners employ CRS strategies at macro and micro levels?
- What types of CRs are employed by the participants under study?
- Is there a universal pattern that can be gleaned from the use of CRS by different genders under study?

METHODOLOGY

PARTICIPANTS

A total of 30 Filipino participants took part in this study, 15 male and 15 female advanced L2 learners, all of whom were among the top 15 students in the third year level from Parañaque Science High School. The average age in both groups was 15. At the beginning of the Discourse Completion Test (DCT), a language background survey was conducted to ensure that participants were suitable informants. For instance, since the collection of data was done during the start of the school year, the researcher used the grades of the students in English subjects in the first and second year levels as a basis for choosing the participants to answer the DCT.

INSTRUMENTS

The Discourse Completion Test (DCT) employed by Mohammad Ali Heidari et. al. (2009) was used in this study (See Appendices A and B). The said test has four situations where a complimentee responds to a complimenter's compliment. The given situations are as follows:

- Situation 1 Appearance, in which the complimentee is being complimented through his/her appearance
- Situation 2 Character, in which the complimentee is being complimented through his/her attitude
- Situation 3 Ability, in which the complimentee is being complimented through his/her competence
- Situation 4 Possession, in which the complimentee is being complimented through his/her, owned things.

The participants were asked to write their honest response to each of the given situation using their L2. DCT was modified by the researcher according to participants' schema particularly in Situations 1 and 3. For instance, in the DCT used by Heidari et. al. (2009, p. 31), they wrote:

SITUATION 1 (APPEARANCE)

“Your friends have organized a party to celebrate the end of semester. You've dressed up for the party. As you arrive at the party, one of your friends says: “Hey, you look great! You're really handsome/beautiful today.”

Since the participants may not have experienced attending a party organized by their friends, the researcher decided to align the said item in the DCT to the background of the participants in particular the Junior-Senior (JS) promenade to activate their schema. Another particular item that was modified was:

SITUATION 3 (ABILITY):

After you have completed a presentation, your classmate says: “Wow, that's brilliant, I hope I can do it the way you did. Well done!”

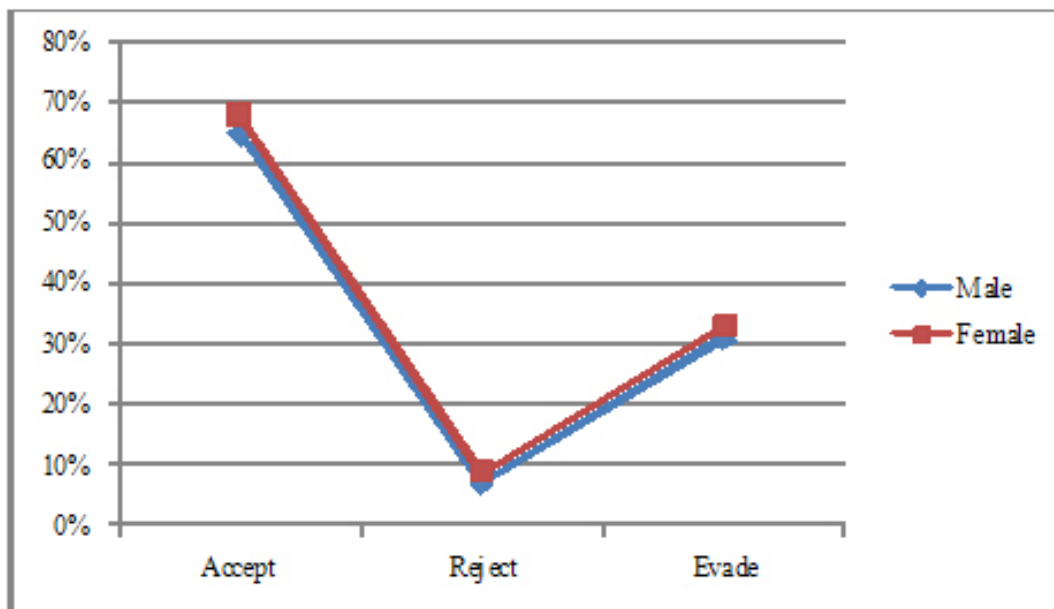
In the said statement, the researcher decided to include the idea of a hard Geometry examination for the reason that the said learning area had just been introduced to the class.

RESULTS AND DISCUSSION

Figure 1 reveals the general macro patterns of the participants in the present study. As can be seen, the majority of the male and female participants accepted the compliments given to them, even so a slight difference could probably not account for a major variation. Specifically, nine out of 15 male participants and 10 out of 15 female participants showed acceptance of compliments. Conversely, only one male participants and two female participants rejected the compliments in the DCT. Also, five male participants and six female participants deflected the compliments given to them. In the macro level of “Accept,” it is probable the majority of the male and female participants are used to receiving compliments from the family, relatives, friends, and other people who have known them since they are honors students in their school. For instance, 10 male participants and 12 female participants stated the frequent use of “Thanks” as a plain reply in micro level “Appreciation Token” which is under the macro level “Accept” in Situation 3. Here the complimentee is being complimented because of

his/her competence and this is probably a typical compliment that they receive every now and then. For instance, a male participant replied after having been congratulated by gaining the highest score in Geometry examination, “Thanks!”

FIGURE 1 General Macro Patterns of CRs of Male and Female Participants



This particular finding supports Pomerantz’ (1978 as cited in Chen, 2003, p. 58) proposed conversational principles, which govern the act of CRs particularly Principle I, asserting that complimentees agree with and/or accept compliments from complimenters. Furthermore, the said result confirms the findings of Heidari et. al. (2009) and Ye (1995 cited in Zhihui, 2002), which concluded that at the macro level, male and female complimentees gave the same order of rank in their preference of CRs strategies such as accept, reject, and evade. In the case of macro level of “Reject,” one participant from both gender rejected the compliment in Situation 3 possibly because they are less competent in Geometry compared with other honor students. Another female participant rejected the compliment in Situation 4 in which a complimentee is being complimented because of her new cellular phone. This may be accurate because she may not have the experience of owning a cellular phone. For instance, one female participant commented in the DCT, “You know that I don’t have a cp! [cellular phone].” The said result also confirms Pomerantz’ (1978) proposed conversational principles, which govern the act of CRs particularly Principle II, asserting that the recipients of compliments avoid self-praise. Moreover, this finding further verifies the results of Heidari et. al. (2009)’s study.

For the macro level of Deflect/Evade, 31% of male participants and 33% of female participants deflected/evaded the compliments in the DCT. In particular, five male participants evaded the compliment in Situation 4, which is under the micro level “Informative Comment.” One participant stated “I just borrowed this [cellular phone] from my brother.” Another commented, “Mine [cellular phone] is better than our classmate’s phone [pertaining to the cellular phone which is likely more expensive than his cellular phone]. This finding shows that the main reason why participants have likely tried to evade the given compliment is that they may have had new cellular phones but may have chosen to give informative comment to seemingly avoid further seemingly negative comments from classmates that they are flaunting their possession. In the case of the six female participants, evading the compliment in DCT, the micro level “Shift Credit” was chosen particularly in Situation

2. One of the six participants asserted, “*We’re bff [best friend forever], right?*” Another shift credit statement was “*We are friends, so we have to help each other.*” These findings do not seem to support Heidari’s et. al. (2009) study specifically in micro level “Shift Credit.” This would seem to stem from the cultural orientation of Iranian females in shifting credit when they are being complimented in terms of their character. This result also claims Heidari’s et. al. (2009) assumption that cultural differences contribute to different types of preferred response strategies.

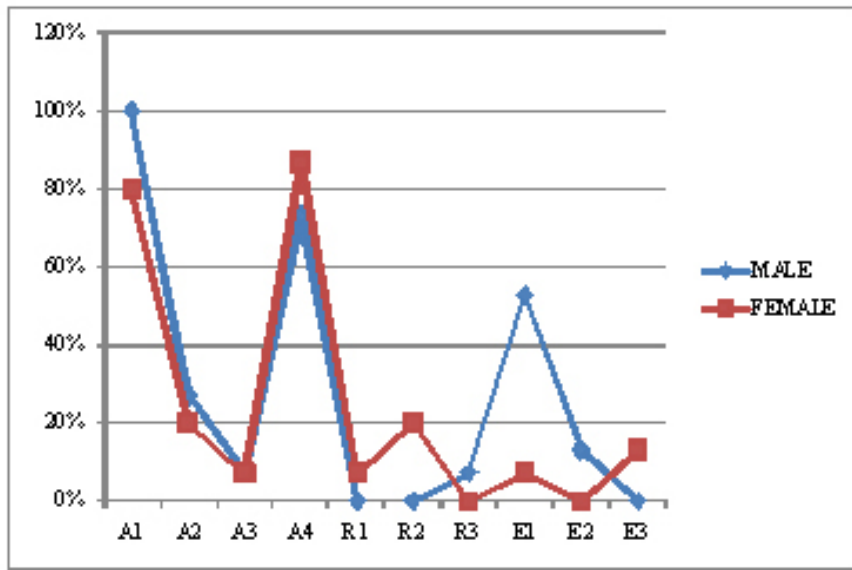
Table 2 provides examples of participants’ CRs in which P stands for participants, S for situation, A for Accept, R for reject and E for evade. In addition, the numbers along with these abbreviations refer to the codes assigned to participants (or situations) and the types of three strategies at micro level respectively.

TABLE 2 Examples of CRs

Male	Example of CRs
P3; S1	“ <i>Thanks a lot!</i> ” (A1)
P7; S1	“ <i>Thank you!</i> ” (A1)
P14; S1	“ <i>Thank you very much!</i> ” (A1)
P12; S2	“ <i>No problem. You don’t have to mention it.</i> ” (A3) “ <i>Nothing to thank for.</i> ” (A3) “ <i>No need to worry, pare [buddy]</i> ” (A3)
P8; S3	“ <i>It’s nothing because I studied hard.</i> ” (A3) “ <i>Don’t you worry, you can do what I can do</i> ” (E1) “ <i>You are better than I am!</i> ” (E1)
P4; S4	“ <i>I just borrowed this [cellular phone] from my brother.</i> ” (E2)
Female	Example of CRs
P1; S1	“ <i>Really! Are you joking me!</i> ” (R2)
P6; S1	“ <i>Thanks!</i> ” (A1)
P11; S1	“ <i>I agree! LOL!</i> ” (A2)
P15; S2	“ <i>We’re bff [best friend forever], right?</i> ” (E1) “ <i>I’m happy to help you. We’re sisters, right!</i> ” (E1) “ <i>No need to thank me! I guess you will help me, too when I need you.</i> ” (A3)
P11; S3	“ <i>Thanks.</i> ” (A1)
P7; S4	“ <i>You know that I don’t have a cp! [cellular phone].</i> ” (R1) “ <i>Yours is better than mine</i> ” [cellular phone] (A4) “ <i>Your cp [cellular phone] is more expensive!</i> [than my mobile] (A4)

Figure 2 summarizes the micro-pattern of CRs to appearance compliment. As shown in the figure, all male and female participants opted to express CRS strategies of Appreciation Token with 20% difference in female participants than their counterpart. Moreover, both genders opted to choose the CRS strategy of Return Compliment specifically with male participants obtaining less than 75% of accepting the compliment, while for female participants, the percentage is less than 90%. These results support the study of Wu (2006 cited in Chung & Chen, n.d.) that high school students tend to use accept strategy when the topic is on appearance. Hence, there is no uniform trend in participants’ choice of CRS strategies employing Shift Credit with 53% males against 7% for females.

FIGURE 2 Micro-pattern of CRs to Appearance Compliment



In this case, this particular result claims what Heidari et. al. (2009) concluded in their study as they compared the micro level of appearance against the general macro level of their study in terms of uniform trend of responses. In the case of evading the compliment in Situation 1, three out of 15 female participants probably questioned the accuracy of the compliment given to them as their CRS, while their counterpart did not likely express doubts in terms of CRS of Question Accuracy. The result shows that some female participants are not used to being complimented as far as their appearance is concerned. This could be seemingly attributed to the fact that several of the participants may not be accustomed to attending parties since they are more focused on their academic life than to other things. This finding may be contradictory to Heidari et. al. (2009) study because it is improper in Iranian culture to question one’s sincerity. On the contrary, it appears that advanced Filipino L2 learners in particular, the female participants, may have felt the liberty to express their uncertainty in terms of questioning the accuracy of the compliments given to them.

FIGURE 3 Micro-pattern of CRs to Character Compliment

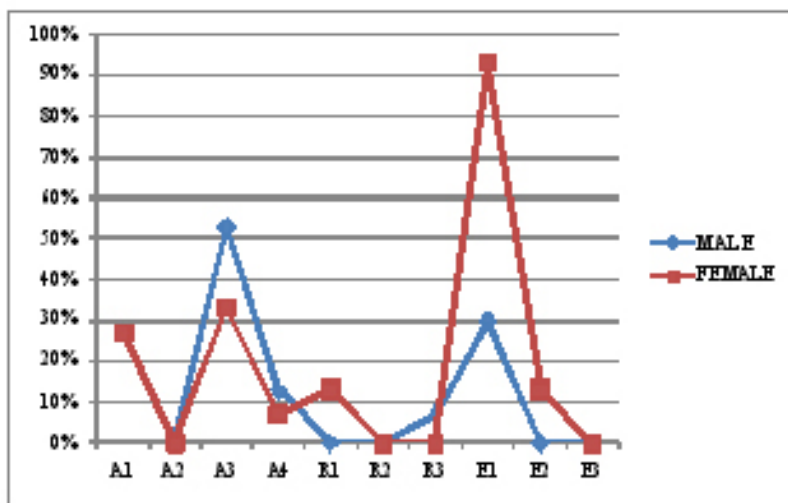


Figure 3 summarizes the micro-pattern of CRs to character compliment. As illustrated in the figure, 53% of the male participants opted to employ the CRS strategy of Downgrading Qualifying Utterance compared to 33% females. This may show that male participants may likely downgrade utterance more with these statements, “No problem. You don’t have to mention it.”, “Nothing to thank for.”, “No need to worry, pare [buddy].” than their counterpart. A sample extracted from the female data, “No need to thank me! I guess you will help me, too when I need you.” shows the CRS strategy of downgrading qualifying utterance. This finding espouses Heidari’s et. al. (2009) finding. They further explained that both groups- male and female- tended to employ “self-praise avoidance strategy”, but males used more downgrading qualifying utterance than females (Heidari et. al. 2009, p. 24). Another interesting result of this study is that female participants primarily indicated their overriding shifting of credit to their complimenters at 93% against male participants at 33%. This finding did not seem to support Heidari’s et. al. (2009) study as regards micro level “Shift Credit”. This would seem to stem from the cultural orientation of Iranian females in shifting credit when they are being complimented in terms of their character. Another assumption is that cultural differences contribute to different types of preferred response strategies.

Figure 4 illustrates the micro-pattern of CRs to ability compliment. As can be seen, both genders chose to employ CRS strategy of Appreciation Token, with females using more of the said CRS strategy (80%) than male participants (67%). With regards to the CRS strategy, Evade, male participants preferred to use a particular micro CRS strategy of Shift Credit against their counterpart. Male participants’ statements such as “Don’t you worry, you can do what I can do” and “You are better than I am!” showed that they shifted credit when they were complimented. It appears that the present study does not claim Wu’s (2006 cited in Chung & Chen, n.d.) finding in this specific micro CRS strategy. Seemingly, the finding that male participants in this study tend to use the macro CRs strategy of Deflecting compliment specifically shift credit against the choice of Taiwanese high school students, who tend to use accept strategy when the topic is on ability.

FIGURE 4 Micro-pattern of CRs to Ability Compliment

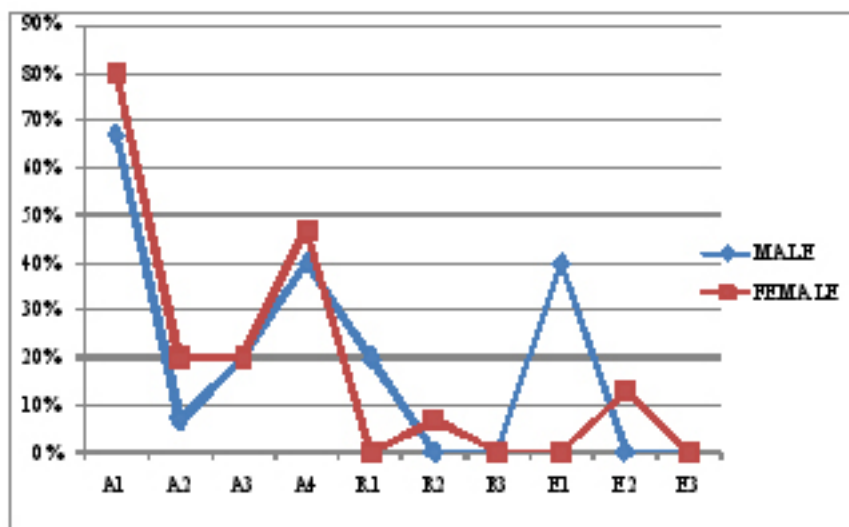
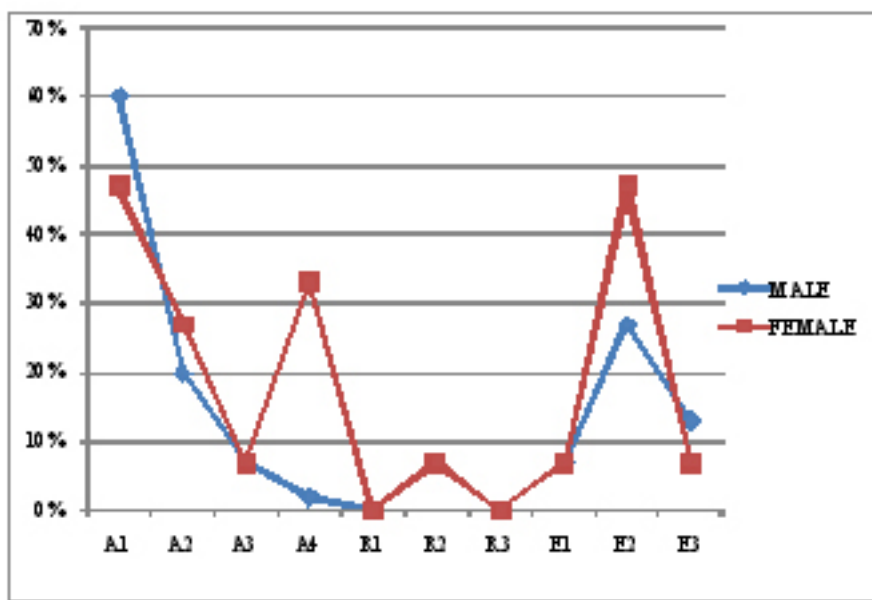


Figure 5 presents the micro-pattern of CRs to possession compliment. As can be seen, both genders opted to employ CRS strategy of Appreciation Token, male at 60% and less than 50% for the male’s counterpart. One interesting result that can be seen in Figure 5 is the micro CRS strategy of Return Compliment was preferred by female participants at 33% than male participants at 2%. Sample

statements like “*Yours is better than mine*” [cellular phone] and “*Your cp [cellular phone] is more expensive!* [than my mobile] appear to suggest that the majority of the male participants have seemingly shifted credit when they are being complimented. This may show that female participants may have the confidence to return the compliment given to them with regards to what they possess to their complimenters. This finding seems to concur with Wu’s (2006 cited in Chung & Chen, n.d.) finding that Taiwanese high school students tend to use accept strategy when the topic is on possession.

FIGURE 5 Micro-pattern of CRs to Possession Compliment



CONCLUSION

Two types of explicit CRS strategies were employed by the participants in this study. Both males and females employed Appreciation Token and Return Compliment. These findings reveal that both genders preferred to use direct speech acts with regards to CRS strategies of appreciating the compliments they received and returning the compliments to their complimenters. On the other hand, two types of implicit CRS strategies were employed by male and female participants. Male participants used more Informative Comment than their counterpart, whereas female participants used more Shift Credit than male participants. Female participants in this study for instance, used Evade as their strategy, for they may view Evade as self-effacement. This finding appears to support Burti’s (2006) claim concerning redressing the balance between positive and negative face. For instance, in the statement “*No need to thank me! I guess you will help me, too when I need you.*” implies that the complimentee likely expects that the complimenter would do the same thing to the complimentee in the future; therefore, thanking the complimentee seems useless.

Furthermore, there is no universal pattern that can be generalized regarding the use of CRs by male and female Filipino learners (Heidari et. al. (2009). The linguistic manipulations of CRs shown in this study indicate that no universal model of CRs would work because different genders have different sets of protocols, thereby preventing any valid generalization.

Consequently, the findings of the present study may lead English as Second Language (ESL) teachers to play a significant position in shaping the sociolinguistic competence, in particular of the

language learners. ESL teachers need to be informed about the different assumptions of politeness theory, specifically the speech act of complimenting and compliment response. Interesting activities are suggested below to enhance the speech act of complimenting and responding to compliments of the L2 learners:

- ESL teachers could provide simulation activities in which ESL learners could use the speech act of complimenting and responding to compliments;
- ESL teachers could also ask ESL learners to affirm one classmate a day as part of their “outside-the-class-recitation”, thereby leading the ESL learners to assimilate the speech act of complimenting;
- The students being affirmed could write how they responded to the situation in a journal in which ESL teachers could assess specific CRS strategies employed by the ESL learners;
- ESL teachers could provide writing activities (e.g. writing dialogues between and among friends) to assess what specific type of implicit and explicit CRS strategies are being practiced by the ESL learners; and
- ESL teachers could also provide explicit instructions as regards the micro patterns employed in the present study, so that ESL learners could differentiate the different micro patterns that they employ when they compliment and respond to compliments.

Further studies may be conducted using different respondents (male and female, male and male, or female and female) from regular public high school to evaluate how they compliment each other and how they respond to compliments given to them. Written compliments and oral compliments could be compared using different respondents from private and public high schools. Likewise, future research may employ students who are less advanced in L2 in determining their compliment strategies when receiving and responding to compliments given to them.

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APPENDIX A

Instrument – Modified Discourse Completion Test (DCT)

Directions: Write your honest response in each of the given situation.

Situation 1 (appearance):

Your school has organized a Junior-Senior (JS) Prom in celebration of the Valentine’s Day. You’ve dressed up for the party. As you arrive at the JS Prom, one of your friends says: “Hey, you look great! You’re really handsome/ beautiful tonight.”

Your reply:

Situation 2 (character):

One of your friends together with his/her family has recently moved in a new apartment/house. S/he asks you to help him/her arrange the things. It takes you several hours to put all the things away. As you are about to say goodbye, your friend says:” Thank you! You are really kind and helpful.”

Your reply:

Situation 3 (ability):

After having checked a very hard examination in Geometry and gotten the highest score in the class, your classmate says: “Wow, that’s brilliant, I hope I can do it the way you did. Well done!”

Your reply:

Situation 4 (possession):

You have bought a new mobile phone. When you receive a call, your friend notices that your phone is a different one. Having looked at it and tried some functions, s/he says: “Wow, how smart! My mobile does not have such functions. It is really great!”

Your reply:

APPENDIX B

Instrument- Discourse Completion Task by Mohammad Ali Heidari et. al. (2009)

Four situations in which you receive a compliment are described below. Imagine that you are in these situations and write down what you are most likely to answer in each situation.

Situation 1 (appearance)

Your friends have organized a party to celebrate the end of semester. You've dressed up for the party. As you arrive at the party, one of your friends says: "Hey, you look great! You're really handsome/ beautiful today."

You answer:

Situation 2 (Character)

One of your friends together with his/her family has recently moved in a new apartment. S/he asks you to help him/her arrange the things. It takes you several hours to put all the things away. As you are about to say goodbye, your friend says: "Thank you! You are really kind and helpful".

You answer:

Situation 3 (ability)

After you have completed a presentation, your classmate says: "Wow, that's brilliant, I hope I can do it the way you did. Well done!"

You answer:

Situation 4 (possession)

You have bought a new mobile phone. When you receive a call, your friend notices that your phone is a different one. Having looked at it and tried some functions, s/he says: "Wow, how smart! My mobile does not have such functions. It is really great!"

You answer:
