

**CROSS-CULTURAL COMMUNICATION: An investigation into
compliment response behaviour of Indian and African students at the
Springfield College of Education.**

BY

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I, Magesvari Govender, declare that

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at the Springfield College of Education.**

is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

This is a cross-cultural communication study which investigates the compliment response behaviour of Indian and African students at the Springfield College of Education. The Springfield College of Education is a desegregating institution where students of Indian origin presently comprise the majority of the student population with African students the minority. Due to the enforced racial divisions of the past students do not mingle freely with each other on the college campus. An additional complication is that the students come from different cultures and are accustomed to different social practices. This results in their responding differently to different communicative situations. These differing responses could be potential sources of miscommunication and conflict and therefore warrant investigation. Compliment response behaviour is one such area where intercultural miscommunication could easily arise. Since compliments are used to initiate, sustain and promote conversational interactions, not responding appropriately to them could result in possible feelings of antagonism and racial hostility.

This study investigates the compliment response behaviour of Indian and African students at the Springfield College of Education, identifies areas of diversity and potential sources of intercultural miscommunication and presents a set of recommendations about the teaching of compliment response behaviour at the Springfield College of Education. The findings of this study are also compared with the findings of a similar study conducted by Chick (1991) at the University of Natal, Durban with a view to establishing what changes have occurred in the compliment response behaviour of Indian and African students since the time of Chick's (1991) study.

This study reveals that there is a diversity in the compliment response behaviour of different ethnic groups and that this diversity is a potential source of intercultural miscommunication. However, the College lecturers can turn this diversity to advantage by using it in a teaching programme where an understanding of it is fostered. This would result in students understanding why miscommunication arises and would also enable them to react appropriately in different contexts.

It is hoped that this study, which is very much pilot in nature, helps highlight issues that can become the subject of more detailed studies in this field.

CHAPTER 1: INTRODUCTION

This study has four main objectives:

- a. to investigate and compare how Indian and African students at the Springfield College of Education respond to compliments;
- b. to identify possible sources of intercultural miscommunication;
- c. to compare the findings of this study with those made by Chick (1991) in respect of compliment response behaviour of Indian and African students at the University of Natal and;
- d. to use the findings of this study to draw up recommendations that could be used in the teaching of compliment response behaviour to students at the Springfield College of Education.

This investigation is confined to the compliment response behaviour of students at the Springfield College of Education. The Springfield College of Education is slowly desegregating and becoming a non-racial institution. At present the majority of the students (66.40%) are of Indian origin with African students comprising the remaining 33.60%. As a consequence of the enforced racial divisions of the past it is common to find students clustered into their particular race group both in and out of the lecture rooms with very little interaction on a social basis. They come from different cultures and are used to different social practices which means that they could often respond differently to different speech situations. These differing responses could be potential sources of friction and conflict and would therefore merit investigation. Compliment response behaviour is one of the areas where much miscommunication can arise albeit unintentionally. Compliments are usually paid when people are attempting to be 'nice', strike up social relationships or attempting to establish cordiality and friendship. Furthermore, compliments soften the effects of criticism and are often used as openers for conversational interactions with native speakers of English and can also serve to sustain interactions by making it possible for the interlocutors to move onto other

topics that are generated by the compliment responses.

Not responding appropriately to compliments could result in possible feelings of antagonism, racism and hostility especially as students have very little understanding of each other's cultures. There would thus be ample scope for miscommunication.

The aim of this study is to pin-point some areas of diversity and potential sources of miscommunication in the compliment response behaviour of Indian and African students at the Springfield College of Education with a focus on the following questions:-

1. How do Indian and African students respond to compliments that are paid to them?
2. In what ways do Indian and African students differ in their compliment response behaviour?
3. What are the potential sources of intercultural miscommunication arising out of the compliment responses of Indian and African students? What recommendations can be made about the teaching of compliment response behaviour?
4. How do the findings of this study compare with the findings of Chick's (1991) study of student compliment responses at the University of Natal? The focus here will be on Chick's findings in respect of Indian and African students only because these two groups constitute the target of my own investigation.

In this cross-cultural communication study I will be comparing and contrasting one particular feature of communication namely compliment response behaviour within and across cultures. Cross-cultural studies have been attempted by scholars from a range of disciplines but mainly by ethnographers of speaking. This study is based principally on the theoretical principles and methods developed within this field.

I shall also draw on insights from critical linguistics (e.g. Fairclough: 1989; Ivanic: 1990; Janks: 1991). Critical linguists have shown that sociolinguistic conventions or orders of discourse reflect assumptions about knowledge, social relations and social identity. They have also shown that dominant groups are able to gain and hold onto power because they are able to project their discourse types or the conventions associated with them as the natural or appropriate discourse types in a variety of domains and secure the consent and compliance of those they seek to dominate. Adherence to the conventions mentioned above may be a means by which dominant ideologies about social identities and relations of power are maintained. Critical linguists point out that these rules can be contested and in the case of compliment response behaviour one of the ways of doing so is to choose a type of response that contests the social positioning that might be implicit in a compliment. Insights drawn from critical linguistics will therefore be used to shape the recommendations that emerge as a result of the findings of this study.

This study has six chapters. Chapter 2 deals with a review of literature on the topic under investigation. In this chapter I shall briefly discuss speech acts. I will then present an overview of compliments and compliment studies. This will be followed by an overview of compliment response studies.

Chapter 3 deals with data and data collection procedures. Here, I shall discuss and explain the different procedures that I have used in collecting data for this study.

Chapter 4 deals with data analysis and findings. My main concern in this chapter will be to analyse the data that I have collected and to present the findings that emerge.

Chapter 5 deals with recommendations about the teaching of compliment response behaviour. I will present my recommendations in relation to the teaching of compliment response behaviour in this chapter.

Chapter 6 is the concluding chapter of this study and encapsulates the main issues and findings of this study.

CHAPTER 2: LITERATURE REVIEW

2.0 INTRODUCTION

Since the topic of my study, compliment response behaviour, falls within an area of linguistic investigation commonly referred to as speech acts, I will first briefly define speech acts and outline the difficulties that research has shown to arise in their planning and production and the consequences thereof. I will then present an overview of compliments and compliment studies. This will be followed by an overview of compliment response studies with a focus on the studies that are pertinent to my investigation. In so doing I will sketch a theoretical background in terms of which the issues that have been outlined earlier can be addressed.

2.1 SPEECH ACTS

Speech acts, according to Speech Act theorists (see for example Austin: 1962), are utterances which serve as functional units in communication and have two kinds of meaning. The first meaning, known as the propositional or locutionary meaning, is the literal meaning of the utterance. So, if the pupil tells the teacher, "It is hot in here," the locutionary meaning of these words would concern the warm temperature of the room. The second meaning which deals with what is done in the act of saying something, is called its illocutionary meaning. (Austin: 1962). In addition, illocutionary meaning can be defined as the function that the utterance or written text has, or its effect on the reader or listener. In this case the illocutionary meaning of "It is hot in here" may have the force of a request for the heat to be turned off. (Cohen: ms). Austin (1962) adds to this definition by introducing the notion of perlocutionary force which is the result or effect that an utterance produces. The utterance, "It is hot in here," could therefore lead to the heat being turned down.

Searle (1969) defines a speech act as the minimal unit of linguistic communication having meaning and whose performance is rule-governed. He distinguishes between direct and indirect speech acts and says that such a distinction should depend upon a recognition of the intended perlocutionary

effect of an utterance on a particular occasion.

Having considered the definition of speech acts, I shall now turn to what Cohen (ms) refers to as speech act sets. These are the set of realisation patterns typically used by native speakers of the language and which, when used in the appropriate context, would immediately be recognised as the speech act set of a particular speech act.

According to Cohen (ms), the successful planning and production of a speech act utterance necessitates the possession of certain sociocultural and sociolinguistic abilities.

Sociocultural ability refers to a respondent's skill at selecting appropriate speech act strategies which take into account the culture involved, the age and sex of the speakers, their social class and occupation and their roles and status in the interaction. Cohen (ms) cites examples from the United States and Israel to illustrate this point. In the United States it would be considered appropriate for an employee who, through his/her own negligence, has missed a meeting with his/her employer to use a repair strategy by suggesting to the employer when to reschedule the meeting. In Israeli culture, however, a repair strategy might be considered out of place since in all likelihood it would be the employer who determines what happens next.

Sociolinguistic ability refers to the respondents' skill at selecting the appropriate linguistic forms to attempt to express the particular strategy being used to realise the speech act. It constitutes the speaker's control over actual language forms used to realise the speech act (e.g. "sorry" vs "excuse me") and over register or formality of the utterance. An example of control over register or formality is when students greet their professor with the expression, "Hi!" This would be a structure for use with an appropriate semantic formula, namely, greeting. Sociolinguistically however, this would constitute an inappropriate greeting, unless the students were on very close or intimate terms with their professor.

Selection of the appropriate speech act strategy and the forms for realising it is therefore a complex process governed by social, cultural, situational and personal factors. The speaker's choice of a strategy would depend on a range of situational, personal and contextual factors. Strategy selection and the selection of forms often depend on the social status of the speaker and the hearer. Factors such as age and social distance also form part of the social set of factors that might play an important role in strategy selection.

Situational factors also play an important role in strategy selection. While some situations generalise across cultures and elicit similar strategies in different languages, other situations are more culture-specific and there is a likelihood of cross-cultural clashes occurring. Native speakers have an advantage because they have been socialised into knowing which strategy to choose when and do so intuitively without even thinking about the process. Nonnative speakers do not have this advantage and are forced to draw on what they have learned in their own culture to perform whatever speech act it is that is required. This means that the speech act practices of one culture are applied to the speech act practices of another. Obviously, this cannot work - it would be akin to putting a square peg in a round hole!

Let us examine some concrete examples. Some of my colleagues teaching in classes where there are students from different speech communities often complain about the rudeness of English second language learners especially when performing everyday requests.

Here are further examples of interactions which upset and irritate English-speaking teachers: The pupil wants to borrow a book and says, "I want a book," or the pupil wants to leave the room and says, "I want to leave the class." The word 'please', which in terms of English expectations, is supposed to accompany such requests, is noticeably absent. Native speakers of English would consider the aforementioned requests to be very rude. I would hypothesize that in these requests L2 speakers are merely transferring their native speech rules to English. This obviously does not work and sociopragmatic failure ensues.

From my own experience as a teacher I know that these requests would have been accompanied by some 'softening' features like a change of tone or a gesture of respect which would have tempered the apparent rudeness and directness of the words used. The teacher, being of a different culture, would not have been aware of the use of softening features in requesting behaviour and would have judged the students according to the speech rules of his or her own community. It is in such instances that miscommunication arises.

As has been illustrated in the paragraph above, native speakers are able to select an appropriate speech strategy without much effort or planning. The same does not, however, hold true for second language learners. They have to tread a metaphorical minefield of rules, cultural norms and values and conventions in order to produce speech acts appropriately in the target language. The biggest problem lies in the fact that whilst native speakers are able to produce successful speech acts almost intuitively because they have been exposed to them from birth, second language learners have to contend with the fact that they generally have inadequate knowledge of the relevant cultural and social values and more often than not end up choosing inappropriate strategies to express speech acts in particular contexts. For instance, Wolfson (1981) refers to how native speakers of Indonesian consider it complimentary to comment on someone acquiring a new possession, saving money or doing a lot of shopping. This is something that English speakers find difficult to understand as native English speakers would compliment people on things like good food or a nice apartment. The explanation for what Indonesian speakers compliment on and their form of 'compliments' is that although a form and terms for complimenting do exist in Indonesian, they are used very rarely. This is why Indonesian learners of English experience difficulty in expressing compliments in the form and with the content that English native speakers would. As has been shown, the strategy that they do employ is not too successful as it does not conform to the strategy adopted by native speakers of English.

It is also because language learners lack mastery of speech act sets that difficulties often arise resulting in communication breakdowns. From my own experience in the classroom I can say that this point is valid. I have already mentioned how nonnative speakers of English are misunderstood when they perform requests and the same thing occurs in the performance of other speech acts as well. This often results, amongst other things, in the generation of negative, often racial stereotypes as well feelings of inter-racial hostility.

Different cultures have different ways of performing speech acts and when members of different cultures come together difficulties and miscommunication do arise. This kind of miscommunication can have serious ripple effects like the engendering of feelings of inadequacy and inferiority in the second language learner because his or her culture's speech act rules appear to be 'wrong' when used in communication with members of different cultures. I will be dealing with this aspect of miscommunication in greater detail when I discuss compliments and compliment responses. Nevertheless, I would like to mention in passing that studies by researchers such as Manes and Wolfson (1981), Holmes (1988), Herbert and Straight (1989) and Chick (1991) also point to the differences in the way different cultures compliment and respond to compliments and how these differences can be, and often are, a source of intercultural miscommunication. It is therefore important that teaching programmes deal with this diversity in the performance of speech acts. I shall discuss this point further in Chapter 4, which presents recommendations in relation to the teaching of compliment responses.

In summary, it is important for language learners to be able to select appropriate speech strategies and forms. Second language learners who, unlike native speakers of the language, do not possess the requisite sociocultural and sociolinguistic abilities to do this are at a particular disadvantage. Consequently there are communication breakdowns or miscommunication due to incorrect speech act performance. It is therefore important to look at how learners of a second language can be prepared to meet the demands of

communicating effectively and competently in the target language. The question of the efficacy of teaching speech act strategies and forms is something that needs to be examined if, as Cohen (ms) points out, second language learners are to achieve competence in the target language.

2.2 COMPLIMENT STUDIES

In this section I shall review compliment studies which I feel are pertinent to my investigation (namely, Herbert: 1989, 1990, 1991; Herbert & Straight: 1989; Holmes: 1988; Pomerantz: 1978; Manes: 1983; Wolfson: 1989). The first part of the review will include the definition of a compliment, the functions of compliments, topics of compliments, the production and performance of compliments and the compliment formula. The second part of the review will deal with compliment responses. It seems that in order to fully understand compliment response behaviour one has to understand what gives rise to it. This means understanding what compliments are about since the type of compliment paid, its topic, the person who pays it and the person to whom it is paid are some of the factors that determine the type of compliment response that will be given. Herbert (1990) puts forward a view that the act of complimenting and responding to compliments are linked in crucial ways. One of his major premises is that both acts can serve the function of negotiating solidarity. He also contends that the actual sociology of compliment work cannot be understood without simultaneously considering the whole of the compliment event.

2.2.1 DEFINITION OF A COMPLIMENT

Herbert & Straight (1989) define a compliment as an expression of personal praise that occurs freely in conversations. According to Herbert (1989) most definitions of compliments specify that compliments have two main characteristics: these are an expression of admiration on the part of the speaker and an expression of admiration which concerns a possession, accomplishment or personal quality of the addressee. Holmes (1988) provides a similar definition where she says that 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. Pomerantz (1978) introduces the idea that compliments are assessment sequences that are produced in pairs. As can be seen, there is general agreement that a compliment is an expression of admiration by the speaker about a possession, accomplishment or personal quality of the addressee.

Herbert (1989) distinguishes between explicit compliments on the one hand, and implicit compliments on the other. Explicit compliments are those compliments which are recognised out of context and are realised by a small set of conventional formulae e.g.

(i) Lovely dress you're wearing!

(ii) I like your new hairdo.

Implicit compliments are those in which the value judgement is presupposed and/or implicated by Gricean maxims, for example,

(iii) I wish I were as organised as you are.

(iv) I envy your wife.

The distinction between explicit and implicit compliments or direct and indirect compliments is an important one as the type of compliment that is paid impacts on the type of response that is produced.

2.2.2 FUNCTIONS OF COMPLIMENTS

Manes (1983) notes that compliments serve to indirectly indicate the values held by the society that uses them. For instance, Herbert's (1991) study of Polish compliments reveals that the number of possession compliments, especially new possessions, is remarkably high. Like Manes (1983) Herbert found that the compliment topics chosen revealed the values which were positively regarded within that society. It was found that Polish people admired possessions especially new ones as they were seen as symbols of upward

mobility and economic advancement. Those people who were able to procure new possessions were complimented in a fashion reminiscent of congratulations. In a similar study Wolfson (1989) reports that Americans tend to compliment close acquaintances on changed physical appearance since appearance is considered to be important in American society.

Further, Herbert points out that compliments can serve as offers of social negotiation, be used for personal profit when assuming the form of flattery and may be offered as return tokens to compliments proffered by others.

Wolfson and Manes (1980), Manes and Wolfson (1981), Herbert (1989) and Holmes (1988) identify the function of the compliment speech act as creating or reaffirming solidarity.

Different societies would obviously differ in how they view the interactional role of compliments. The Herbert and Straight (1989) study which looked at differences between American and South African complimenting behaviour illustrates this very well. It speaks of what appears to be a basic functional difference between the two societies with regard to the interactional role of compliments. Americans use compliments to negotiate social solidarity with their non-intimate peers, while South Africans use them non-negotiatively, as a way of affirming solidarity.

Societies also differ in respect of what constitutes a compliment and this can make interpretation of speaker intentions quite difficult at times. Even in societies with similar value systems differences do occur and these can result in serious misunderstandings where what is perceived as a compliment in one society is perceived as an insult in another. This is an important point as it will also determine how people respond to compliments. One of my lecturers, a Zairean, experienced first-hand how differences in value systems can result in misunderstandings when he complimented an American colleague on her weight gain. Whereas in his culture weight gain was viewed favourably, the reverse held true for Americans and his genuine attempt at a compliment was perceived as an insult and responded to as such.

2.2.3 THE COMPLIMENT FORMULA

One of the major findings which emerged from studies conducted by Manes and Wolfson (1981), Wolfson (1989) and Holmes (1988), is that compliments are highly formulaic in nature. In their study of compliment behaviour of middle-class native speakers of American English, Manes and Wolfson (1981) found that although native speakers did not explicitly realise it, compliments like greetings, apologies and expressions of gratitude were so highly patterned as to be regarded as formulas. In a similar study Wolfson (1989) points out that whilst native speakers may find the formulas listed above very familiar, there is nothing intuitively obvious about the formulas themselves. Native speakers of American English were shocked to discover that the way in which they verbally express their appreciation and approval of one another's appearance and accomplishments is largely pre-patterned.

The above finding was based on a corpus of over twelve hundred examples collected in a myriad of everyday speech situations involving people from different walks of life like jewellers, hairdressers, clergymen, doctors and sales-clerks. The topics of the compliments were wide-ranging and included personal attributes and possessions, children, pets, accomplishments and changes in appearance.

When the syntax of all the compliments was analysed it was found that well over 50% of all the compliments in the corpus made use of a single syntactic pattern:

1. NP is/looks (really) ADJ (e.g., "Your blouse is really beautiful.").

There were two other syntactic patterns that accounted for an additional 16.1% and 14.9% of the data respectively:

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.").

This meant that only three patterns were necessary to describe fully 85% of the data.

It was found that only nine patterns accounting for 97.2% of the data collected also occurred with regularity. In addition to the three patterns that have already been discussed the following six make up the set of nine regular patterns that are referred to here:

4. You V (a) (really) ADJ NP. (e.g., "You did a good job.")
5. You V (NP) (really) ADV. (e.g., "You really handled that situation well.")
6. You have (a) ADJ NP! (e.g., "You have such beautiful hair!")
7. What (a) ADJ NP! (e.g., "What a lovely baby you have!")
8. ADJ NP! (e.g., "Nice game!")
9. Isn't NP ADJ! (e.g., "Isn't your ring beautiful!")

Based on the findings that nine patterns accounted for virtually all the data, and that only three patterns accounted for 85% of it, Manes and Wolfson concluded that there was a syntactic formula that was applicable to compliments.

The same study also found the existence of a semantic formula that could be applied to compliments. This semantic formula was found in adjectival compliments as well as in compliments that made use of verbs. It was found that the great majority of adjectival compliments used only the following five adjectives: nice, good, beautiful, pretty and great. The rest of the about 75 adjectives present in the data, occurred only once or twice in adjectival compliments.

In the case of compliments which made use of verbs, it was found that the vast majority had either the verbs like or love in them. As is the case with the adjectives discussed above, these two verbs are highly versatile in that they can be applied to virtually any topic. The analysis also revealed that these verbs were mainly used in compliments that relied on a verb for their positive evaluation. 86% of all such compliments contained either like or love.

It was clear that in American English there is an overwhelming tendency for speakers to choose from one of a set of only five adjectives and two verbs to express their positive evaluations. This led Manes and Wolfson to the conclusion that compliments are formulas in the same way that greetings and thanks are. They are not just sentences commenting on a particular item or attribute but are highly structured formulas which can be adapted with minimal effort to a wide variety of situations requiring favourable comment. This finding is one that has great import for teachers of second language learners as they will be able to make their students aware of the existence of these formulas and how they can be used in real-life situations. This will facilitate the process of second language learners acquiring native-like competence in the target language by providing them with a range of compliment options that could be used in a variety of interactions. The existence of a compliment formula also raises the question of the possible existence of compliment response formulas, a point that I will be discussing in Chapter 4, section 4.2.1.

Holmes (1988) discovered the same formulaicity in New Zealand English with four syntactic patterns accounting for 78% of her data. Positive semantic content was found to be drawn from the same limited lexicon outlined by Wolfson.

Herbert (1989) also found a similar reliance on syntactic and semantic formulae in his corpus of South African English compliments that were collected at the University of Witwatersrand and in his corpus of Polish compliments.

In the latter case, Herbert (1991) analysed a corpus of 400 ethnographically collected compliment interactions (compliments + responses) involving Polish university students. It emerged that like English, Polish uses a small set of syntactic and semantic formulae for the purpose of encoding compliments.

2.2.4 COMPLIMENT TOPICS

As was mentioned earlier, the topic chosen for a compliment will influence the kind of response that is given. I shall illustrate this point with the topic of weight-loss or slimness which receives different compliment responses in Western as opposed to African or Eastern cultures. In Western culture slimness is considered a positive attribute and anyone possessing it would be complimented. For instance, Americans view slimness very positively and the adjective "thin" is thus interpreted as complimentary in American society. As this value does not hold true for speakers from other societies such as African and Eastern societies this can be, and very often is, a cause of some confusion and sometimes even insult. In these societies plumpness is the desired attribute. One can then imagine the response of a person from Western society who is told that she is looking plump or the response of someone from an Eastern or African society who is told that he/she is looking thin!. The topic of a compliment is therefore as, if not more, important as the intention behind it.

Wolfson (1981) says that there are two categories which English compliments fall into with respect to topic. They are compliments which focus on appearance and/or possessions, and compliments which have to do with ability and/or accomplishments.

The first category would include favourable comments on the attractiveness of people's children, pets, husbands, wives, boyfriends, girlfriends, cars and houses, while the second deals with ability or accomplishment (e.g., "You're so efficient!" or "Nice job!").

Like Wolfson (1981) Holmes' (1988) study also shows that the above-mentioned topics are common in New Zealand. She points out that compliments on appearance account for more than 50% of the focus of New Zealand compliments while ability/performance accounts for 32.6% and possessions for 11.2%. We can thus see a marked similarity between American English compliments and New Zealand.

In addition to topics like appearance and ability another feature that is singled out as a topic for favourable comment is that of newness. The reasons for praising newness differ from society to society. In American society the quality of newness is so highly valued that a compliment is appropriate whenever an acquaintance is seen with something new, be it a car, a new hairstyle or a new item of clothing. It does not matter that the reason for the new appearance may be due to an alteration like loss of weight for example - the true importance of the comment lies in the fact that the speaker has noticed a change, thus proving that he or she considers the addressee worthy of attention.

Herbert (1991) also shows that newness is something that gives rise to compliments in Polish society. Compliments on possessions, new possessions in particular, are a recognition of an achievement or accomplishment on the part of the addressee who has been able to acquire some desirable consumer item by dint of persistence, personal connections or by simple good fortune. This focus on possessions which accounts for 49.25% of the topical analysis of the Polish corpus is the most striking point of contrast between the English and Polish data sets concerning the category "Possessions." Compliments on ability/performance have a sharply reduced frequency in the Polish data.

Herbert attributes the prominence of possession compliments in Polish to the anthropology of everyday life in the former people's Republic of Poland. Due to the fact that there was a shortage of consumer items it was considered a great accomplishment to be able to acquire possession of new items. The focus on possession in Polish society then reflected the value in that society that it was highly desirable and laudable to acquire new possessions.

The point I would like to highlight here is that compliments are a culture-bound phenomenon. Should an outsider pay a compliment to somebody belonging to a given culture on something that is not considered praiseworthy in that culture, then the compliment response would not be what the outsider had expected. That is, the recipient would not have perceived or understood the intended compliment. This could result in intercultural miscommunication.

2.2.5 THE PERFORMANCE OF COMPLIMENTS

I shall first discuss some of the difficulties confronting nonnative speakers in the performance of the compliment speech act. Wolfson (1989) says that there is relatively little information about the ways in which nonnative speakers experience difficulties about the rules for giving and interpreting compliments. This is remarkably so in the South African context especially with regards to compliments.

One of the problem areas concerning the performance of compliments is appropriacy - that is of knowing which compliments are appropriate in which speech situations. Second language learners who are most often ignorant of the target languages values, norms and customs can often miscue in the performing of compliments. The responses that may be given could very well not match the outcome that the complimenter had intended in paying the compliment and miscommunication could result. The issue here has to do with both the role and relative status of the participants in an interaction because these interact with the topic of the compliment. As far as this goes it would appear that compliments on appearance and possessions are generally more acceptable than those which involve a judgement of another's ability. For instance, Wolfson (1989) reports that almost anyone in American society feels free to offer compliments especially those related to possessions. Even people who are strangers do so, especially (as is most often the case) when the recipient of the compliment is a female. This is something that does not hold true for South African society where compliments are not freely given and anyone doing so would be viewed with suspicion or be suspected of insincerity.

In the case of comments on ability Wolfson's (1989) data collected in the United States reveals that contrary to the commonly held view that people in lower status positions use compliments to ingratiate themselves and gain favourable treatment, the data suggest the reverse as being true. It is the person in the higher position, especially in a continuing relationship, who regularly uses compliments as a positive reinforcement. She notes that this is understandable

because an ability performance compliment is a serious judgement and the person who makes it must be seen as a competent judge. The competence to judge and superior knowledge and skill go together especially in work-related situations where there is unequal status. The implicit rule seems to be that one cannot directly express judgement about one's superiors. The reverse holds true in the case of speakers of higher status where the speaker of higher status is expected and even required to judge a subordinate's work. The greatest number of compliments, however, involve interlocutors of equal status as evidenced by Holmes' (1988) investigation into compliment responses in New Zealand English which reveals that compliments between equals are by far the most frequent. These comprise 79% of the data collected collected in the New Zealand study. She also found that whilst "upwards" and "downwards " compliments did occur between status unequals, those which were given to someone occupying a higher position were most likely when the speakers knew each other well or when the complimenter was older and therefore more confident.

Manes and Wolfson (1981) report that they found relatively few compliments among family members and housemates. Intimacy, it seems, does not result in a greater frequency of compliments. I would like to contend that this is so because people who share very close relationships tend to take each other for granted and feel that there is no need for any praise to be given to each other. Such people have established relationships and do not therefore need to use compliments to initiate, sustain or maintain their interactions. According to the Wolfson and Manes (1980) data, acquaintances, colleagues and casual friends are the ones who give and receive the greatest number of appearance/ possession compliments probably because they need to initiate, sustain or maintain their relationships. There are also certain situations where compliments are strongly expected.

In conclusion to this section on compliments I will look briefly at the frequency with which compliments are paid since this does have a bearing on compliment response behaviour which is the focus of my study. The frequency of compliments does affect compliment responses especially as societies differ in what is considered an acceptable frequency of compliments.

People who come from speech communities where complimenting is an infrequent practice will not respond readily or may even respond negatively to a plethora of compliments. This point is illustrated by Wolfson (1989) who says that ethnographic observation and interviewing of foreign students residing in the United States has revealed that compliments occur with far less frequency in other societies than they do in American society. She points out that the frequency and distribution of compliments given by speakers of American English are open to misinterpretation. Americans pay compliments frequently in a wide variety of situations, even among strangers. Nonnative speakers perceive this as excessive use of compliments and often feel that they lack sincerity, especially when they indicate approval of something that is not held in particular esteem by their native speech communities. Similar studies by Holmes and Brown (1987) and Herbert (1989) also reveal that speakers of other varieties of English view the high frequency of compliments in American English unfavourably.

2.3 COMPLIMENT RESPONSE STUDIES

Having concluded the review of compliments and compliments studies, I shall now review studies that deal with issues related to the topic of this study, i.e. compliment response behaviour. The review will include a definition of compliment responses, the different types of compliment responses and the factors that determine them, the constraints governing compliment responses, compliment response behaviour in inter-ethnic interactions, sources of miscommunication in inter-ethnic compliment responses and the effect of social change upon inter-ethnic compliment responses. I have chosen to focus on these aspects because they provide the background against which the topic of this study can be addressed.

2.3.1 DEFINITION OF A COMPLIMENT RESPONSE

Herbert & Straight (1989) define a compliment response as anything following an identifiable compliment. Herbert (1991) also states that since compliments are acts of social negotiation addressees must recognise this and then face the problem of responding to the compliment. Compliment response is therefore acknowledging/accepting or rejecting/deflecting a compliment. I consider these two essentially like-views to be adequate as a working definition for this study.

2.3.2 CATEGORIES OF COMPLIMENT RESPONSE TYPES

Although compliment responses fall into two broad categories namely acceptance and rejection, there are a variety of ways in which acceptance or rejection of a compliment is expressed. These various ways of responding to compliments are called **compliment response types** (Pomerantz: 1978; Herbert: 1989; Chick: 1991). Pomerantz (1978) devised a coding system according to which compliment responses can be generally categorised. This categorisation of response types is widely used by researchers of compliment response behaviour (Herbert: 1989; Chick: 1991).

In order to analyse the data he had collected from native speakers of American English at the State University of New York at Binghamton, Herbert (1989) employed an expansion and refinement of the coding system devised by Pomerantz (1978) in her study of American compliment-responding and identified twelve compliment response types as follows:

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, thank you, (nod).
2. **Comment Acceptance - single.** Addressee accepts the complimentary force and offers a relevant comment on the appreciated topic (e.g., Yeah, it's my favourite too).

3. Praise Upgrade. Addressee accepts the compliment and asserts that the compliment force is insufficient (e.g., Really brings out the blue in my eyes, doesn't it?).
4. Comment History. Addressee offers a comment (or a 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 the compliment from the addressee (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 (It really knitted itself).
6. Return. As with (5) except that the praise is shifted (or returned) to the first speaker (e.g., So's 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 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. Weaker than (9): addressee merely qualifies the original assertion, usually with *though*, *but*, *well*, etc. (e.g., It's all right, but Len's is nicer).
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 compliments as a request rather than a simple compliment. Such responses are not compliment responses per se as the addressee does not perceive the previous speech act as a compliment (e.g., You wanna borrow this one too?).

2.3.3 ACCEPTANCE AND REJECTION OF COMPLIMENTS

Like Pomerantz (1978) Herbert's (1989) findings also disagree with the societal norm requiring that compliments be accepted with thanks. In his investigation Herbert focused on the frequency of occurrence with which compliments were accepted or rejected by addressees. He found that speakers were most likely to provide some response other than acceptance. Herbert also contrasted the compliment responses of American students with those of white South African students at the University of the Witwatersrand. The findings revealed that Americans and white South Africans both accept about a third of the compliments they receive with a simple thank you or some other expression of acceptance. 76% of the South African responses took the form of acceptance while 64% of the American responses took the form of compliment-rejection. It was also found that there was a greater likelihood of receiving an acceptance response from a South African speaker than from an American speaker. In a later paper Herbert and Straight (1989) refer to the social stratification and inequality that are intrinsic to the South African ideology and suggest that the difference in compliment responses has to do with the social systems in which the two groups interact. At this point it must be noted that there have been changes in the South African political situation and the argument as articulated by Herbert and Straight needs to be re-evaluated in the light of the changes in question. I shall return to this point later in this chapter.

Herbert and Straight (1989) conclude that the tendency of South Africans to offer fewer compliments than Americans while accepting more compliments than them could be attributed to the socio-economic conditions in the country. Americans give compliments frequently because they are trying to establish

solidarity in a social context in which their own status is uncertain. This is also why Americans tend not to accept the compliments that they receive and attempt to further work towards the establishment of solidarity by stressing equality with their interlocutors. South Africans, on the other hand, live in a society in which solidarity with status equals is assumed and therefore have no need to utilise compliment negotiations to establish what they already have - certainly in their relationships to one another. The findings of Chick's (ms) cross-cultural study of compliment response behaviour on university campuses in South Africa, however, suggest that it is not possible to generalise Herbert's (1989) findings about the sociolinguistic norms of whites on the Witwatersrand campus to white, middle-class South Africans as a whole.

Holmes (1988) conducted an ethnographic study into compliment response behaviour in New Zealand English. She found that in her corpus of 484 compliment/response sequences, rejections were relatively rare. Wolfson (1989) provides a possible reason for this behaviour. She says that like in the United States, it is very possible that New Zealand society is sufficiently lacking in stratification to cause speakers to behave in similar ways for similar reasons.

2.3.4 FACTORS DETERMINING COMPLIMENT RESPONSE TYPES

2.3.4.1 STATUS AND DISTANCE RELATIONS

Wolfson (1989) points out that the relative status and distance between the interlocutors determines the type of response that a compliment engenders. Her findings show that in speech situations where a compliment is given by a person of higher status than the addressee, the safest and most appropriate response is a simple "thank you." On a similar point, Wolfson and Manes (1980) found that the self-praise avoidance solutions discussed by Pomerantz (1978), and which I shall discuss shortly, are used primarily with intimates or casual friends - in situations where there is a symmetrical relationship between

speaker and addressee.

2.3.4.2 GENDER

Another contextual factor that determines how people respond to compliments is apparently gender. It has been found that there are sex-based differences in the way in which people respond to compliments. For instance, Herbert (1990) found several differences in the form of compliments used by male and female speakers of American English at the State University of New York as well as in their responses to compliments. It was found that compliments from men were generally accepted, especially by female recipients while compliments from women were generally met with a response type other than acceptance. While this feature is reported in some studies it does not reveal itself in the findings of my study.

2.3.4.3 SYSTEMS OF CONSTRAINTS

Recipients of compliments often experience conflict about how to respond to compliments. This conflict is discussed by Pomerantz (1978) who distinguishes between two putative conversational principles that govern compliment responses: **AGREE WITH THE SPEAKER** and **AVOID SELF-PRAISE**. What the principle **AGREE WITH THE SPEAKER** means is that if one is paid a compliment, one must accept it. Conversely the principle **AVOID SELF-PRAISE** means that if one is paid a compliment, one should not accept it. Pomerantz points out that compliment recipients are often constrained by a conflict between these two principles when they respond to compliments. The choice of compliment response will be governed by the values that are prevalent in a particular society, the relationship between the interlocutors and various other personal and situational factors.

Another important factor in compliment responses is that there are different cultural values at work in the compliment/response. According to Pomerantz (1978) the preferred behaviour is for the recipient of a compliment to accept it

with thanks or what Pomerantz terms an appreciation. This, however, conflicts with another norm, namely, the "self-praise avoidance" constraint referred to above. Pomerantz claims that speakers are constantly engaged in trying to avoid violating one or the other principle. Most compliment responses, she explains, are selected on the basis of attempting to compromise between the afore-mentioned two principles.

One of the important issues and one which is not addressed by Pomerantz is that compliment responses and what are considered to be appropriate compliment responses, differ from society to society. This is where the potential for miscommunication exists, particularly when there is interaction between members of different society. I will be addressing this in Chapter 4, section 4.3.

Whatever factors determine how people respond to compliments, (for example interlocutors, sex, etc.) research (Wolfson: 1989; Herbert: 1990) indicates that there are certain frequently used compliment response strategies which exemplify various ways of addressing the two constraints identified by Pomerantz (1978). A common compliment response strategy is to downgrade the compliment or shift the credit for whatever it is that is being complimented away from oneself. According to Pomerantz, it is as a result of the self-praise avoidance constraint that speakers will often downgrade a compliment by praising the same referent in weaker terms or by shifting credit away from themselves. This shift is an important strategy that is also found in the Manes and Wolfson (1980) corpus.

Pomerantz gives the following example:

F: This is beautiful.

K: ...'N this is nice.

R: Yah. It really is.

K: It wove itself. Once it was set up.

I have found that this response type is quite common amongst the South African Indian community (of which I am a member) where people will not accept praise for themselves but will attribute credit to someone other than themselves.

Wolfson and Manes' (1980) study of American English speakers revealed a compliment response where the quality being praised was rarely denied but another quality that was also deeply valued in the community was downgraded or denied. This saved addressees from directly contradicting the speakers but afforded them the opportunity to make little of the attribute or object that was being praised. An example is when speakers are complimented on an attractive article of clothing. They will not usually deny its attractiveness or say that it is less attractive than the speaker has stated. Instead, they will downgrade the compliment by invoking a value other than attractiveness - like newness or costliness. By responding that the article is old or cheap (e.g., "I got it on sale."), they indicate that the object is less valuable than might have been thought. In this respect there is a difference between compliment responses in American English and those considered appropriate in other speech communities where there may be an outright denial of the quality being complimented. I will be looking at this issue in my data analysis.

Another very frequent response to a compliment is to return it. Pomerantz (1978) says that this occurs most frequently in openings and closings of interactions. Here is an example of how a compliment is returned in an opening:

S: Y're lookin good.

A: Great, S'r you.

One of the most familiar tokens of appreciation is the use of the words, 'thank you.' Many children have it drilled into them that they have to show appreciation when something is done for them or something nice is said to them. It is not so simple in the case of compliment responses as the respondent is constrained by the two principles that I have referred to earlier on in this

chapter. Pomerantz (1978) says that thanks or appreciations as she terms them are usually used to respond to compliments when the parties are asymmetrically related to the referents of the compliments. That is, in Pomerantz's words, when compliments cannot be exchanged because the referent is a belonging, attribute, or accomplishment of the addressee and the speaker does not have any equivalent object on which a compliment can be focused.

2.3.5 COMPLIMENT RESPONSE BEHAVIOUR OF DIFFERENT PAN-ETHNIC GROUPS

I am focusing in greater depth on Chick's (1991) study because I will be comparing the findings of this study in respect of Indian and African students with the findings that emerge from my own study. Chick (1991) looked at the compliment response behaviour of the different pan-ethnic groups (whites, Indians and black South Africans) on the University of Natal campus. His findings in relation to intra-cultural encounters revealed that all groups displayed a preference for responses that could not be interpreted as acceptances. It appeared that all groups were concerned about avoiding the implication that they were superior to their interlocutors, which was associated with acceptance. It was also found that the frequency of choice of acceptance types corresponded roughly to the size of the group and its degree of social power in the institution. At the time of the study, whites were the largest and socially dominant group and accepted compliments with greater frequency than the other groups, while blacks who were the smallest and least powerful group, did not choose acceptance types as frequently.

2.3.6 POTENTIAL SOURCES OF MISCOMMUNICATION BETWEEN PAN-ETHNIC GROUPS ARISING FROM DIFFERING COMPLIMENT RESPONSES

Chick (1991) found marked differences in the frequencies of choice of disagreement by the different groups. Indian students had the highest frequency of 'disagreement' responses (amounting to 10.4% of their total responses) while the disagreement responses of African and white students amounted to 3.1% and 3.6% respectively. A distinctive feature of the Indian responses was that many were very direct in their disagreement. Chick points out that this particular group seems to give priority to the principle: **AVOID SELF PRAISE** over the principle: **AGREE WITH THE SPEAKER**.

On the other hand, the findings in respect of white speakers were somewhat different. The disagreement responses of white students were found to have a hedged quality. Chick suggests that as far as whites are concerned disagreements are seen as being particularly face-threatening, and devices such as hedges are used as a means of redress or of resolving the conflict between the two principles. As a result, this group might misinterpret the overt disagreements of Indian students as being rude even when there was no offence intended.

Another marked difference identified by Chick in patterns of response is the difference in the frequency of choice of the compliment response strategy of 'no acknowledgement'. Whilst this choice was made by a relatively small percentage of Indian and white speakers (11.5% and 10.7% respectively) as many as 32.8% of black responses in the corpus fell into this category. Although Chick points out that 'no acknowledgement' is listed as a type of compliment response, it does in reality represent the absence of a response. This can be perceived as an unwillingness to engage and therefore as face-threatening by someone seeking a response. It could therefore give rise to misinterpretation.

He suggests that for Zulu interlocutors, the choice of 'no acknowledgement' is not perceived as being unwilling to engage and hence face-threatening. This is due to the fact that by adding another speech act immediately after the compliment the complimenter frequently makes a response to the compliment less conspicuously absent. Chick notes that while this form of the 'no acknowledgement' strategy is a part of the repertoire of other groups as well, it could give offence to those who are not used to it being used with such frequency. Indians and whites might see the conditional relevance of the compliment as not having been aborted and Zulus as having failed to meet their obligation to provide a response. This could then become a potential source of intercultural miscommunication.

I will be investigating potential sources of miscommunication between African and Indian students in this study and will return to this area of discussion in Chapter 4, section 4.2.

2.3.7 THE EFFECT OF SOCIAL CHANGE UPON COMPLIMENT RESPONSE BEHAVIOUR

I want to now return to the point that I mentioned very briefly earlier on in this chapter - that of the effect of sociolinguistic change upon sociolinguistic behaviour and how this impacts upon my study. Studies by Herbert (1991) and Chick (ms) both deal with this.

Herbert (1991) attributes the high frequency of possession compliments in Poland to the changes that had occurred in the social order of the country. In speculating about this, he refers to the fact that modern Poland is a consumer-troubled society where the scarcity of consumer goods is widely acknowledged. It is also a fact that goods that are imported carry prohibitive prices and are generally only available for Western currency. It is considered a major accomplishment to acquire goods - be they luxury items or everyday necessities. This is why people are complimented so profusely on possessions that they acquire. The aforementioned factors are thus able to help provide a possible explanation as to why compliments in Polish serve a function akin to congratulations.

Chick (ms) also examines changes in the sociolinguistic order in South Africa. He points out that these must be anticipated given the drastic changes that are taking place in the society in general and in tertiary institutions in particular. He speculates about the possibility of a change in the pattern of compliment responses on the University of Natal campus based on the shifting social power relations that have come about as a result of desegregation.

Given all of this, it stands to reason that there may have been further changes in the compliment response behaviour of different race groups as a result of the changed political situation in South Africa. The country is now a democracy free of apartheid laws and led by a democratically elected government. This would presumably have had an impact on how people relate to each other. In this study I will be looking at the possibility of some changes in the compliment response behaviour of Indian and African students. I will also be contrasting the findings of Chick's study at Natal University with the findings that I arrive at for the Springfield College of Education because I feel that there may have been changes in students' compliment responses since the time of Chick's study. I want to determine the nature of these changes with a view to making relevant recommendations about how the teaching syllabus at the College can be adjusted to cater for the changed situation.

2.4 CONCLUSION

In concluding this review of literature on compliment behaviour I would like to state that what these studies have revealed is that an in-depth study of a speech act can yield information about its patterns and appropriate usage. It can also, as is the case of compliments, give us insights into cultural values. In the case of compliment responses we are afforded insights into how different societies respond to compliments based on their particular value and cultural systems. This gives us the opportunity of identifying possible sources of miscommunication that could arise should members of different speech communities interact with each other or engage in cross-cultural exchanges. This is particularly important in post-apartheid South Africa where different communities are beginning

to interact with each other on a regular, normal basis. In the process a great deal of tension, suspicion and hostility can arise due to differences in speech act performance. Studies that help identify possible sources of miscommunication in everyday encounters are of great importance since they can assist in solving problems of miscommunication and can help inform the drawing up of programmes for second language learners in particular.

CHAPTER 3: DATA AND DATA COLLECTION PROCEDURES

3.0 INTRODUCTION

My aim in this chapter is to discuss and explain the different procedures that I have used in collecting data for this study. These procedures include the following: unstructured interviews, observation and collection of naturally occurring data and discourse completion tests. I will also outline how these procedures, the combination of which is called the multi-method approach (Cohen: ms), have been employed and what data has been obtained as a result thereof.

3.1 THE MULTI-METHOD APPROACH

In this approach to data collection a variety of data collection procedures are used to collect the required data. Cohen (ms) says that investigators have used observation of naturally-occurring data, role play, discourse completion tasks and verbal report interviews with regard to the production of speech acts. Research into the perception of speech acts has included group reactions via questionnaires to video-taped role play or screen play and verbal report interviews based on review of naturally occurring data. Research methods for describing speech act production have to be carefully developed because speech act realisation and strategy selection are complex processes. Cohen points out that in the field of language assessment, for instance, there is consensus that any one method would not be assessing the entirety of the behaviour in question and there is thus currently an emphasis on the multi-method approach.

In a similar vein, Eisenstein and Bodman (1986) conducted a study in which they used three methodologies to collect data on expressions of gratitude. They used a written, open-ended discourse completion test, role-play data and tape-recordings of naturally-occurring conversations containing expressions of gratitude. It was found that all three methods produced similar results in terms of the words and expressions used. Eisenstein and Bodman's recommendation was that all three approaches be integrated into the same study.

Seliger and Shohamy (1989) also present a similar view. They point out that the diversity of language research questions implies that different methods may be equally valid in investigating a question. It must also be noted that each method of data collection has underlying theoretical assumptions about the nature of the data. The procedures for conducting qualitative research are therefore much more open-ended than is the case in either descriptive or experimental research and are dictated to by the context of the particular research study. This is why there are technically no prescribed procedures for this type of research and only general guidelines exist. In qualitative type of research (as is the case with this investigation) and where a phenomenon is studied within a natural context, data are often collected by means of a number of procedures used simultaneously, with one piece of data leading to the next.

Smith (1987) states that in the multi-method approach to data collection, data are often collected inventively by data collection procedures tailored to the situation and played off against each other. There is thus no real catalogue of 'certified' methods and a variety of procedures are recognised as being legitimate.

Having read the various studies dealing with investigations into speech acts, I decided to opt for a multi-method approach comprising observation, interviews, naturally occurring data and discourse completion tests. I felt that this approach would afford me the opportunity of collecting authentic, relevant data. I also had to bear in mind the fact that I was investigating compliments and that these would occur at any time in a conversation. This meant that if I

used the collection of naturally occurring data as my sole source of data, I would have to spend a lengthy period of time collecting data. I was however constrained by time and I felt that since this study is being conducted on a very small scale and is in fact more of a pilot study, I needed to supplement my data by using additional methods of data collection. Furthermore, the multi-method approach appears to be the most effective way of collecting speech act data. Since each of the methods that is used to collect speech act data has advantages and disadvantages, a combination of methods seems to offer some balance. A multi-method approach also afforded me the opportunity of in some way cross-checking the reliability of my data.

The following are some of the major types of procedures which I have used in this study.

3.2 COLLECTION OF NATURALLY OCCURRING DATA

One of my most important sources of information was naturally occurring data. I obtained this type of data by using two different data collection procedures. The first data collection procedure that I used was the obtaining of written transcripts of naturally occurring data. I asked my students to make a note of any compliments that were paid to them or that they paid to others and to pay especial attention to the responses that were made in response to the compliment/s. They were to transcribe these together with other details of the interaction like race, gender and names of the people involved in the interaction as well as the context of the interaction. This afforded me the opportunity to obtain data that was authentic and that had occurred spontaneously in naturally occurring speech situations.

In my second data collection procedure, I adapted Billmyer's (1990) method of eliciting compliments and compliment responses and recorded conversations that took place in response to the stimulus created by students producing photo-albums, registration cards and identity documents in class. In the Billmyer study only photo-albums were used as a means of generating compliments. I adapted this and extended the means by which compliments

were generated to include student registration cards bearing photographs of the students on them and identity documents that also contained personal photographs. The students were seated in groups and the photo-albums, registration cards and identity documents were passed around. The conversations that ensued were tape-recorded.

I chose to collect naturally occurring data because this method has several advantages and is advocated by various second language researchers. It offers one the opportunity to study a broader range of respondents than studies using pre-determined respondents would. It also allows one the chance of obtaining a sense of the frequency with which a particular speech act occurs. Other advantages include the fact that the data obtained is spontaneous with speakers being themselves and saying what they would under ordinary circumstances. The data is authentic and not contrived and the communicative event which may be a source of rich, pragmatic structures, has real world consequences.

The collection of naturally occurring data does, however, have certain disadvantages. Cohen (ms) says that the speech act being studied may not occur naturally and proficiency and gender may be difficult to control. Collecting and analysing naturally occurring data is time-consuming and such data may well not yield enough or any examples of the target items. If the data is being recorded such use of recording equipment may prove to be intrusive whilst the taking of notes as a complement to or in lieu of, taping relies too much on memory and is thus not always accurate. Studies by Holmes (1988) and Murillo, Aguilar and Meditz (1991) confirm the difficulties associated with this method of data collection. Holmes (1988) says that her research assistants who collected a corpus of 183 remedial interchanges reported difficulty in obtaining the data.

In a similar study Murillo, Aguilar and Meditz (1991) attempted to capture a series of induced apology situations on video-tape. The investigators, however, encountered numerous difficulties. Students crouched outside the doors of faculty members' offices so that the members would inadvertently bump into them when they emerged from their offices and would hence need to apologise. This method was found to be time-consuming since faculty members did not quickly emerge from their offices and their apologies were often inaudible and indistinct and could not be captured on video-tape.

Beebe and Takahashi (1989) also identified certain limitations of naturally occurring data. They conducted a study which examined American and Japanese performance on two face-threatening acts - disagreement and giving embarrassing information. The method used was a combination of the ethnographic approach (i.e. keeping a notebook of naturally-occurring instances of face-threatening acts) and discourse completion tests. They found that naturally occurring data was biased by linguistic preferences of friends, relatives and associates. There appeared to be a bias in favour of short exchanges which was highlighted by the fact that the investigators were unable to record long exchanges in their notebook. Researchers tended to record utterances with atypical or narrative-sounding elements because these were the ones that had been noticed by the investigators. It is due to these disadvantages and limitations that I opted to use more than one data collection procedure.

3.3 DISCOURSE COMPLETION TESTS

My second data collection method was the discourse completion test. Students were given a set of situations involving compliments together with a brief outline about the context of the interaction. They were asked to complete the conversations. Completion of the conversations entailed them providing compliment responses. The discourse completion test was open-ended in that it did not specify the gender, name or race of the respondents.

As is the case with the collection of naturally occurring data this method of data collection also has its advantages and disadvantages. The advantages are that it allows for the testing of hypotheses that derive from instances in natural conversations and where there was insufficient data - something that I was able to do in my data collection. It is also a means of providing data to help explain and interpret the natural data.

Another advantage of the discourse completion test and which is expressed by Beebe and Cumming (in press) is that it is an effective means of gathering a large amount of data quickly, for creating an initial classification of semantic formulas and for ascertaining the structure of refusals. I also found this to be an advantage of the method as I was able to obtain a large amount of data on compliment responses quickly and within a short space of time.

Hartford and Bardovi-Harlig (1992) compared naturally-occurring data and the discourse completion test and found the following disadvantages: The discourse completion test elicited a narrower range of semantic formulas and fewer status-preserving strategies. There were none of the extended negotiations that are to be found in the natural data. The discourse completion test did not promote turn-taking and the negative strategies that are to be found in natural conversations. It also allowed the students to be less polite and to employ more bald on-record strategies than did the natural situation. It was also found that respondents were able to opt out of the discourse completion test unlike the natural situation.

Beebe and Cumming (in press) also identified the following disadvantages in relation to the discourse completion test: They found that it did not elicit natural speech with regard to actual wording, range of formulas and strategies, length of responses or the number of turns necessary to fulfil a function. They

also found that it did not adequately represent the depth of emotion and general psycho-social dynamics of naturally occurring speech. These were also some of the disadvantages that I identified but I felt that I could use the method nonetheless because it was not my sole source of data. The deficiencies of this method were in a sense addressed or balanced out because I had also collected naturally occurring data.

3.4 OBSERVATION

There are different kinds of data that can be collected through observation. Descriptive data may be collected for the target language acquisition activity and would note only those aspects of the event which are of interest for the research. Depending on the observation instrument used, observations may record either very narrowly defined data such as a specific speech act or a particular language form, or more general kinds of language learning activity such as turn-taking in a language class.

I collected data through observation of various speech situations. I was a silent observer of the conversations that occurred and in which compliments and compliment responses were produced. The conversations that ensued as a result of the production of the aforementioned items were tape-recorded and my purpose as observer was to note details like non-verbal responses and gestures that the tape-recorder would not have registered. I needed to collect this type of data since neither the discourse completion test nor naturally occurring data catered for it. It was only through conscious observation of interactions that I was able to note details like non-verbal responses and gestures and incorporate them into my naturally occurring data.

3.5 UNSTRUCTURED INTERVIEWS

Another method that I used was the unstructured interview. I did not use the interviews to obtain my primary data but used them rather to gain insights as to why the respondents had employed particular speech strategies and linguistic forms.

I conducted two unstructured interviews with 2 groups of 20 respondents each. These interviews dealt with the respondents' perceptions of compliments, compliment responses and possible reasons as to why differences might exist in the way in which different race groups performed such speech acts.

Interviews are being used with increasing frequency in second language research especially where the immediate goal of the research is to describe the state of the learner during particular language learning activities. Self-reports and interviews are also used in qualitative research. The difference in the way they are used in descriptive research is that here there is a predetermined goal or objective and only specified kinds of information may be elicited or selected. (Seliger and Shohamy: 1989; Cohen: ms).

The purpose of an interview is to obtain information by actually talking to the subject. Interviews are personalised and therefore allow a level of in-depth information-gathering, free response, and flexibility that is difficult to obtain by other procedures. Here the interviewer is in a position to probe for and obtain information that he/she would otherwise not have been able to. Much of the information obtained during an open or unstructured interview is incidental and comes out as the interview proceeds. Interviews can be used to obtain information about strategies which language learners use in the process of producing and acquiring language in a variety of contexts.

'Open' or unstructured interviews provide the interviewee with broad freedom of expression and elaboration and often resemble informal talks. They allow greater depth and because the agenda is not pre-planned and one question leads to another. Although there is usually a topic for the interview, the respondent is allowed maximum freedom of expression and ample and often unexpected information emerges. The kind of information gathered would probably not have emerged had there been a structured interview and this is why this type of interview is used mostly in qualitative and descriptive studies.

Should there be a need for more open interviews, the interviewer may supplement the interview with audio or video taping or may take notes of the main points. My interviews were conducted in this fashion.

There are also certain disadvantages attached to this procedure. Interviews rely on good interviewing skills which often necessitate extensive training. Elements like subjectivity, personal bias and rapport that can be introduced by interviewers may influence the interviewee to respond in a particular way to please the interviewer.

3.6 PROBLEMS AND DIFFICULTIES EXPERIENCED IN THE COLLECTION OF DATA

I did encounter certain problems in respect of the collection of data. Firstly I found that the students took quite a while to submit written transcriptions. I could not rush the process as I wanted authentic data which meant that I had to wait some time for students to be in a position where they had noted compliment events and had then transcribed them. The next problem area was the recording of conversations that were taking place as a result of photo-albums, student registration cards and identity documents being produced. I found that students tended to engage in a great deal of banter and teasing so I had to engage in quite a few recording sessions until before I was able to obtain sufficient data. I also found that this consumed a fair amount of time and the results did not yield as much as I would have liked them to do. Since I was working within a very restricted time-frame and could not engage in a protracted period of audio-recording, I found that the discourse completion tasks yielded a substantial body of data but that they were limited in that students were responding to a set format and the spontaneity of naturally occurring data was lacking. These problems were also part of my reason for using a combination of data collection methods since in so doing I was able to get a spread of data. I found that these methods of data collection were able to yield a fair number of compliment responses over a period of three weeks.

It must be pointed out that the data collected is by no means exhaustive and is but a small sample that will be used to identify patterns and issues that could possibly be investigated in a more comprehensive and detailed study that could cover a longer time span.

3.7 CONCLUSION

In this chapter I have presented the different data collection procedures that I have used for the purposes of this study. These procedures, the combination of which is termed the "multi-method approach," include the following: unstructured interviews, observation and collection of naturally occurring data and discourse completion tests. I have pointed out that these methods have advantages and disadvantages. However, their combination has allowed me to achieve some balance in my data collection. The multi-method approach has also afforded me the opportunity of, in some way, being able to cross-check the reliability of my data.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.0 INTRODUCTION

In this chapter I shall analyse the data that has been collected. I shall use the typology devised by Pomerantz (1978) and refined by Herbert (1989) to code the data that has been collected. I shall also use Chick's (1991) method of treating compound responses (i.e. where the speaker responds using a combination of response types) as multiple responses. Both these methods will be used to code the compliment responses of Indian and African students at the Springfield College of Education. Having coded the compliment responses, I shall firstly examine how the compliment response behaviour of Indian and African students differs. I shall then attempt to identify potential sources of intercultural miscommunication that arise from the compliment responses of Indian and African students. Finally, I shall compare the results that emerge from my data analysis with Chick's (1991) findings in respect of Indian and African students and attempt to explain the social significance of the differences observed.

4.1 DATA ANALYSIS

Compliment responses were collected from 164 out of a total of 369 first year students. A total of 607 responses were collected with 330 coming from African students and 277 from Indian students. There were nine responses that emanated from intercultural encounters. These responses were collected by means of the multi-method approach.

Although some responses to indirect compliments did emerge in the course of data collection, they were extremely few in number. I have therefore chosen to focus only on responses to direct compliments for the purposes of this investigation.

I have coded the responses in terms of the typology devised by Pomerantz (1978), refined by Herbert (1989). Table 1 lists the twelve response types or strategies giving examples of each.

TABLE1. TWELVE COMPLIMENT RESPONSE TYPES (from Herbert: 1989)

ACCEPTING	
1. Appreciation Token	C: That's a great cake.
	R: Thank You.
2. Comment Acceptance	C: You have such a nice house.
	R: It's given us a lot of pleasure.
DEFLATING, DEFLECTING, REJECTING	
3. Reassignment	C: You're a really skilled sailor.
	R: This boat virtually sails itself.
4. Return	C: You sound really good today.
	R: I'm just following your lead.
5. Qualification (Agreeing)	C: Your report came out very well.
	R: But I need to redo some figures.
6. Praise Downgrade (Disagreeing)	C: Super chip shot.
	R: It's gone rather high off the pin.
7. Disagreement	C: Your shirt is smashing.
	R: Oh, it's far too loud.
QUESTIONING, IGNORING, REINTERPRETING	
8. Question (Query or challenge)	C: That's a pretty sweater.
	R: Do you really think so.
9. Praise Upgrade (Often sarcastic)	C: I really like this soup.
	R: I'm a great cook.
10. Comment History	C: I love that suit.
	R: I got it at Boscov's.
11. No acknowledgement	C: You're the nicest person.
	R: Have you finished that essay yet.
12. Request Interpretation	C: I like those pants.
	R: You can borrow them anytime.

Many of the response types identified by Pomerantz are strategies for resolving the conflict between two putative conversational principles: **AGREE WITH THE SPEAKER** and **AVOID SELF-PRAISE**. Due to the conflict between these two principles it is difficult to either accept or reject compliments and many of the types of responses that she has identified attempt to resolve this conflict by exhibiting features of both acceptance and rejection. I have departed from Herbert's method in two respects: Firstly, like Chick (1991) I have treated compound responses as multiple responses. As one of my research questions involves a comparison of the findings of this study with those of Chick I felt it necessary to replicate his methods of data analysis. Secondly, I departed slightly from Chick's methods of coding responses by introducing two new response types in addition to the twelve already mentioned above. The two additional response types are non-verbal acknowledgement and non-verbal rejection. I found that there were some non-verbal responses in my data but that the typology of twelve response types catered only for verbal responses. The twelve responses combined with the two additional responses enabled me to count and aggregate the full range of responses that had been collected, as shown in Table 2.

TABLE 2. FOURTEEN COMPLIMENT RESPONSE TYPES

RESPONSE TYPE	RESPONSE TYPE NO.	NO. OF RESPONSES	%AGE
ACCEPTING			
Appreciation Token	1		
Comment Acceptance	2		
DEFLATING, DEFLECTING, REJECTING			
Reassignment	3		
Return	4		
Qualification	5		
Praise Downgrade	6		
Disagreement	7		
QUESTIONING, IGNORING, RE-INTERPRETING			
Question	8		
Praise Agreement	9		
Comment History	10		
No Acknowledgement	11		
Request Interpretation	12		
NON-VERBAL RESPONSES			
Non-verbal Acceptance	13		
Non-verbal Rejection	14		

In the discussion that follows I will present the results of this investigation, beginning with the distribution of compliment responses across Indian and African students. This will be followed by a discussion of the compliment response behaviour of Indian and African students and the differences that exist between them. I will then examine potential sources of intercultural miscommunication. Finally, I will compare my findings in respect of Indian and African students with Chick's (1991) findings.

4.1.1 COMPLIMENT RESPONSE BEHAVIOUR OF INDIAN AND AFRICAN FIRST YEAR STUDENTS AT THE SPRINGFIELD COLLEGE OF EDUCATION.

My first research question deals with how Indian and African first year students at the Springfield College of Education respond to compliments that are paid to them.

Tables 3 and 4 present the results of the categorisation, counting and aggregating of compliment responses of Indian and African first year students at the Springfield College of Education.

**Table 3. DISTRIBUTION OF COMPLIMENT RESPONSES IN ENGLISH
ACROSS INDIAN FIRST YEAR STUDENTS AT THE SPRINGFIELD
COLLEGE OF EDUCATION.**

RESPONSE TYPE	RESPONSE TYPE NO.	NO. OF RESPONSES	%AGE
ACCEPTING			
Appreciation Token	1	110	39.71
Comment Acceptance	2	8	2.89
DEFLATING, DEFLECTING, REJECTING			
Reassignment	3	6	2.17
Return	4	6	2.17
Qualification	5	1	0.36
Praise Downgrade	6	5	1.81
Disagreement	7	27	9.75
QUESTIONING, IGNORING, RE-INTERPRETING			
Question	8	17	6.14
Praise Agreement	9	13	4.69
Comment History	10	65	23.47
No Acknowledgement	11	13	4.69
Request Interpretation	12	2	0.72
NON-VERBAL RESPONSES			
Non-verbal Acceptance	13	1	0.36
Non-verbal Rejection	14	3	1.08
TOTALS		277	100

**Table 4. DISTRIBUTION OF COMPLIMENT RESPONSES IN ENGLISH
ACROSS AFRICAN FIRST YEAR STUDENTS AT THE
SPRINGFIELD COLLEGE OF EDUCATION.**

RESPONSE TYPE	RESPONSE TYPE NO.	NO. OF RESPONSES	%AGE
ACCEPTING			
Appreciation Token	1	130	39.39
Comment Acceptance	2	24	7.27
DEFLATING, DEFLECTING, REJECTING			
Reassignment	3	8	2.42
Return	4	6	1.82
Qualification	5	4	1.21
Praise Downgrade	6	8	2.42
Disagreement	7	18	5.45
QUESTIONING, IGNORING, RE-INTERPRETING			
Question	8	11	3.33
Praise Agreement	9	3	0.91
Comment History	10	78	23.64
No Acknowledgement	11	24	7.27
Request Interpretation	12	1	0.30
NON-VERBAL RESPONSES			
Non-verbal Acceptance	13	15	4.55
Non-verbal Rejection	14	0	0.00
TOTALS		330	100

I will now highlight the areas that are of significance in respect of the findings as reflected in Tables 3 and 4. These areas include acceptance of compliments, comment history, disagreement, questioning, praise agreement, no acknowledgement and non-verbal acknowledgement. The highlighting of these areas will be followed by a discussion and interpretation of the findings.

4.1.2 ACCEPTANCE OF COMPLIMENTS:

This is a verbal or nonverbal acceptance of the compliment with the acceptance not being tied to the specific semantics of the stimulus. (e.g., Thanks, thank you, nod). The addressee accepts the complimentary force and offers a relevant comment on the appreciated topic (e.g., Yeah, it's my favourite too).

42.6% of Indian students accepted the compliments that were paid to them. The majority (39.71%) responded with appreciation tokens while 2.89% responded by accepting the compliment.

46.66% of African students indicated an acceptance of compliments that were paid to them. 39.39% used appreciation tokens while 7.27% just accepted the compliment.

4.1.3 COMMENT HISTORY:

The addressee offers a comment (or a series of comments) on the object complimented. These comments shift the force of the compliment from the addressee (e.g., I bought it for the trip to Arizona).

23.47% of the Indian students responded in this fashion while 23.64% of the African students did so.

4.1.4 DISAGREEMENT:

The addressee asserts that the object complimented is not worthy of praise or that the first speaker's assertion is in error (e.g., I hate it).

9.75% of the Indian students responded by disagreeing with the compliment that was paid to them while 5.45% of the African students did the same.

4.1.5 QUESTIONING:

The addressee questions the sincerity or appropriateness of the compliment (e.g., Do you really think so?).

6.14% of the Indian students questioned their being complimented or the validity of the compliment itself while 3.33% of the African students did so as well.

4.1.6 PRAISE AGREEMENT:

The addressee accepts the compliment and/or asserts that the compliment force is insufficient (e.g., Really brings out the blue in my eyes, doesn't it?).

4.69% of the Indian students agreed with the compliments in common with 0.91% of the African students. The agreement took the form of "conceit" with students responding in bantering tones.

4.1.7 NO ACKNOWLEDGEMENT:

The addressee gives no indication of having heard the compliment: The addressee either responds with an irrelevant comment (i.e. Topic Shift) or gives no response.

4.69% of Indian students did not acknowledge the compliments paid to them and 7.27% of the African students did likewise. This non-acknowledgement took the form of silence after a compliment had been paid or a continuation of conversation as if there had been no compliment paid. The latter form of non-acknowledgement could be said to take the form of ignoring the compliment.

4.1.8 NON-VERBAL ACKNOWLEDGEMENT:

The addressee acknowledges the compliment non-verbally e.g. by means of a smile, laughter, nod etc.

0.36% of the Indian students acknowledged compliments non-verbally while a much larger number of African students (4.56%) did the same. The non-verbal acknowledgement took the form of smiles, laughter, a concealing of the face or nodding.

4.1.9 COMPOUND RESPONSES:

Compound responses entail that the speaker responds using more than one response type i.e. a combination of response types. Table 5 presents compound responses.

Table 5. DISTRIBUTION OF COMPOUND RESPONSES IN ENGLISH ACROSS INDIAN AND AFRICAN FIRST YEAR STUDENTS AT THE SPRINGFIELD COLLEGE OF EDUCATION.

RACIAL GROUP	NO. OF RESPONSES	%AGE
Indian	18	25.63
African	19	22.12
TOTALS	37	

As shown in the table 25.63% of the compliment responses of Indian students were compound responses. 22.12% of the compliment responses of African students were compound responses.

4.1.10 ACCEPTANCE PLUS COMMENT HISTORY:

The addressee gives a verbal or nonverbal acceptance of the compliment with the acceptance not being tied to the specific semantics of the stimulus. (e.g., Thanks, thank you, (nod) or accepts the complimentary force and offers a relevant comment on the appreciated topic (e.g., Yeah, it's my favourite too). In addition, the addressee offers a comment (or a series of comments) on the object complimented. These comments shift the force of the compliment from the addressee (e.g., I bought it for the trip to Arizona).

Table 6 presents compound responses that consist of an acceptance of the compliment accompanied by a comment history response.

Table 6. DISTRIBUTION OF ACCEPTANCE PLUS COMMENT HISTORY RESPONSES ACROSS INDIAN AND AFRICAN FIRST YEAR STUDENTS AT THE SPRINGFIELD COLLEGE OF EDUCATION.

RACIAL GROUP	NO. OF RESPONSES	% AGE
Indian	47	66
African	64	75
TOTALS	111	

As illustrated in the table 66% of the compound responses of Indian students take the form of an acceptance of the compliment that is accompanied by a comment history response. African students use this type of response even more frequently. Acceptance plus comment history responses comprise 75% of the compound responses of African students.

4.2 DISCUSSION AND FINDINGS

In this section I will first discuss the information that was generated by the data analysis and will then proceed to discuss other issues that emerged from the data collected.

4.2.1 COMPLIMENT RESPONSE BEHAVIOUR OF INDIAN AND AFRICAN STUDENTS AND DIFFERENCES THAT EXIST BETWEEN THEM.

When addressing my first two research questions about how Indian and African students respond to compliments I will refer to the tables above. It is obvious that there is just one commonality in the way in which the two groups responded to compliments and that is to select responses that cannot be interpreted as acceptances. This suggests that the majority of Indian and African students want to avoid the implication that they are superior to their

interlocutors and appears also to conform with the principle: **AVOID SELF PRAISE** (Pomerantz: 1978). The prevalence of disagreements and rejections are possibly an outcome of the system of constraints which involves the speakers' minimisation of self-praise.

There does also appear to be a need to address the principle: **AVOID SELF PRAISE** and one of the strategies employed to do this is the use of the second most preferred response namely, comment history, that is the addressee offers a comment (or a series of comments) on the object complimented. These comments shift the force of the compliment from the addressee (e.g., I bought it for the trip to Arizona).

It was also found that the majority of the compound responses reflected the strategy of including both an acceptance of the compliment and some kind of comment history so that the overall perception of accepting self-praise was watered down. Here are some examples which have been drawn from the discourse completion test data. (Appendices 7.1 & 7.2):

Dialogue 1 is between two students who meet each other at the bus stop. A compliments B on his haircut. B responds by thanking A and providing additional information about the haircut:

1. A: Hey, I like your haircut.

B: Thank you, I just had it done today. (p. 101)

Dialogue 2 is between two friends who meet in the College cafeteria. A compliments B on her appearance. Instead of accepting the compliment as it was intended, B thanks A and gives credit to the new shoes that her mother has purchased for her:

2. A: Elizabeth, you look beautiful! (here the speaker is referring to B's appearance as a whole)

B: Thank you, my mother bought these shoes from City Girl. (p. 118)

In dialogue 3 A compliments B on his haircut. B responds by thanking A and then furnishing the information that the haircut had been costly:

3. A: Hey, I like your haircut...

B: Thank you, this cost me a lot of money...(p. 120)

Dialogue 4 involves two friends. A compliments her friend (B) on her dress. B responds by thanking A and then giving some details about the dress:

4. A: I like your dress...

B: Thanks, it's new...(p.106)

The above responses show that while the speaker is accepting the compliment he/she is avoiding any implication of self-praise by diluting this acceptance with some details in the form of comment history.

Having referred to what is common in the compliment responses of Indian and African students I shall now examine how Indian and African students' compliment responses differ. One of the most noticeable differences that can be observed is that of the frequency of choice of 'disagreement.' In my corpus there are as many as 9.75% of the total responses of Indian students that fall into this category as compared to only 5.45% of the total African responses. In both groups, however, the disagreements are very directly and forcefully expressed, as can be seen from the following examples of naturally occurring data that are to be found in Appendices 1 and 2:

The following dialogue involves two Indian students. A is complimenting B on her appearance. Instead of accepting the compliment, B rejects it out of hand:

5. A: What's the occasion? You're looking smart today.

B: Oh please! (tone of total rejection). (p. 84)

Dialogue 6 is between two African students. A compliments B on her skirt. B rejects the compliment and tells A to desist from treating her lightly:

6. A: Hi Phindi. I like your skirt. It suits you.

B: No, no. Don't fool around with me. (p. 87)

In the dialogue that follows A compliments her friend, B, on teaching apparatus that she has produced. B rejects the compliment by informing her friend that the work is not up to standard. This dialogue is between two Indian students:

7. A: What a beautiful piece of work!

B: It's too untidy and not what I wanted it to look like. It's a complete mess. (p. 85)

These examples suggest that both Indian and African students give priority to the principle: **AVOID SELF PRAISE** over the principle: **AGREE WITH THE SPEAKER**.

Another marked difference in the patterns of response of the two groups is the difference in the frequency of choice of the compliment response strategy of 'no acknowledgement.' Only 4.69% of the total Indian responses fall into this category in stark contrast to the figure of 7.27% for African responses. In my data the response of no acknowledgement manifests itself in the form of silence or a complete ignoring of the compliment and a continuation of the conversation as if no compliment had been paid. It is actually the lack of a response to a compliment. This type of response suggests that while both groups are attempting to avoid self-praise, African students do this to a far greater extent.

It must also be noted that the choice of no acknowledgement is not perceived as face-threatening by interlocutors. My data reveals that in the case of Zulu speakers the complimenter frequently makes a compliment response less conspicuously absent by adding another speech act immediately after the compliment.

Here are some examples that have been drawn from the discourse completion test (Appendices 7.1 & 7.2), naturally occurring data (Appendices 1 & 2) and recorded conversations (Appendix 4).

In dialogue 8 A compliments B on her dress. In order to avoid self praise B does not acknowledge the compliment but provides information about the dress instead:

8. A: I like your dress, Zinhle. How much did it cost you?

B: I have no idea. My mother bought it for me. (p.122)

In dialogue 9 A compliments B on his shoes. Here too, the compliment response is 'no acknowledgement.' B does, however, inform A where he had purchased the shoes from:

9. A: That's a smart pair of shoes, Allen. Where did you buy it?

B: Edgars, that's my only clothing store. (p.123)

Dialogues 8 & 9 involved African students. Indian students, however, appear to adopt the same strategy as shown in the following examples that have been drawn from the discourse completion test (Appendix 7.1) and from recorded conversations (Appendix 4):

In example 10 A compliments B on her dress. B does not acknowledge the compliment but tells A how she came to be in possession of the dress. This example is drawn from the discourse completion test that was administered to Indian students (Appendix 7.1, p.103):

10. A: Sarah, I like your dress. Where did you buy it from?

B: My sister went to India and brought it down for me.

There are also several cases in my data where the compliment is simply followed by silence or the person being complimented just seems to ignore the compliment and continues the conversation as if the compliment had never been paid. These types of response do not seem to cause offence to interlocutors who are themselves of Indian origin as they conform to the principle of **AVOID SELF-PRAISE** that is apparently held dear in that particular community.

Another response type that is used by Indian students after a compliment has been paid to them is that of comment history. Here, too, there is often an absence of an appreciation token and information about the object of the compliment is relayed almost as a substitute for the appreciation token or acceptance of the compliment. It would also appear that in providing such additional information, there is a tacit acceptance of the compliment which is understood by the interlocutor. Here are some examples that have been drawn from the discourse completion test data (Appendix 7.1):

In dialogue 11 A compliments B on his shoes. B's response is not to acknowledge the compliment but to explain how he had come to be in possession of the shoes:

11. A: That's a smart pair of shoes.

B: It was a gift from my girlfriend. (p.102)

In dialogue 12 A compliments B on her dress. B does not acknowledge the compliment with thanks but provides more details about the dress:

12. A: I like your dress.

B: I like it too. It's a Paris original and I had it made especially for me.
(p.109)

In dialogue 13 A compliments B on his shoes. B's response is to provide details about where the shoes were purchased and how much they had cost. There is no acknowledgement of the compliment:

13. A: That's a smart pair of shoes.

B: Edgars, R340,... (p.102)

The next difference in the compliment response behaviour of Indian and African students is to be found in the response type 'questioning.' I found that the frequency of choice of this response by Indian students (6.14%) was almost double that of African students (3.33%). This response type appears to have been selected when respondents doubted the sincerity of the compliment that was paid to them or if they suspected that the complimenter had some ulterior motive in paying the compliment. The following are some such examples that have been drawn from the naturally occurring data (Appendices 1 & 2):

Dialogue 14 is between two Indian students who meet in the College corridor. A is complimenting B on his haircut. Instead of accepting the compliment, B questions it:

14. A: Hey, Bally, did you have a haircut? Looking good!

B: Seriously, you think so? (p. 86)

Dialogue 15 involves two African students who are friends. B is complimenting A on her dress. B does not accept or acknowledge the compliment but questions the sincerity of the complimenter instead:

15. A: You look nice today. Your dress suits you very good.

B: Aren't you bluffing me, Thandeka? (p. 87-88)

In Dialogue 16 both speakers are Indian students. B is being complimented on his appearance by a fellow student. Instead of accepting the compliment, he questions A's motives in paying the compliment:

16. A: Shuneel, you're looking rather cute today.

B: Now, what do you want? (p. 85)

Additional examples can be found in Appendices 1 and 2.

It would appear that the response type 'questioning' is chosen by a considerably smaller percentage of African students than Indian students because African students while adhering to both principles, appear to be giving priority to the principle: **AGREE WITH THE SPEAKER** over the principle: **AVOID SELF-PRAISE**, to a greater extent than Indian students do. The converse appears to hold true for the Indian students where their choice of questioning as a response type appears to be determined by their prioritising the principle: **AVOID SELF-PRAISE** over the principle: **AGREE WITH THE SPEAKER**.

The last area of diversity in respect of compliment responses of Indian and African students concerns the frequency of the response type 'praise agreement.' It was found that a minuscule proportion of the African students (0.91%) agreed with compliments given to them. Indian students on the other hand, did use the praise agreement response to a far greater extent (4.69%). In fact, the frequency of the praise agreement response is the same as that of the no acknowledgement response type for Indian students. This appears to be an interesting but puzzling contradiction. I have not been able to suggest too much by way of explanation save to say that the praise agreement response type might have been selected as a tongue in cheek response to a compliment that had been paid by someone who enjoyed a close relationship with the respondent. In the course of my data collection I have found that students do often tend to address each other in teasing or bantering tones. Some of the praise agreement responses could possibly be viewed in this context and could possibly be viewed as repartee. Here are some dialogues which are drawn from naturally occurring data (Appendices 1 & 2) which illustrate this response type:

In dialogue 17 A compliments B on his shoes. B accepts the compliment in a manner which could be misconstrued as being conceited save for the tone which is bantering:

17. A: That's a smart pair of shoes.

B: I know. That's the reason for me choosing it.(p.101)

In dialogue 18 B does not explicitly accept the compliment that A pays to her about her dress. Her response to the compliment is to jestingly take credit for having designed it:

18. A: You were wearing a nice grand gown last week. Where did you buy it?

B: Didn't you know that I'm now an expert in designing clothes? (p. 87)

In dialogue 19 A compliments B on her coat. B does not directly accept the compliment but attributes it to "her style."

19. A: ...Oh! what a nice coat you are wearing.

B: It's my style. (p. 87)

My data also reveals that while there were extremely few non-verbal responses from Indian students (1.44%), there was a significantly higher frequency of such compliment responses amongst African students (4.55%). A possible explanation for this phenomenon is that the African students are second language speakers and may prefer to choose an option that makes the least amount of demands on their linguistic resources without being face-threatening or resulting in the loss of face. A smile, nod or mere laughter could be seen as being the appropriate instrument to use. Indian students on the other hand, are first language speakers and obviously do not suffer the same constraints.

Another possible explanation for the use of the non-verbal response type is that it would prevent the respondent from being perceived as having violated the two principles: **AVOID SELF-PRAISE** and **AGREE WITH THE SPEAKER**. A smile, nod or laughter is a useful compromise since the respondent appears to be acknowledging and possibly accepting the compliment without actually verbally committing him or herself to either acceptance or rejection. This response would be satisfactory to all the interlocutors.

I will now discuss my general findings. Firstly, I found that there was a paucity of intercultural encounters: Students tended to pay compliments to members of their own racial group. There were only nine intercultural compliment events that I was able to record in the entire period of my data collection. What does this imply? I would like to suggest that despite Indian and African students being together at the same institution and sharing the same classes and facilities, they have still not yet arrived at the point of friendship and solidarity where they feel comfortable enough with each other to compliment each other. Evidently the effects of the racial barriers and enforced segregation imposed by apartheid have not yet been overcome.

It must be pointed out that this is not the sole contributing factor to the paucity of intercultural compliments. As reported earlier, I conducted two verbal interviews with two separate sets of students. In the course of these interviews I questioned students as to the reasons for their not complimenting their colleagues of the other race group. One of the common reasons proffered was that there was a difference in style of dressing and sense of what was fashionable. This resulted in some of the students feeling that there was genuinely no reason to compliment students of the other race group as such compliments would be insincere. The following excerpt which is drawn from one of the unstructured interviews (see Appendix 6) aptly illustrates the point. Here a group of African students are speaking about their views on the manner in

which Indian students dress:

A: We don't like their style...

...Say shoes.. Maybe Thandeka... she'll buy a shoe with a name..

Maybe she'll buy from Coco's (an expensive, exclusive store) - not Jadwats... so maybe for me I don't think their style is pretty... (p. 98)

The above excerpt also highlights the perception of some of the African students that Indian students did not buy expensive clothes from upmarket stores. What was also evident from the interviews was that African students did not seem to be aware of any other functions of compliments apart from that of praising someone.

Another feature that presented itself most particularly in the responses of Indian students was the use of certain stock phrases, that is, phrases that are used by speakers of a language in a culturally specific way in a specific context. Stock phrases are formulaic in nature and are so well used by speakers of the language that they are instantly recognisable. Here are some dialogues from the discourse completion test (Appendix 7.1) in which stock phrases were found.

In dialogue 20 A compliments B on her shoes. B does not accept the compliment but responds by using a stock phrase (these old things) as a means of downgrading the compliment:

20. A: Wow, you're moving in style. I love your takkies.

B: These old things! (p. 84)

In dialogue 21 B responds to A's compliment about her dress by also using a stock phrase to downgrade the compliment:

21. A: I like your dress.

B: This old thing! I just pulled it out from the darkest corners of my wardrobe. (p. 102)

A similar response is found in dialogue 22 where A downgrades B's compliment about her shoes:

22. A: That's a smart pair of shoes.

B: It's so old. I always wear them... (p. 113)

I found this compliment response "formula" of using stock phrases to be one that was used by Indian female students. My speculation is that they may be aping a style of speech that they may have encountered while watching television soap operas or films at the cinema.

Another such stock phrase that was used but this time in compliments was: "What's the occasion?" It was correctly interpreted by English first language respondents as an indirect compliment relating to their appearance and was responded to accordingly.

My last observation here is that the African students who were English second language speakers used English as a medium of communication in all but one of the interactions that I recorded. This was done despite my telling them that they were free to use whichever language they felt comfortable using. A possible reason for this choice may have been consideration for the investigator (myself) who was a native speaker of English.

4.3 POTENTIAL SOURCES OF INTERCULTURAL MISCOMMUNICATION

I will now address my third research question: What are the potential sources of intercultural miscommunication arising out of the compliment responses of Indian and African students? The sources of miscommunication I have identified include the following: the manner of paying compliments, the use of stock phrases and the choice of compliment response type.

4.3.1 MANNER OF PAYING COMPLIMENTS

One of the potential sources of intercultural miscommunication that I have identified is the manner in which compliments are paid. Indian students tend to pay a compliment without asking detailed questions about the object of the compliment e.g. A: I like your dress (p. 114). The manner in which the compliment is paid does, however, invite the respondent to provide other details should he or she so desire. This is left entirely to the discretion of the respondent and there is no compulsion for him or her to provide additional information unless he or she chooses to. African students, on the other hand, pay compliments and simultaneously ask questions relating to the object of the compliment, in the process allowing the respondent to use the no acknowledgement response type. The respondent is then expected to answer the questions as part of his/her compliment response. This difference in complimenting patterns can result in miscommunication as Indian students, for example, might consider African students to be intrusive and inquisitive and having little respect for their privacy.

Likewise, African students might feel that Indian students are rude, secretive and unwilling to impart information if they neglect to respond to the question/s that have been asked. I have come across one such instance in my data:

In the following dialogue A, a male African student, compliments B, a female Indian student, on her earrings. She responds by thanking him for the compliment and all is well until he asks her the cost of the earrings. She

immediately takes umbrage at his question and terminates the interaction very abruptly:

23. A: Mm.. I like your earrings.

B: Thank you, Lloyd.

A: How much did it cost?

B: That is none of your business. OK, bye Lloyd.

A: Bye. (Appendix 3, p. 90)

The above interaction terminated rather abruptly as a result of the complimenter's accompanying his compliment with a question relating to the cost of the earrings that had been complimented. B obviously felt that he was being too nosy and informed him accordingly. This may not have been Lloyd's intention but this was how it was interpreted or rather misinterpreted.

4.3.2 THE USE OF STOCK PHRASES

As I pointed out earlier, a stock phrase is a phrase that is used by speakers of a language in a culturally specific way in a specific context. It is formulaic in nature and is so well used by speakers of the language that it is instantly recognisable. The use of certain stock phrases could give rise to miscommunication especially if the respondents are not au fait with them. They could interpret such phrases literally and could be offended by a response that could appear to be ungracious. Dialogue 24, taken from Appendix 7.1, gives an indication of the kind of stock phrase I am talking about:

In this dialogue A compliments B on her dress. B's response is to disclaim the compliment using a stock phrase:

24. A: I like your dress.

B: This old thing.... (p. 102)

Here B is obviously trying to downgrade the compliment with the intention of

avoiding self-praise. Her method of downgrading is to use a stock phrase that downplays what has been said. This would be understood by a first language speaker but not necessarily by a second language speaker. If he/she interprets A's response literally, there would be miscommunication as A's response would appear to be extremely ungracious and insensitive.

Another such example is where a stock phrase is used in the compliment. The complimenter would expect the respondent to react in some way to the compliment. There would be no problem in the case of an English first language speaker who would correctly interpret the phrase and respond in whatever fashion he or she deems appropriate. There can, however, be problems of miscommunication in the case of a nonnative speaker where the phrase might be interpreted literally and hence appear to be irrelevant or out of place. The following dialogue, taken from Appendix 3, is illustrative. Note that this dialogue is an instance of intercultural exchange involving an Indian student (A) and an African student (B).

In this dialogue A pays B a compliment about her appearance using the stock phrase "What's the occasion?" B does not realise that a compliment has been paid to her and responds by seeking an explanation for A's utterance. A is then obliged to explain her words and the effect and intention of the compliment is completely lost.

25. A: What's the occasion?

B: Why?

A: You are so cute... (p. 90)

In the above case the respondent does not realise that a compliment has been paid and it is left to the complimenter to explain. In such a case the complimenter could well believe that B was rather obtuse in not appearing to pick up the compliment.

4.3.3 CHOICE OF COMPLIMENT RESPONSE TYPE

The choice of disagreement as a response type by Indian students is another potential source of intercultural miscommunication. The disagreements voiced by Indian students in response to compliments are very frank and direct. This could well be viewed as rude by African students who do not choose this response type with such frequency nor do they express it with such forcefulness.

The far more frequent choice of the response type 'no acknowledgement' by African students than by Indian students is yet another potential source of miscommunication. Indian students who might be genuinely trying to initiate interaction might interpret this response as an unwillingness to engage. It might also be perceived as face-threatening. This might also be the case for the strategy of non-verbal acknowledgement of compliments by African students. Here, however, the problem might hinge around the fact that African students do not respond verbally and the complimenter is left in the dark as to whether his or her compliment has been accepted or rejected. It could cause some frustration in Indian students who are attempting to engage in conversation or interaction with African students.

Another compliment response type which can lead to miscommunication is the choice of questioning as a compliment response by Indian students. Whilst this response type was also used by African students there were much fewer of them who did so. The choice of this response by Indian students could be perceived by African students as a sign of mistrust or as casting aspersions on their sincerity and motives in paying compliments.

Praise agreement is yet another potential source of miscommunication between Indian and African students. Indian students chose this response type with far greater frequency (4.69%) than African students (0.91%). The proportion of African students who chose praise agreement was so minuscule as to be irrelevant. Choice of this response type could, however, lead African students to believe that Indian students are self-important, vain and conceited. It could engender negative stereotypes of Indian students.

In summary, then, the differences in compliment response behaviour of Indian and African students have the potential to cause intercultural miscommunication. In the last chapter of this study I shall attempt to present some recommendations about dealing with this. I shall first, however, compare Chick's (1991) findings in respect of the compliment response behaviour of Indian and African students at the University of Natal with my own findings about the compliment response behaviour of Indian and African students at the Springfield College of Education. As I have previously mentioned, my reason for undertaking such a comparison is that I feel that there ought to have been changes in the compliment response behaviour of African and Indian students since the time of Chick's study. One of the aims of this study is to establish what these changes are, with a view also to identifying possible sources of miscommunication that may arise as a result of differences in the compliment response behaviour of Indian and African students.

4.4 A COMPARISON WITH CHICK'S (1991) FINDINGS IN RESPECT OF INDIAN AND AFRICAN STUDENTS.

In this section I will focus on Chick's (1991) findings in respect of Indian and African students only. I have chosen to limit my comparison to these two groups because they have been the focus of my investigation. It must also be noted that the data collection procedures in the two studies are different and the categorising of response types is not identical.

While there are both similarities and differences between Chick's findings and my own, I shall confine my comparison to differences that exist in the findings of the two studies. The findings of my study when compared to the findings of Chick's (1991) study reveal that there are differences in the frequency with which 'acceptance', 'no acknowledgement' and 'comment history' compliment responses occur.

Tables 6 and 7 show a comparison of the distribution of compliment responses of Indian and African students at the University of Natal and the Springfield College of Education.

Table 6: COMPARISON OF DISTRIBUTION OF COMPLIMENT RESPONSES IN ENGLISH ACROSS INDIAN STUDENTS AT THE UNIVERSITY OF NATAL AND THE SPRINGFIELD COLLEGE OF EDUCATION.

COMPLIMENT RESPONSE TYPE	UNIVERSITY OF NATAL	SPRINGFIELD COLLEGE OF EDUCATION
	%AGE	% AGE
No Acknowledgement	11.5	4.69
Comment History	2.4	23.47
Increased Acceptance	41.4	42.60

Table 7: COMPARISON OF DISTRIBUTION OF COMPLIMENT RESPONSES IN ENGLISH ACROSS AFRICAN STUDENTS AT THE UNIVERSITY OF NATAL AND THE SPRINGFIELD COLLEGE OF EDUCATION

COMPLIMENT RESPONSE TYPE	UNIVERSITY OF NATAL	SPRINGFIELD COLLEGE OF EDUCATION
	%AGE	% AGE
No Acknowledgement	32.8	7.27
Comment History	3.1	23.64
Increased Acceptance	26.6	46.6

4.4.1 NO ACKNOWLEDGEMENT RESPONSES

One of the areas where differences in the findings of my study and Chick's (1991) study exist, is the frequency of choice of the response type 'no acknowledgement.' In Chick's study this response type comprised 32.8% of the total responses for African students. In my study it comprises only 7.27% of the total responses of African students. A possible explanation for this vast difference is presented in the next section which also deals with comment history responses.

4.4.2 COMMENT HISTORY RESPONSES

The low number of no acknowledgement responses mentioned in the previous section appears almost to be balanced out by the increase in the choice of the comment history response type. The latter response type comprises 23.64% of the Springfield College corpus of responses as compared to the 3.1% of the University of Natal corpus. A possible explanation for this is that it is possible that where African students had previously employed a strategy of no acknowledgement they are now using the comment history response with greater frequency. This form of response does not violate the principle of AVOID SELF PRAISE nor the principle of AGREE WITH THE SPEAKER. The comment history response provides the addressee with a neat compromise response since it is neither an acceptance nor a rejection of the compliment proffered. It is better than a no acknowledgement response since it cannot be construed as ignoring what has been said. In addition, the addressee cannot be taken to be vain since the compliment is not explicitly accepted. I must state that I have not tested this out but am merely suggesting a possible explanation for this phenomenon.

4.4.3 ACCEPTANCE RESPONSES

In Chick's (1991) study the percentage of acceptance responses by African students at the University of Natal was 26.6% while in my study the percentage of acceptance responses by African students at the Springfield College of Education was 46.6%.

The percentage of acceptance responses by Indian students at the University of Natal was 41.4% while in my study the percentage of acceptance responses by Indian students at the Springfield College of Education was 42.6%.

These findings indicate a far greater percentage of acceptance responses amongst African students since the time of Chick's (1991) study. It is possible that African students are experiencing a greater sense of freedom and confidence now since this is the post-apartheid period. This is one of the differences between my study and Chick's (1991) study which was conducted in the apartheid era. Another possible explanation could be that the Springfield College of Education is essentially a non-white institution with the students there being drawn from the African, Indian and Coloured communities. This could mean that the students perceive themselves as being of equal status and might account for the closeness in numbers of acceptance responses. These are, however, mere possibilities that I am putting forward.

Chick also suggests that the frequency of choice of acceptance responses corresponds roughly to the size of the group and the degree of social power that it wields in the institution. Here, too, I find that my findings differ as first year African students at Springfield College represent 33.6% of the total first year student population while Indian students comprise the remaining 66.40 %. However, when one examines the acceptance responses one finds that it is the African students who have a greater frequency of acceptance responses rather than vice-versa. How does one account for this? One possible explanation is that although African students do not form a sizeable proportion of the first year student population, they do now have a greater sense of power since they are part of the majority that is now enjoying a leading role in the new Government of National Unity in South Africa. This shift in power relations in the society might be manifesting itself in, amongst other things, speech acts like compliment responses.

4.5 CONCLUSION

In this chapter I have used the typology devised by Pomerantz (1978) and refined by Herbert (1989) to code the compliment responses of Indian and African students at the Springfield College of Education. Chick's (1991) method of treating compound responses as multiple responses was also used in the coding of the data. Differences in the compliment response behaviour of Indian and African students were also examined with a view to identifying potential sources of intercultural miscommunication. Finally, the results that emerged from my data analysis were compared with Chick's (1991) findings in respect of Indian and African students.

I have shown that there is a diversity in the compliment response behaviour of Indian and African students and that this diversity is a potential source of intercultural miscommunication.

The findings of my study in respect of the compliment response behaviour of Indian and African students differ from Chick's (1991) study in three areas: no acknowledgement responses, comment history responses and acceptance responses.

It was found that there was a marked decrease in the frequency of choice of the no acknowledgement response type by African students. This decrease in the choice of no acknowledgement responses appears to be balanced out by an increase in the choice of the comment history response type, suggesting that where African students had previously employed a strategy of no acknowledgement they are now using the comment history response type with greater frequency.

My findings also reveal a far greater percentage of acceptance responses amongst African students since the time of Chick's (1991) study. This could be attributed to the new-found sense of power, freedom and confidence being experienced by African students in the post-apartheid era.

The findings presented in this chapter shall be used to draw up recommendations about the teaching of compliment response behaviour. These recommendations shall be presented in Chapter 5.

CHAPTER 5: RECOMMENDATIONS ABOUT THE TEACHING OF COMPLIMENT RESPONSE BEHAVIOUR

5.0 INTRODUCTION

In this section I will address the last research question of this study: What recommendations can be made about the teaching of compliment response behaviour?

As has been outlined previously, there are several areas in compliment responses behaviour that have the potential to result in intercultural miscommunication. My focus in this section will be on presenting recommendations about the teaching of compliment response behaviour. The issues that will be covered here include the need for teachers to become aware of the subtleties involved in acquiring communicative competence in a language, the need to learn socio-cultural rules, the promotion of the principle of sociolinguistic relativity, the fostering and promotion of critical language awareness and the need to sensitise learners to the diversity of language.

5.1 TEACHING OF SOCIOLINGUISTIC RULES IN ORDER TO FACILITATE THE ACQUISITION OF COMMUNICATIVE COMPETENCE

The goal for learners of a second language should be to acquire communicative competence in the target language. Communicative competence involves the language learner possessing both sociocultural and sociolinguistic abilities or competence.

Sociocultural ability or sociocultural competence involves the speaker's skill at selecting appropriate speech act strategies in a given cultural context. For instance, in Indian culture a host would offer a visitor some form of refreshment which would at first be politely declined. This refusal would not be accepted and the host would then insist on the visitor having some refreshment. The visitor's response would then be to accept the offer with thanks. This is an accepted practise in the Indian community and one which is understood by all members

of the community. People who are not members of the Indian community would not understand this and this is something that would have to be taught to outsiders since the acceptance and refusal of offers of refreshment differ from culture to culture.

The selection of appropriate speech act strategies would also depend on the age and sex of the speakers, their social class and occupation and their roles and status in the interaction.

Sociolinguistic ability or sociolinguistic competence is the speaker's control over the actual language forms used to realise the speech act e.g. "sorry" vs. "excuse me." It also constitutes his/her control over register or formality of the utterance from the most intimate to the most formal language e.g. when students are invited to a meal by their professor and they are unable to attend, they cannot respond by saying, "No way!" This phrase would constitute an inappropriate refusal unless the students had a very close relationship with their professor and the utterance was made in jest (Cohen: ms).

It is not enough to say that a learner has acquired communicative competence because he/she displays a good knowledge of the grammatical and phonological rules of the target language. The goal should be to be able to use the language in the way in which native speakers of the language would. It is difficult to acquire communicative competence incidentally in the course of learning the second language nor can it be taught via the learning of lists of phrases and catchwords. The lack of communicative competence or the failure to acquire communicative competence in the target language can result in embarrassing situations and the loss of face.

In a similar vein, Boxer and Pickering (1995) state that while phonological, syntactic and lexical errors are often passed off as clear signs that a speaker does not have native control of a language, sociolinguistic errors are typically interpreted as breaches of etiquette.

There is, therefore, a need for the sociolinguistic rules of the target language i.e. rules governing the speaker's use and control of the actual language forms used to realise the speech act, to be taught to second language learners. According to a study conducted by Billmyer (1990) such formal instruction can assist learners in communicating more appropriately outside the classroom. Dunham (1992) also found that instructing students on how to sustain and continue conversations using appropriate compliment responses did yield positive results. Students appeared to experience an increased confidence in initiating and maintaining conversations with native speakers. Teachers, therefore, need to become aware of the subtleties involved in acquiring communicative competence in a language. They need to make a conscious effort to teach the sociolinguistic rules of the target language to second language learners.

5.2 CREATING AN AWARENESS OF SOCIO-CULTURAL RULES

Sociocultural rules are rules that govern the speaker's selection of appropriate speech strategies to be used in a variety of given cultural contexts. Different cultures have different sociocultural rules e.g. in American culture, it may be considered appropriate for a speaker who has, through his/her own negligence missed a meeting with his/her employer to use a repair strategy by suggesting to the employer that the meeting be rescheduled. On the other hand, a repair strategy may be considered inappropriate in other cultures e.g. Israeli culture where it would be the employer who determines what happens next (Cohen: ms).

It is essential that teachers ensure that their students are aware of the existence of sociocultural rules within a language. I am not advocating the teaching of rules of use as a body of knowledge but am referring to the raising of awareness of the existence of different socio-cultural rules in different cultures. In this regard, the present study has shown that the lack of awareness of the sociocultural rules of a language has the potential to cause miscommunication and that knowledge of a linguistic code while necessary is insufficient for successful inter-ethnic communication. Teachers can facilitate the acquisition

of sociolinguistic rules by using their knowledge to guide their students and to help them to interpret values and patterns which they might otherwise find difficult to interpret.

5.3 PROMOTION OF THE PRINCIPLE OF SOCIOLINGUISTIC RELATIVITY

People have to become not only bi-or multi-lingual but they also have to become multi-cultural. They need to be made aware of each other's cultures and how the sociolinguistic rules differ from culture to culture. This is where the idea of sociolinguistic relativity comes in. Sociolinguistic relativity means an acceptance of the fact that there is diversity in the sociolinguistic rules of different cultures but that this diversity does not mean that one culture is superior or inferior to the other or that there are right and wrong sociolinguistic rules. All it means is that differences exist and that we have to understand what these differences are in order to be able to communicate effectively.

At the classroom level students must be made aware that there is no 'right' or 'wrong' - only that the rules differ from culture to culture. In the case of compliments they need to be made aware that different cultures respond differently to compliments and that this does not make one or the other response incorrect. This is what I call promoting the principle of sociolinguistic relativity.

Teachers need to promote the principle of sociolinguistic relativity as this will contribute to more harmonious inter-ethnic relations. It will also ensure that there is a more equitable balance in terms of power relations in the classroom since power relations affect how people speak to each other. Ivanic (1990) says that historically the communicative practices of dominant groups have been accepted as correct, appropriate and the norm. What this has served to do is exclude most people from many realms of action. This was especially noticeable in the South African situation where indigenous languages had been given Cinderella status in relation to the languages of the dominant group in the society. It is vital that this imbalance be addressed in the post-apartheid period and the promotion of sociolinguistic relativity would help to do this.

Therefore, in teaching compliment response behaviour we should not say that certain forms of compliment response are correct or appropriate and others are incorrect or inappropriate, but should draw attention to the fact that such conventions have been established by dominant social groups and are therefore neither natural nor the way things should be.

5.4 CRITICAL LANGUAGE AWARENESS

Critical language awareness must be promoted in the teaching of speech acts because learners need to be made aware that there are a range of choices and strategies to choose from when performing a particular speech act. There is a need to provide them with more precise information about the social meaning inherent in their choice of one linguistic expression versus another to realise a particular speech act. In the teaching of compliment responses, for example, learners must be made aware that they can choose from a range of options when responding to a compliment. It is not, however, sufficient to merely inform learners of the range of response types. They need also to be made aware of the implications of choosing each response type, the possible contexts in which they can be used and their sociolinguistic appropriacy as a whole. Learners must not be drilled into reproducing these conventions but should know what they are and be confident enough to choose when and if, they want to conform to them. This would result in a language learner responding to a compliment from a position of knowledge and awareness rather than from some instinctive, knee-jerk position.

5.5 SENSITISING LEARNERS TO THE DIVERSITY OF LANGUAGE

Tarone and Yule (1989) suggest that in helping language learners to achieve sociolinguistic competence, the language teacher should not follow a structured, discrete-point syllabus. With my personal experience as a language teacher in mind I find myself in agreement with this point and feel that a problem-solving, task-based approach would be far more useful. The approach to the teaching of compliments must be one which integrates various factors like the way in which the speaker and hearer interact with the communicative

setting, the topic of the discourse and the purposes of the participants. The goal should be to sensitise learners to the diversity of the language rather than getting them to learn long lists of phrases and catch-words.

Students could be asked to record their own compliment response behaviour and that of others with whom they interact (as has been the case in my study). This data could be used in class for discussion. The classroom discussion must focus on the compliment as an instrument of social interaction. In this way the learners are able to analyse and interpret their interactions, to work out where such interactions failed and why they failed. Boxer and Pickering (1995) also support the idea of using spontaneous speech data in order to capture the underlying social strategies of the speech behaviour being studied. In multicultural classrooms this is an excellent method as students are also able to share their different approaches with each other. This helps them to understand and identify areas of diversity. I have tried out this method in the course of my investigation and have found it to work very well. I have found that students are quite open in such discussions and are able to pin-point what the sources of intercultural miscommunication are and possible reasons for this.

A knowledge of sociolinguistic diversity (i.e. an understanding that different cultures have different sociolinguistic rules) is of particular importance as it is the ignorance of this that lies at the root of inter-ethnic miscommunication. According to Wolfson (1989) most people link appropriate speech behaviour to attributes such as good manners, honesty, sincerity and so on. There is a tendency to negatively judge the speech behaviour of people with differing rules of speaking due to an ignorance of sociolinguistic diversity. The examples that I have discussed elsewhere in this study serve to confirm this point and underscore the importance of fostering an awareness of diversity as part of a programme of teaching compliment response behaviour. Teachers must also ensure that language learners also become aware of the need for different approaches when dealing with interlocutors of different cultures.

5.6 CONCLUSION

My focus in this chapter was on presenting recommendations about the teaching of compliment response behaviour. The issues that were covered here included the need for teachers to teach sociolinguistic rules in order to facilitate the acquisition of communicative competence in a language, the need to learn socio-cultural rules, the promotion of the principle of sociolinguistic relativity, the fostering and promotion of critical language awareness and the need to sensitise learners to language diversity.

CHAPTER 6: CONCLUSION

This study has dealt with the compliment response behaviour of Indian and African first year students at the Springfield College of Education. I have found that there are similarities and differences in the compliment response behaviour of these two groups of students. I have dealt with the differences in some detail with a view to identifying possible sources of intercultural miscommunication between Indian and African students. The findings of this study have also been compared with the findings of Chick's (1991) study in respect of Indian and African students only. I have made some recommendations about the teaching of compliment response behaviour.

What this study has shown is that there is a diversity in the compliment response behaviour of different ethnic groups and that this diversity is a potential source of inter-cultural miscommunication. However, language teachers can turn this diversity to advantage by using it in a teaching programme where an understanding of it is fostered. This would result in students understanding why miscommunication arises and would also enable them to react appropriately in different contexts. It must be pointed out that the findings here are very tentative and I am making no bold assertions or statements. The study, which is very much pilot in nature has, I hope, helped highlight issues that can become the subject of more detailed studies in the field.

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APPENDIX 1: INDIAN STUDENTS: NATURALLY OCCURRING DATA

Ashina: Karen, you have such a lovely watch.

Karen: Oh! Thanks.

Nerina: What a lovely jacket you have, Rachael.

Rachael: Oh! Thank you.

Nerina: Where did you buy it?

Rachael: In Woolworth's.

Nerina: How much did you pay?

Rachael: R250.

Nerina: So expensive!

Ritesh: Do you know you're absolutely beautiful?

Ayasha: You have mentioned that a thousand times already, but anyway thank you.

Ritesh: Nerissa, you're beautiful, intelligent, talented, charming and honest.

Nerissa: (no reply. (He) just received a slap).

Karen: Belinda, you have a really wonderful set of teeth.

Belinda: (Grins)

Kemeshri: Prabashnie, you are looking very nice.

Prabashnie: I look nice but I don't feel good.

Kemeshri: You have a lovely dress.

Shalini: Oh, thanks.

Larissa: Hello, my darling. How are you? It's been too long. Oh! don't you look gorgeous!

Paige: Why Lara, what a surprise! I'm fine thank you and yes it's been too long. You don't look like an old bagwoman either....

Niresha: Hi, your hair looks so lovely today.

Vanisha: Thanks.

Yashika: Wow, you're moving in style. I love your takkies.

Lee: These old things!

Kirbashnee: What's the occasion? You're looking smart today.

Michelle: Oh please.

Yoshini: You look nice today.

Teacher: Thank you! Do I only look nice today?

Yoshini: No. Today you look exceptionally nice.

Rashika: I like your shoes.
 Fellow student: I bought it on impulse at Edgars for R270. My mother loves it. She says that she admires my taste.

Rashika: What a beautiful piece of work! (referring to some teaching apparatus that the friend had produced).
 Friend: It's too untidy and not what I wanted it to look like. It's a complete mess.

Rashika: The meal was delicious. I thoroughly enjoyed it.
 Friend: Thank you.

Rashika: I like your clothes and your hairstyle.
 Cousin: What do you want from me? Why are you complimenting me?
 Rashika: Nothing.

Raveshni: Shuneel, you're looking rather cute today.
 Shuneel: Oh! Thank you, thank you, thank you. Now, what do you want?
 Raveshni: If I give you a compliment, does that necessarily mean I want something?
 Shuneel: Knowing you, anything is possible.

Nazeera: Hi. I like your waistcoat.
 Sanusha: Thanks.

Sandira: I like the colour of your lipstick - it suits your complexion.
 Narisha: Thanks, its called " Bitter sweet brown".

Varusha: Good morning! You are looking so lovely in that skirt.
 Rowena: Thank you.

Sanusha: Sandi, you look very smart this morning. What's the occasion?
 Sandira: Thanks, it's my birthday.

Nishana: Congratulations! You were marvellous.
 Carol: Thanks. I was so nervous. You think I'll do well in the main contest?...

Shalini: Natasha, I really like your dress. It is absolutely beautiful.
 Natasha: Thank you, I bought it from Edgars.
 Shalini: So what was the price like?.....

Shalini: Rashika, you are really pretty. I never noticed it before, but you are.
 Rashika: Go to hell.
 Shalini: No, I am serious. You have lovely eyes, a lovely nose..., a lovely smile.

Rashika: Shalini, quit or else I will give you a slap.

Shalini: But I must tell you Kavita, you are a very hardworking student.
Kavita: Yes. I know.
Shalini: You always have....

Shalini: Suraksha, you have very neat handwriting.
Suraksha: You must be blind.
Shalini: No, I am serious. So don't tell me you inherited from your brother...

Shalini: I really like your punjabi, Suraksha.
Suraksha: Thank you, My father bought it from India.
Shalini: India, oh my...

Renisha: Oh Reka, what a smart jersey you have on.
Reka: Oh do you like it. Ricky bought it for me as a surprise.
Renisha: It must be very expensive...

Kubendran: You know something, you look real sexy in your tights today.
Samantha: Thanks, but actually you're not the first to say so.
Kubendran: Is that so!

Samantha: Hi Elaine. You're looking lovely today. Where did you buy that outfit? It's gorgeous.
Elaine: Thank you, I bought it from Edgars.....

Desmond: Hey, Bally, did you have a haircut? Looking good!
Shuneel: Seriously, you think so?
Desmond: Ja, you looking different,...younger even.
Shuneel: Thanks man, but I didn't have a haircut.....

Sumaya: Smart ring you're using.
Maggie: (laughs) Thanks, it's an antique ring.....

Uresha: Neetha, I love your waistcoat.
Neetha: Thank you! You can borrow it if you want.

APPENDIX 2: AFRICAN STUDENTS: NATURALLY OCCURRING DATA

- Lindiwe: You are wearing a pretty dress.
Jabu: Thank you.

- Zamani:Oh my friend, what a nice shape and your face looks beautiful.
Vusi: Thanks very much my dear friend, I'm very pleased to hear such words and encouraging as well coming from you....

- Trushia: You have change(d) the style today. Your hair looks so beautiful.
Precious: Oh, thanks for your compliment...

- Florentia:You were wearing a nice graduation gown last week. Where did you buy it?
Thabo: Didn't you know that I'm now an expert in designing clothes?.....

- Lindeka: Hi Phindi. I like your skirt. it suits you.
Phindi: No, no. Don't fool around with me. I know it is because you see this hole....

- Bongumusa:I like your smile Thandeka.
Thandeka: I'm not smiling - I'm bluffing you.

- Guy:You are looking so beautiful. Why don't you take part in Miss S.A.?
Dulcie: Oh! no. I can't take part because I'm not tall and I don't think I'm beautiful....

- Wonderboy: Hey! You are wearing nice gold chain, brother.
Mike: Don't make me fun, man!

- Patience: You are wearing a beautiful dress. It matches your shoes. Who sewed your dress?
Sarah: Nonhlanhla.

- Nokwethaba: Morning Lerato.
Lerato: How are you this morning?
Nokwethaba: I'm fine. Oh! what a nice coat you are wearing.
Lerato: It's my style.
Nokwethaba: Oh, I'm, sorry. I was just showing that I'm impressed by how beautiful is your coat.
Lerato: No, it was just a joke. I'm sorry. It is my mother who bought it for me from Sales House.

- Thandeka: Hallo Lungi.
Lungi: Hallo Thandeka. How is it?
Thandeka: Okay. You look nice today. Your dress suits you very good.

Lungi: Aren't you bluffing me, Thandeka?
 Thandeka: No man, you're really looking like a white lady.
 Lungi: Thanks then. I appreciated the way you complimented me...

Victoria: Hi Gcinile. What a lovely hairstyle you've done today! Who did it for you?
 Gcinile: Really? Thobile styled my hair this morning. Are you saying the truth that it looks nice? I couldn't see myself properly especially the sides and here at the back.
 Victoria: Ask anyone. I'm not bluffing you. It really looks beautiful and makes you beautiful too.
 Gcinile: Okay. Thanks then

Faith: Hallo Bonisiwe. How are you?
 Bonisiwe: I'm fine.
 Faith: I like your dress. Where did you buy it?
 Bonisiwe: Thank you, I bought it in Edgars.

Saziso: I like your hairstyle Zama!
 Zama: Oh, thank you Saziso.
 Saziso: Which salon you went to for your hairstyle and how much you paid for it?.....

Gladys: Hello Gugu, you look so beautiful today. It seems as if you are going to fly overseas.
 Gugu: Thanks Gladys if I am looking so beautiful. In fact, I bought these clothes from one of my neighbours who came from America.

Myrah: Hello Beatrice.
 Beatrice: Hello Myrah.
 Myrah: I'm attracted by your watch.
 Beatrice: Oh! no, what do you mean?
 Myrah: I mean that your watch is so beautiful. Where you bought it from?
 Beatrice: Thank you. I bought it from American Swiss....

Lawrencia: Good afternoon Glenrose. Long time no see.
 Glenrose: Good afternoon Lawrencia. I have not seen you for a long time too.
 Lawrencia: Have you been hiding yourself? Ooh, your dress looks so lovely. Where did you buy it?
 Glenrose: Oh thanks. I thought it not that pretty. My mother bought it for me from Foschini.
 Lawrencia: Don't be silly, Glen. This is a lovely dress.
 Glenrose: Thank you Lawrencia. From now onwards I'll be proud of my mom who bought this dress for me.

Ntombifuthi: I like your jeans.
 Lungile: Thank you. I bought it at Edgars. It was a sale. The sale is still on. If you like it, I will go with you to buy it.

Audrey: Oh Phumzile, I like your coat. It is beautiful.
Phumzile: Thank you. I bought it at Edgars on Saturday.
Audrey: How much it costed you?....

Cynthia: Hallo.
Michelle: Hi, how are you?
Cynthia: I'm fine thank you. You know what, I like your jersey. You look good in it.
Michelle: Oh thanks a lot. My uncle bought it for me as a Christmas present.
Cynthia: Your uncle must be....

Lindiwe: Hello Promise.
Promise: Hi, how are you?
Lindiwe: You look very nice today. Tell me, what's the occasion?
Promise: Is that a compliment?
Lindiwe: Oh yes.
Promise: Okay thanks. Today I am going to meet my brother in Louis Botha Airport.
Lindiwe: Is it? Where does he...

Ntombifikile: You have a lovely coat.
Friend: Thank you. I can buy one just like this for you or I can show you where I bought mine.

APPENDIX 3: AFRICAN AND INDIAN STUDENTS: NATURALLY OCCURRING DATA

Elsa (N): What's the occasion?
Princess (NN): Why?
Elsa: You are so cute.
Princess: No. Thanks. I'm not going anywhere.

Bhagwandeem (N): Hello man.
Beryl (NN): Hello sir.
Bhagwandeem: I like your hairstyle.
Beryl: Thank you.
Bhagwandeem: What do we call it?
Beryl: Braiding...

Lloyd (NN): Good morning, Semeetha.
Semeetha (N): Morning Lloyd, how are you?
Lloyd: I'm fine, thanks and how are you?
Semeetha: I'm also fine.
Lloyd: Mmm, I like your earrings.
Semeetha: Thank you, Lloyd.
Lloyd: How much did it cost?
Semeetha: That is none of your business. OK, bye Lloyd.
Lloyd: Bye.

Uresha (N): These are my husband's two sisters.
NN: They're beautiful.
Uresha: (No response)
NN: Organise one for me.
Uresha: (Laughter)

NN: Your hair looks so nice.
N: (Laughter)

NN: This you?
N: Yes.
NN: You look nice.
N: (No response)

KEY: NN = African students.
N = Indian students.

APPENDIX 4: AFRICAN AND INDIAN STUDENTS: RECORDED CONVERSATIONS ARISING FROM VIEWING OF PHOTOGRAPHS

- A: Zamani, this is my photograph, I took it when I was in Std 9.
B: This is very nice, very nice.
A: (Silence.)
C: You are beautiful.
A: (Laughs)
D: You are beautiful.
A: (Silence)
E: You've lost so much weight, Cynthia.
A: (Laughs)
A: I don't want to be fat.
E: Are you on diet?
A: Yes, I am. (laughs)
E: You look so pretty.
A: Thank you.
-

A photograph is being passed around...

- A: It's your sister.
B: It's me (laughing)
C: You're looking fat here.
B: But now I've lost some weight. I've lost about 10 kgs.
C: But why? Are you sick?
B: I don't like to be fat.
C: (referring to photograph) It's a good advert.
B: (Laughs)....
-

On the passing around of Myra's photograph..

- A: That's a nice hairstyle you've got.
B: (laughs) No, it's not a nice hairstyle.
A: Yes, it's nice.
B: You want to tell me that long hair is nice?
-

Zamani's photograph...

- A: Zamani, you're so handsome. You look very young here.
Z: (no response)
B: Seems as if you were 18 or 16.
Z: (smiles then laughs) Ja...
-

Innocentia's photograph...

- A: You are looking so young here.
B: (No response)
C: Just look at the eyes. Look at the eyes.
D: Just like a schoolgirl.
B: (Laughs)
-

On looking at a student's registration card...

- A: You have a nice signature.
B: No, I don't like it.
C: I think the accountant will be pleased.
B: (laughs) Ja, sure.
D: Very nice.
B: (no response)
E: You're going to get a bursary.
B: Sure. (laughs). You girls will all have to learn how to sign.
-

On looking at a photograph of Cynthia...

- A: I like your legs.
B: (No response)
-

A photograph of an older student...

- A: You look so young.
B: (Laughs)
A: How old are you?
B: (laughs)
-

A photograph of Lindeka...

- A: You look so pretty here.
B: Thank you. Let me tell you where I was here. I was in the auditorium...
-

Another photograph...

- A: Look at this lovely young lady.
B: (no response)
C: Oh, this is so cute...
B: (no response)
-

Komashni's photograph...

- A: Ooh.. look at Komashni here. She looks cute.
B: (No response)
-

Dulcie's family...

- A: Dulcie, your mother looks quite young.
B: Yes...
A: Dulcie, you look beautiful!
B: (Hides head in hands)
A: Dulcie, your pictures are so beautiful.
B: (Smiles.)
-

Another picture...

A: Look at that dress. Ooh my, so lovely.

B: (No response)

A picture of a student with a pet...

A: Whose picture is this?

B: Mine.

A: Very nice. Nice dog there.

B: (No response)

A family photograph...

A: Who is this, Nalisha?

B: My sister.

A: Such a cute baby.

B: Thanks.

A picture of a student in party dress...

A: You look so lovely here.

B: So lovely.

C: My mother made the dress.

A student produces her identity document...

A: Nalisha, at least you can show your identity pictures.

B: (Laughter)

A student shows her wedding pictures...

A: You've changed so much, Uresha. You look like a queen.

B: Thank you. You saying I don't look nice now?

A: You look nice.

B: (Laughter)

C: How long did they take to do your hair?

B: The whole morning.

C: It looks very nice though.

B: (No response)

D: What is your son's name?

B: We call him Viren.

D: Cute eh?

B: (No response)

APPENDIX 5: UNSTRUCTURED INTERVIEWS: TRANSCRIPT ONE

A= Interviewer

B,C,... = Respondents

The interviewer has played back recordings of the students paying and responding to compliments. These are a group of African students.

A: Why did you just laugh or keep quiet?

B: ...didn't know what to say...

C: ...we laugh to show we are happy...

D: I said nothing because I was not happy... I thought they did not like my eyes

E: I did not say anything because I realised that they were correct. My hair does look the same in the photo.

F: ...I laughed because I felt nice...

A: How would you have felt if you said, "Your hairstyle is very nice," and she said, "Yes, I know,"

ALL: Laughter.

B: ...would think that you were embarrassing her...

C: I wouldn't have continued...

A: Why?

C: Because by saying that you know she is not giving you that encouragement..

A: If Cynthia had said, "Yes, I look very different now. I look better now," what would you have said or thought of Cynthia?

C: She's a rude somebody.

A: What happens if somebody says, "Thank you?" What would you do after that?

C: It's fine. Can see that she appreciates.

A: What if she doesn't say something and just smiles?

D: Can accept the smile as a form of accepting or a frown if she is not satisfied.

A: So it's not necessary for someone to say thank you?

E: It's nice to say something to show appreciation...

F: Sometimes you don't feel like talking when someone is talking to you.

A: Then you don't answer?

F: You smile or frown.

A: You are all Zulu speakers?

ALL: Yes.

A: Zamani, tell Lindiwe in Zulu that you like her hairstyle.

Z: I like your hairstyle (in Zulu)

L: Responds in Zulu.

ALL: Laughter.

A: What did she (Lindiwe) say?

B: What does he like about it?

A: OK, how would you normally reply in Zulu?

B: Say thank you.

C: Sometimes may laugh - don't say anything.

D: It is not rude.

E: It depends on how you say things.

A: If an Indian student had to speak, say something nice - how would you reply?

B: Say thank you.

C: Just say thank you.

A: If you were to say something nice to Indian students, what would be their reply?

B: Oh thanks (in an affected tone)

ALL: Laughter.

C: It's rare if they were to say something nice. Most of the Indians would not comment if you were wearing something beautiful.

A: Why do you think they don't comment?

D: We don't know.

A: Do you comment if they are wearing something nice?

E: Yes most of the time - in our classmates.

A: And they say, "Oh thanks?"

F: Yes

A: Do you believe they are sincere when they say that?

G: I don't know...

H: Even in the morning- we sometimes greet them but they don't greet us.

A: What do they do?

I: When they see us they just wave at us.

J: If we are greeting them - just laugh and wave hands if she is too far away.

A: What do you feel when they do that?

I: Yeah, it is just Indians, the way they are.

APPENDIX 6: UNSTRUCTURED INTERVIEWS: TRANSCRIPT TWO

A = Interviewer

B,C, etc. = Respondents

This interview was conducted after students had looked at photographs of each other, identity documents etc. These are a group of African students.

A: If someone said something nice to you, how would you respond? What would you say or do?

B: In most cases people just smile or laugh.

A: Is it the way in which you were brought up, Sindi?

C: It depends - If you the teacher say something, I won't smile, I don't think I'll laugh. I'll say thank you because you are the teacher.

A: So it depends on who's talking to you? Now if I were to say it, why would you say thank you?

C: Because you are not my friend - we are not close...

A: If Thandeka says it - you'll think about it and see whether she's serious or not?

D: Yes.

A: If she's serious then you'll laugh?

D: I don't know - I'm not sure.

A: OK, so you're still thinking about whether she's serious or not when you laugh...Is that a common view - would you others feel the same way?

ALL: Yes.

A: And you'll say thank you to me because it's the polite thing to do?

ALL: Yes.

A: Even though you don't know whether I'm serious or not?

ALL: Yes.

A: OK.

(conversation inaudible)

A: ...now tell me, how do Indian students pay compliments to African students? Do they say nice things about your clothes or anything for example?

Yes... yes (some of the respondents)

B: Not all.

LAUGHTER

A: Why do you think it's not all?

- C: Not sure...
- A: Why do you think it's so? (inaudible)
- A: How do you praise Indian students?
- B: Never.
- C: Do praise them.
- A: Do they respond?
- D: Depends.
- A: On what?

SILENCE

- E: We don't like their style. Say shoes.
- F: Like Thandeka - she don't buy cheap shoes. She'll buy a shoe with a name. Maybe she'll buy from Coco's - not Jadwats. So maybe she don't think their things are pretty.
- A: So it's also to do with your taste in clothes, choice etc.?
- G: You won't make a compliment for the sake of it - You might not admire what they are wearing because it's not expensive or not pretty or from a cheap store.
- F: But most of the Indians - buy from Jadwats. So maybe for me I don't think it's pretty.
- A: Do they (Indians) compliment you?
- B: Very rare.
- A: Do you think it's for a similar reason or something else?
- B: Jealousy or maybe they don't like our style.

APPENDIX 7: DISCOURSE COMPLETION TEST

NAME: _____

GROUP: _____

COMPLETE THE FOLLOWING DIALOGUES:

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

2. At the bus stop.

Willie: Hey, I like your haircut.

3. In the lecture room.

Sara: I like your dress.

4. In the college corridor.

Mike: That's a smart pair of shoes.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

APPENDIX 7.1: DISCOURSE COMPLETION TEST: INDIAN STUDENTS

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Ann: Why, thank you, Liz.

2. At the bus stop.

Willie: Hey, I like your haircut.

Johan: Thank you, I just cut it today.

Willie: Maybe I will cut my hair like that as well.

3. In the lecture room.

Sara: I like your dress.

Debbie: Thank you. Would you like to use it sometime?

Sara: Yes, that would be nice.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Paul: These shoes? Haven't you seen them before?

Mike: No, are they new?

Paul: No, I've had them for years.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Mary: You call that neat! These are the notes I took down during the lecture.

Jenny: I wish my handwriting was this neat.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Jane: Thank you, that is very nice of you to notice me.

2. At the bus stop.

Willie: Hey, I like your haircut.

John: Thank you, I just had it done today.

3. In the lecture room.

Sara: I like your dress.

Jane: Thank you, that is very nice of you.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Nick: I know, that's the reason for me purchasing it.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Jane: I know, that's because I take pride in doing my work.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Michelle: Thank you, don't I always?

2. At the bus stop.

Willie: Hey, I like your haircut.

Shuneel: Really! This is the reason I don't like going to the hairdressers. They never cut it the way you want and you still have to pay for it.

3. In the lecture room.

Sara: I like your dress.

Raveshnee: This old thing! I just pulled it out from the darkest corner of my wardrobe.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Renesh: Edgars, R340, it better look good.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Neetha: It tells you much about the person. Unfortunately I cannot say the same for your writing.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Ravi: Thanks, I just felt like looking good today. That's all.

2. At the bus stop.

Willie: Hey, I like your haircut.

Naeem: Thanks man, but I didn't expect to look like this. I wanted it a little longer and not so short but as usual the hairdresser didn't listen.

3. In the lecture room.

Sara: I like your dress.

Ravi: Thank you! It's from Edgars. I paid R199, you could say R200.

Elizabeth: It's so expensive.

Ravi: Well! You know me and prices.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Dennis: You wouldn't believe how much I paid for it.

Mike: How much?

Dennis: Just R35 at Truworths. They were having a clearance sale and the shoes were going so cheap it's unbelievable.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Ravi: Well, it's always neat.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Neetha: Thank you.

Liz: What's the occasion?

Neetha: Nothing special, just felt like dressing up.

2. At the bus stop.

Willie: Hey, I like your haircut.

Jim: Hey, thanks man.

Willie: Where did you get it done like that?...

3. In the lecture room.

Sara: I like your dress.

Neetha: Sarah, I like your dress. Where did you buy it from?

Sarah: My sister went to India and brought it down for me.

Neetha: Does she have any more...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Neetha: I know....

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Neetha: Thanks. I feel that my work is more in order that way...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Liz: You look beautiful! Is that a new hair colour?

Jane: Yes, it is. It's called "Nice 'n Easy." You should try it some-time. Maybe it will make you look beautiful.

2. At the bus stop.
- Willie: Hey, I like your haircut.
- John: Thanks, man. It's the latest (flatto). It set me back thirty bucks....
3. In the lecture room.
- Sara: I like your dress.
- Sara: I like your dress. Is it new?
- Dawn: No, actually it isn't. I've had it all along but never wore it.
- Sara: Well, it looks lovely on you. You should wear more dresses like it.
- Dawn: Thank you. You are too kind.
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- Daryl: Thank you, I'm glad you noticed....
5. In the cafeteria.
- Jenny: Please lend me your notes. Your handwriting is really neat.
- Dan: Thank you. I really take pride in my work...
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful.
- Elizabeth: You look beautiful! Something looks wonderfully different about you. What did you do?
- Mary: Thanks a lot, Lizzie. This is a new dress and I let my hair down. The make-up didn't hurt either.
2. At the bus stop.
- Willie: Hey, I like your haircut.
- Willie: Hey, I like your haircut....What's the style called?
- Shuneel: It's called the "wedge" haircut. Usually they take hair off from the back and sides, but I meant to be different. I had a wedge on the top and I call it the "Bally style."
3. In the lecture room.
- Sara: I like your dress.
- Simone: You think so really? Then the compliment really is for my mother who designed it.
4. Mike: That's a smart pair of shoes. But it would look better on me.
- John: Oh really, well pooh to you spity. You can't afford to buy a pair.

5. In the cafeteria.
- Jenny: Please lend me your notes. Your handwriting is really neat.
- Rose: You're a real flatterer aren't you. Although I know you are sucking up to me, I will lend my notes anyway.
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful.
- Bally: Thank you for the comment. I got it from Edgars...
2. Willie: Hey, I like your haircut. Where did you have it cut?
- Thandeka: At Revlon's Hair Salon in town. It really costs a lot...
3. In the lecture room.
- Sara: I like your dress.
- Sarafina: I like your dress. Where did you get it?
- Shakila: Thanks but I can't tell you that.
- Sarafina: Why not?...
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- Minni: Thanks babes, but nothing's as smart as you....
5. In the cafeteria.
- Jenny: Please lend me your notes. Your handwriting is really neat.
- Jenny: Please that's not neat....
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful.
- Jill: Thanks for the compliment.
2. At the bus stop.
- Willie: Hey, I like your haircut.
- Sam: Thanks Will!
3. In the lecture room.
- Sara: I like your dress.
- Kim: Don't say! I bought it at Asmall's at half-price- The things are really cheap there....
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- Peter: Yeh! Nike is jumping....

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Linda: Oh! Thanks for the compliment. But I have to complete a few notes before I hand it over.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Cindy: Thank you very much.....

2. At the bus stop.

Willie: Hey, I like your haircut.

Sam: You really think it's nice?...

3. In the lecture room.

Sara: I like your dress.

Sanusha: Thanks, it's new.....

4. In the college corridor.

Mike: That's a smart pair of shoes.

Jimmy: It was a gift from my girlfriend...

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Rebecca: I try my best to keep all my books in neat condition...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Jane: Thank you, I am going out with my friend today...

2. At the bus stop.

Willie: Hey, I like your haircut.

Jenny: Thanks.

3. In the lecture room.

Sara: I like your dress.

Maggie: Thank you.

4. In the college corridor.

Mike: That's a smart pair of shoes.

John: It took me so long to find a pair like this...

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Sandi: Thank you.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Diane: Thank you.

2. At the bus stop.

Willie: Hey, I like your haircut.

Mat: Thanks, you look cool as well...

3. In the lecture room.

Sara: I like your dress.

Mary: Why, thank you...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Jimmy: Thanks.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Brenda: Thank you...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Seetha: Thank you, however I'm not as beautiful as you are. But what can we do, we are sisters and beauty does run in the family.

2. At the bus stop.

Willie: Hey, I like your haircut.

Seetha: You do? Well thanks. By the way I go to the best salon in town. It's called Cleo. You should try it. They're great.

3. In the lecture room.

Sara: I like your dress.

Seetha: Gee thanks. It's the latest trend you know, to wear these type of dresses.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Seetha: I think so too. Anyway thanks. By the way it is a Nike, the latest one.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Seetha: Thanks, thanks very much. You know talking about my writing I was thinking of being a doctor. However with such neat handwriting I think I will be a disgrace to the profession.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Elizabeth: Really! Thank you Susan, your dress looks equally beautiful.

Susan: This old thing, I've had it for ages...

2. At the bus stop.

Willie: Hey, I like your haircut.

Sam: Gee thanks. I had it cut this afternoon...

3. In the lecture room.

Sara: I like your dress.

Pam: My mum has sewn it...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Peter: Guess what? It is made up of crocodile skin...

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Pam: Thanks...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Kumari: Thank you very much...

2. At the bus stop.

Willie: Hey, I like your haircut.

Simon: Thanks pal!

3. In the lecture room.

Sara: I like your dress.

Kara: Really, do you think that it suits me? I was so paranoid about buying it because I didn't think it would look good on me. Thanks to you, now I really feel good about wearing it.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Cosmos: It's real leather, just look at the shine.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Nerissa: Oh please - my writing is awful, you're just saying nice things about me, because you're desperate to borrow my notes right?..

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Berta: Thank you! It must be my new hairstyle.

2. At the bus stop.

Willie: Hey, I like your haircut.

Dave: Don't be sarcastic, even a blind person would laugh at me...

3. In the lecture room.

Sara: I like your dress.

Lisa: I like it too. It's a Paris original and I had it designed especially for me.

Sara: You have good taste.

Lisa: Thank you.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Nerissa: Yes, don't you think my 'Jonty Rhodes' shoes are the best around?..

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Kate: Oh please. I cannot write neatly. My sister wrote the notes for me....

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Anne: I know. It took me 2 hours to pick out this dress...

2. At the bus stop.

Willie: Hey, I like your haircut.

Clark: Really, I thought that I looked like Superman after a high altitude flight!

3. In the lecture room.

Sara: I like your dress.

Mia: This old thing!

4. In the college corridor.

Mike: That's a smart pair of shoes.

Jasmine: I really don't like them. My mum picked them out for me hoping that I could look as graceful and petite as Ginger Rogers.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Antony: It did take me quite some time to compile them. So please be careful.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Seema: Thank you, Liz. I've spent a fortune on this outfit....

2. At the bus stop.

Willie: Hey, I like your haircut.

Rishel: Your attempt at humour leaves much to be desired. Willie look at it! What am I going to do?...

3. In the lecture room.

Sara: I like your dress.

Ria: Really? I mean, do you really like it?

Sara: Yes. Where did you find it? I never have such luck when shopping. I love it.

Ria: That's a relief. Actually it's one of my own creations...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Rivash: Well, I hate it. Look stop trying to make me feel better...

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Rolene: Actually, I record my notes by using this little machine. I then go home and complete my notes neatly...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Elizabeth: Thanks.

Sara: The new hairstyle really picks up the colour of your eyes.

Elizabeth: Stop it you flatterer, but thanks anyway.

2. At the bus stop.

Willie: Hey, I like your haircut.

Willie: Thanks man...

3. In the lecture room.

Sara: I like your dress.

Sara: Thanks Susan...

4. In the college corridor.
- Mike: That's a smart pair of shoes.
- Mike: Thanks man. I got it from Mr Price.
5. In the cafeteria.
- Jenny: Please lend me your notes. Your handwriting is really neat.
- Jenny: Thanks. What can I say/ I'm the best...
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful.
- Michelle: Oh, well thank you. That's the best compliment I've had...
2. At the bus stop.
- Willie: Hey, I like your haircut.
- Rod: Well, isn't it the latest in fashion.
- Willie: It is, and now you look so much like Austin from "Days."
- Rod: Well, I have really have to thank my parents.
3. In the lecture room.
- Sara: I like your dress.
- Yashika: Oh, thank you. My mother made it for me.
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- Austin: I had to get it. It was the last pair of Reebok...
5. In the cafeteria.
- Jenny: Please lend me your notes. Your handwriting is really neat.
- Rowena: I always like doing my work neatly...
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful.
- Sue: How do you manage to do that ?
- Elizabeth: Do what?
- Sue: Lie, with a straight face!
2. At the bus stop.
- Willie: Hey, I like your haircut.
- Mark: What do you want, Willie?
- Willie: What do I want/ I'm just paying you a compliment.
- Mark: Yes, how sincere! I'm growing my hair, idiot!

3. In the lecture room.

Sara: I like your dress.

Julie: Thank you.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Jane: I wish I had a pair of shoes like hers.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Julie: Shut up, you're always so sarcastic!

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Mary: Wait a minute, is there something I can do for you?...

2. At the bus stop.

Willie: Hey, I like your haircut.

Jerry: Thanks, I was definitely due for one.

3. In the lecture room.

Sara: I like your dress.

Jane: Thank you.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Ken: No kidding, I don't seem to think so.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Carie: Okay, but please give it back to me by tomorrow...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Jane: Thank you.

2. At the bus stop.

Willie: Hey, I like your haircut.

Jim: Well, thank you, but my mum is not too keen on it...

3. In the lecture room.

Sara: I like your dress.

Julie: Thank you. Do you not remember it?

4. In the college corridor.

Mike: That's a smart pair of shoes.

Joe: Do you not recognise it?

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Josh: Thank you.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Sajida: Thanks.

Elizabeth: I guess it is your dress, so smart!

Sajida: Oh, I wore it before, didn't you see it?

Elizabeth: No, you must have wore it when I was absent.

2. At the bus stop.

Willie: Hey, I like your haircut.

Sajida: Don't tease me!

Willie: No, serious, I do like your haircut.

Sajida: Thanks, anyway. I'm disgusted with it. That stupid lady don't even know how to cut hair.

3. In the lecture room.

Sara: I like your dress.

Sajida: Thank you, it's my sister's...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Sajida: It's so old. I always wear them...

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Sajida: Oh, don't flatter me....

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Susan: Thanks, you looking smart yourself...

2. At the bus stop.

Willie: Hey, I like your haircut.

Mike: Thanks, but my girlfriend doesn't think much of it...

3. In the lecture room.

Sara: I like your dress.

Susan: Thank you. Actually it's one of my mother's old dresses...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Ritesh: Thanks, it's actually quite old.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Mike: Really? I did that in quite a rush...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Amanda: Thank you. Darryn is picking me up at one o'clock to take me to a movie.

2. At the bus stop.

Willie: Hey, I like your haircut.

Brandon: Thanks, Willie. Damien suggested that I go to the new salon, 'Le Bron.' Have you heard of it?

3. In the lecture room.

Sara: I like your dress.

Janine: Thank you. My mum bought it for me on Saturday at the Edgar's Red hanger Sale.

4. In the college corridor.

Mike: That's a smart pair of shoes.

Tyron: Thanks. It's a birthday present from my dad.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Jadine: Thank you.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Jane: Don't flatter me, Elizabeth. I look terrible today.

Elizabeth: You always say that when you know you look beautiful. All the boys fall at your feet.

Jane: You really think so? Oh! well thank you.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Jenny: Thank you and so do you. Where did you buy that dress? I like it.

2. At the bus stop.

Willie: Hey, I like your haircut.

Tom: That makes two of us. My girlfriend doesn't like it at all...

3. In the lecture room.

Sara: I like your dress.

Elizabeth: From Edgars...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Dumisani: You really think so?...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Cindy: Oh, thank you...

2. At the bus stop.

Willie: Hey, I like your haircut.

John: Thanks, you really like it?

3. In the lecture room.

Sara: I like your dress.

Pam: You like this old dress!...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Steve: I know. Why do you think I bought it?...

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Jane: You think so?

Jenny: Compared to my writing yours is definitely neat.

Jane: Thanks!

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Mary: Why, thank you. I suppose it's my new hairdo. I spent a lot of money on it, you know.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Jenny: Thank you and so do you. Where did you buy that dress? I like it.

2. At the bus stop.

Willie: Hey, I like your haircut.

Tom: That makes two of us. My girlfriend doesn't like it at all...

3. In the lecture room.

Sara: I like your dress.

Elizabeth: From Edgars...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Dumisani: You really think so?...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Cindy: Oh, thank you...

2. At the bus stop.

Willie: Hey, I like your haircut.

John: Thanks, you really like it?

3. In the lecture room.

Sara: I like your dress.

Pam: You like this old dress!...

4. In the college corridor.

Mike: That's a smart pair of shoes.

Steve: I know. Why do you think I bought it?...

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Jane: You think so?

Jenny: Compared to my writing yours is definitely neat.

Jane: Thanks!

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful.

Mary: Why, thank you. I suppose it's my new hairdo. I spent a lot of money on it, you know.

2. At the bus stop.

Willie: Hey, I like your haircut.

Harry: Very funny. As it happens, my father decided to give me a haircut...

3. In the lecture room.

Sara: I like your dress.

Jenny: What? This old thing!

4. In the college corridor.

Mike: That's a smart pair of shoes.

Alan: It is, you know. I happened to spend my entire allowance of two months on it.

5. In the cafeteria.

Jenny: Please lend me your notes. Your handwriting is really neat.

Ritesh: Don't be so sarcastic. I wanted to be a doctor.

APPENDIX 7.2: DISCOURSE COMPLETION TEST: AFRICAN STUDENTS

1. Friends meet in the cafeteria.

A: Elizabeth, you look beautiful!

Elizabeth: Oh thanks. You look gorgeous also. I like your hairstyle and moreover I like the way you praise others. You know others feel jealous to tell one if he or she has something worth praising. You understand what I am saying ?

2. At the bus stop.

Willie: Hey, I like your haircut...

B: Thank you. I suppose you make it too. It will suit you. But you must prepare to lose at least R50. So, go for it! You won't regret.

3. In the lecture room.

Sara: I like your dress.

C: You are the first person to praise my dress. Thank you very much. Others say it's old-fashioned.

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Yes it is, but it cost me so much. I just chose them because I have been invited by my cousin to his 21st birthday party. Another thing, good things do not come cheap.

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Not that much. You are now aggravating. you can also write like that if you follow the writing rules. But anyway thanks for your appreciation.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful!

A: Thank you, my mother bought these shoes from city Girl.

Elizabeth: Where is City Girl?...

2. At the bus stop.

Willie: Hey, I like your haircut...

B: Oh! It only cost R50.

Willie: Where...

3. In the lecture room.

Sara: I like your dress.

C: Thanks a lot...

4. In the college corridor.
- Mike: That's a smart pair of shoes.
- D: Ha! This is three hundred and fifty rand and it is ostrich...
5. In the cafeteria.
- Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
- E: I enjoy your compliment. I can lend it to you but...
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful!
- A: Is it?
- Elizabeth: Yes...
2. At the bus stop.
- Willie: Hey, I like your haircut...
- B: Oh! Thanks man.
- Willie: I believe you paid a lot of money...
3. In the lecture room.
- Sara: I like your dress.
- C: Do you?
- Sara: Of course, it's very pretty. Who made it for you?
- C: I bought it from Edgar's. They had a red hanger sale.
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- D: Don't lie.
- Mike: I really mean it. I like your shoes.
- D: Thanks man...
5. In the cafeteria.
- Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
- E: Same like yours...
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful!
- A: Thank you, Elizabeth.
- Elizabeth: What did you.....
2. At the bus stop.
- Willie: Hey, I like your haircut...
- B: Thanks Willie.

- Willie: How much...
3. In the lecture room.
Sara: I like your dress.
C: Thank you very much, Sara.
Sara: Where did you buy it?...
4. In the college corridor.
Mike: That's a smart pair of shoes.
D: Ya! I see the even colour of it makes this pair look so lovely.
Mike: I would like to get one like this...
5. In the cafeteria.
Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
E: Jenny, I can't give you my notes...
1. Friends meet in the cafeteria.
Elizabeth: You look beautiful!
A: Oh me, I wasn't expected of that. I thought that I've worn my usual clothes but thanks...
2. At the bus stop.
Willie: Hey, I like your haircut...
B: Thank you, this cut cost me a lot of money...
3. In the lecture room.
Sara: I like your dress.
C: That's my style, boy. You know me...
4. In the college corridor.
Mike: That's a smart pair of shoes.
D: Sure man. This pair of shoes I got from my brother-in-law when my sister married. I like them too much...
5. In the cafeteria.
Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
E: That's good of me, my mom taught me to be neat in the body and at school, She told me that cleanliness is next to godliness...
1. Friends meet in the cafeteria.
Elizabeth: You look beautiful!
A: Thank you very much my friend. You are such a wonderful friend to me because you know how to compliment other people...

2. At the bus stop.
- Willie: Hey, I like your haircut...
- B: I never thought that you can be such a sweet and nice person to me, Willie. Thank you a lot.
3. In the lecture room.
- Sara: I like your dress.
- C: Thank you, Sara. My mother made it for me as a present for my birthday.
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- D: Aren't you bluffing me, Mike? These shoes are not that smart, it's just that they are expensive...
5. In the cafeteria.
- Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
- E: Thank you my friend. I just like neat work that's why I write neatly.
1. Friends meet in the cafeteria.
- Elizabeth: You look beautiful! Where did you buy your skirt?
- A: Really? I bought it from Foschini, West Street.
- Elizabeth: Oh, I like it man! it really looks beautiful.
- A: Thank you.
2. At the bus stop.
- Willie: Hey, I like your haircut...
- B: Oh thank you Willie. I did it yesterday....
3. In the lecture room.
- Sara: I like your dress, Mavis. It makes you look so young.
- C: Oh man. I don't like it very much. I hate that look.
- Sara: Really? But I like it.
- C: Thanks then, although I don't.
4. In the college corridor.
- Mike: That's a smart pair of shoes man! When did you buy them?
- C: Hey man these shoes are not new. Do you see them for the first time?...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

D: Oh thanks. Neatness is my style...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion?

A: I have a date with my boyfriend.

2. At the bus stop.

Willie: Hey, I like your haircut. Where did you get it done?

B: At the salon called 'Just Image' at the Workshop.

3. In the lecture room.

Sara: I like your dress, Zinhle. How much did it cost you?

C: I have no idea. My mother bought it for me.

4. In the college corridor.

Mike: That's a smart pair of shoes you're wearing John. I'll love to have shoes

like yours but they are expensive.

D: I was lucky. I bought them while they were on sale' so they were not expensive at all.

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Thanks Jenny. I learnt to write neatly in Primary because we were taught writing.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion? Do you have a date?

A: No, I'm no longer in love...

2. At the bus stop.

Willie: Hey, I like your haircut...

B: Thank you.

3. In the lecture room.

Sara: I like your dress Gugu.

C: Don't fool around with me.

Sara: But that's true...

4. In the college corridor.

Mike: That's a smart pair of shoes, Allen. Where did you buy it?

D: Edgar's, that's my only clothing store...

5. In the cafeteria.

Jenny: Lindy, please lend me your notes on Khoikhoi. You are the only one with legible writing.

E: Thanks for your appreciation but you won't get them. I want you to see that bunking lectures is not good...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion?

A: Thank you very much my dear friend.

2. At the bus stop.

Willie: Hey, I like your haircut...

B: Thank you so much. I done it at home. My brother knows how to do haircut.

3. In the lecture room.

Sara: I like your dress, Mavis. It makes you look so young.

C: Is it? (Do) I look pretty in it?....

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: No man, you are fooling. I just bought it from Edgars. This was the cheapest pair of shoes in the store.

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Thank you. Everyone here in college likes my writing and appreciates it.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion?

A: Thank you my friend. It's because we are going to Edgewood College today...

2. At the bus stop.

Willie: Hey, I like your haircut. Where did you get it done?

B: I had it done in the salon...

3. In the lecture room.

Sara: I like your dress, Mavis. It makes you look so young.

C: Thank you...

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Yes, my mother bought it for my birthday...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat. It is right for me because I have an eye-problem. I will bring it tomorrow.

E: It's okay.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion?

A: In fact, I'm going to see someone special today so I don't want to let him down and I'm also glad to hear I look beautiful.

2. At the bus stop.

Willie: Hey, I like your haircut. Where did you get it done? I can see that the haircut is very expensive and is for those people who are rich.

B: Thank you but it is not too expensive as you can think.

3. In the lecture room.

Sara: I like your dress, tell me how much did it cost because I can see that this dress is for people who knows life.

C: Thank you, Sara, but I don't know how much did it cost because it was a birthday present from my father.

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Thanks. I bought it yesterday in one of the shops in town...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Thank you, but your writing is neater than mine...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion?

A: Thank you, you are also looking beautiful and respectable.

2. At the bus stop.

Willie: Hey, I like your haircut. Where did you get it done?

B: Oh you, you are making fun of me. Some other guys are laughing at me but you say you like my haircut.

3. In the lecture room.

Sara: I like your dress, Mavis. It makes you look so young.

C: Thank you, people like my clothes because they like the way my clothes suit me.

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Thank you, I bought it from Ginger Bhangwandas, and it cost me R600...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Thank you! My handwriting is legible. Even my teacher at high school was always saying that...

1. Two friends meet.

A: I like your dress.

B: Thank you. My mother bought it for me. It was my birthday present.

2. A student talking to her friend.

A: This cake is delicious. Did you bake it and can you please give me the recipe?

B: Thank you, but I didn't bake it. My sister baked it for me...

3. A: Wow! What's the occasion? You are shining.

B: Really, I am going out with my boyfriend today.

4. A: I like your new hairstyle. It suits you.

B: Thank you, but I always tell you to go to my hairdresser. She is really good.

5. A: Hey, Lindiwe you look beautiful today.

B: Thank you.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion?

A: In fact I'm always beautiful Can you tell me the difference you see from other days?...

2. At the bus stop.

Willie: Hey, I like your haircut. Where did you get it done?

B: Thank you very much Willie...

3. In the lecture room.

Sara: I like your dress.

C: I like yours too.

Sara: How can you like such an old dress, Jabu?...

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: You say so?...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Oh thank you Jenny. You know when I am writing I always give the best.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! What's the occasion?

A: Thank you, Ann my friend...

2. At the bus stop.

Willie: Hey, I like your haircut. It makes you look like an American guy.

B: You know what? This haircut is for American guys. I think that is because I look like an American guy...

3. In the college corridor.

Mike: That's a smart pair of shoes that you were wearing yesterday John.

C: You know what my father bought it in London last year...

4. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

D: Thank you my friend.

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful! Can you tell me your secret about your skin?

A: thank you my friend, but there is no secret about my skin...

2. At the bus stop.
 Willie: Hey, I like your haircut. Where did you cut your hair?
 B: Thank you, the one who cut (my hair) is my brother...
3. In the lecture room.
 Sara: I like your dress. Who bought it for you?
 C: Thank you, my father bought it...
4. In the college corridor.
 Mike: That's a smart pair of shoes. How much did it cost?
 D: It is about R352...
5. In the cafeteria.
 Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
 E: Thank you Bongani. I will give you my notes but not now...
1. Friends meet in the cafeteria.
 Elizabeth: You look beautiful!
 A: Thank you very much my friend. It's my first time to hear a good comment from you...
2. At the bus stop.
 Willie: Hey, I like your haircut.
 B: I think you can do it. It's cheap...
3. In the lecture room.
 Sara: I like your dress. Where did you buy it?
 C: I am sorry. Please ask that question after the lecture period when I can answer you...
4. In the lecture room.
 Sara: I like your dress. Where did you buy it?
 D: You know how much it cost? Only R6-99...
5. In the cafeteria.
 Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
 E: If you keep on practising writing yours will be neat, but thanks.
1. Friends meet in the cafeteria.
 Elizabeth: You look beautiful!
 A: Thank you.

2. At the bus stop.
 Willie: Hey, I like your haircut. Which salon make your (head) so nice?
 B: Genesis Salon, shop no 119, Commercial City...
3. In the lecture room.
 Sara: I like your dress. Where did you buy it?
 C: At Caterpillar Wholesalers...
4. In the college corridor.
 Mike: That's a smart pair of shoes. I want to buy it.
 D: Ha! my friend those shoes are too expensive...
5. In the cafeteria.
 Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
 E: Oh! it isn't. Are you bluffing me?
1. Friends meet in the cafeteria.
 Elizabeth: You look beautiful! Where did you buy such a beautiful dress. Your hair is just shining too.
 A: Oh! I bought it from Christofer shop in West Street...
2. In the lecture room.
 Sara: I like your dress. What is the label or the name of your dress?
 It looks like
 the dresses from India.
 B: Of course I bought it from overseas, India.
3. At the bus stop.
 Willie: Hey, I like your haircut. Which salon do you go to? How much does it cost?
 C: My cousin is a hairdresser so he just dresses me free of charge.
4. In the college corridor.
 Mike: That's a smart pair of shoes. What are you using to make your shoes shine like a bottle?
 D: Nothing new. I am just using the common polish "Kiwi".
1. Friends meet in the cafeteria.
 Elizabeth: You look beautiful! What are you using on your face?
 A: Oh thank you Elizabeth. I am using Glyco-lemon vanishing cream...

2. At the bus stop.
 Willie: Hey, I like your haircut.
 B: Oh I am very happy Willie. I just pay less... I pay R5-00 for a cut...
3. Sara:
 ... That's why you are wearing a pretty dress. it is because you are leaving early today. I like your dress.
 C: Thank you Sara, but it is not because I am leaving early today. I just wore the dress.
4. In the college corridor.
 Mike: Oh, that's a smart pair of shoes. I'm going to buy mine.
 D: Thank you Mike.
5. In the cafeteria.
 Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
 E: Thank you Jenny.
1. Friends meet in the cafeteria.
 Elizabeth: You look beautiful today!
 A: Thank you very much, but it's because it's a great day for me today...
2. At the bus stop.
 Willie: Hey, I like your haircut.
 B: Yes, we've been jumping and jamming yesterday...
3. In the lecture room.
 Sara: I like your dress.
 C: Thanks Sara, my mother sewed it for me...
4. In the college corridor.
 Mike: Oh, that's a smart pair of shoes.
 D: How much do you think it cost?...
5. In the cafeteria.
 Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
 E: Yes, if you are a lady your writing is supposed to be neat...
1. Friends meet in the cafeteria.
 Elizabeth: You look beautiful!
 A: Thank you very much...

2. At the bus stop.

Willie: Hey, I like your haircut. Where did you cut your hair?

B: Thank you Willie. That is why I cut my hair in this way - because I like it...

3. In the lecture room.

Sara: I like your dress Lindiwe. Where did you buy this dress?

C: Thank you so much Sara. I bought it at Milady's store in West Street...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful today.

A: Thank you very much...

2. At the bus stop.

Willie: Hey, I like your haircut.

B: It is a pleasure to me to hear that...

3. In the lecture room.

Sara: I like your dress.

C: Thank you very much...

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Yes, these shoes are very smart and look so comfortable...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful today.

A: Thank you, but you mean that on other days I'm not beautiful!...

2. At the bus stop.

Willie: Hey, I like your haircut.

B: Why do you like it?...

3. In the lecture room.

Sara: I like your dress. Where did you buy it?

C: From Edgars...

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Yes, it looks smart that's why I bought it...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Thank you...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful!

A: Thank you Elizabeth, that shows that you like me.

2. At the bus stop.

Willie: Hey, I like your haircut.

B: Thanks, it is very cheap...

3. In the lecture room.

Sara: I like your dress. Where did you buy this dress/

C: I got it from my sister who is a dressmaker...

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: No, you are deceiving me...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: It is because I used to practise good handwriting...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful!

A: Thank you Elizabeth...

2. At the bus stop.

Willie: Hey, I like your haircut.

B: Thanks very much...

3. In the lecture room.

Sara: I like your dress.

C: Thank you Sara...

4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Thank you very much...

1. Friends meet in the cafeteria.

Elizabeth: You look beautiful!

A: Thank you Elizabeth. You look beautiful yourself...

2. At the bus stop.
 Willie: Hey, I like your haircut Themba. When did you do it?
 B: You see, I made this haircut for Thembi...
3. In the lecture room.
 Sara: I like your dress. I saw it in one of the Hub stores. I can tell you bought it there.
 C: I did not buy it. My sister sewed it for me...
4. In the college corridor.
 Mike: That's a smart pair of shoes. I like it.
 D: Thank you. You know my style and I've got choice...
5. In the cafeteria.
 Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
 E: Thank you but I can write better than that. It's just that I was tired that day...
1. Friends meet in the cafeteria.
 A: Elizabeth, you look beautiful!
 B: You too, my friend. The way you smile at me, your dress - what a pretty girl you are.
 A: Thanks a lot my friend...
2. At the bus stop.
 Willie: Hey, I like your haircut.
 C: Thanks a lot, but I've done it at Future Salon...
3. In the lecture room.
 Sara: I like your dress.
 D: Thanks a lot. I bought it from Edgars.
4. In the college corridor.
 Mike: That's a smart pair of shoes.
 E: Yes, Mike, thanks so much...
5. In the cafeteria.
 Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
 F: Oh thanks so much.

1. Friends meet in the cafeteria.

A: Elizabeth, you look beautiful! Can you tell me what makes you so beautiful?

B: Nothing else but Lux only...
 2. At the bus stop.

Willie: Hey, I like your haircut. Where have you made it?

C: I have made it at Tyson Salon but I do not think it is a beautiful hairstyle...
 3. In the lecture room.

Sara: I like your dress more especially in summer.

D: Oh! what do you like from my dress?...
 4. In the college corridor.

Mike: That's a smart pair of shoes.

E: Oh, it may be so but I did not buy it because it was smart, I bought it because it was cheap...
 5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

F: It is not really neat but it is clear...
-
1. Friends meet in the cafeteria.

A: Elizabeth, you look beautiful! What chemical have you used in your hair?

B: Thank you, Elizabeth. I've used 'Special Feeling' hair relaxer...
 2. At the bus stop.

Willie: Hey, I like your haircut. It makes you look very smart.

A: Thank you Willie, but it's the same style I usually do...
 3. In the lecture room.

Sara: I like your dress, it's good for summer.

C: Thank you Sara. Summer dresses look nice because you don't have to wear a jersey...
 4. In the college corridor.

Mike: That's a smart pair of shoes.

D: Thank you, Mike. Everyone likes the shoes...

5. In the cafeteria.
- Jenny: Please lend me your notes. (On receiving them) Your writing is really neat. I wish I had neat writing like yours.
- E: Don't worry Jenny, you need practice to get neat writing...
1. Friends meet in the cafeteria.
- A: Elizabeth, you look beautiful!
- B: I can't believe that but thank you...
2. At the bus stop.
- Willie: Hey, I like your haircut.
- C: Thank you...
3. In the lecture room.
- Sara: I like your dress.
- D: Thank you for your recognition...
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- D: You meant, really?...
5. In the cafeteria.
- Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.
- F: Thank you so much. It is my first time to have such a compliment.
1. Friends meet in the cafeteria.
- A: Elizabeth, you look beautiful!
- B: Thank you, Portia...
2. At the bus stop.
- Willie: Hey, I like your haircut.
- B: Thank you, Willie...
3. In the lecture room.
- Sara: I like your dress.
- C: Thank you very much...
4. In the college corridor.
- Mike: That's a smart pair of shoes.
- D: Thank you Eric...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

E: Thank you very much Jenny for praising my handwriting...

1. Friends meet in the cafeteria.

A: Elizabeth, you look beautiful! What you use for your face?

B: Thank you. I use Cuticura soap and camphor cream.

2. At the bus stop.

Willie: Hey, I like your haircut. Who cuts you?

C: Thank you. It's my cousin who cuts me...

3. Could you lend it to me when I'm going to a party next week...

D: It's okay. I will give it to you tomorrow...

4. In the college corridor.

Mike: That's a smart pair of shoes. Where did you buy it from? Will you please lend it to me?

E: It's okay, I'll give you...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

F: Yes it's neat. I don't like dirty work.

1. Friends meet in the cafeteria.

A: Elizabeth, you look beautiful! Today I like your style of dressing.

B: Thank you, Pinky. It is just trying...

2. At the bus stop.

Willie: Hey, I like your haircut. Who cut you?

C: I made it at the salon...

3. In the lecture room.

Sara: I like your dress. Where have you bought it?

D: Thank you, I don't know, I didn't buy it for myself. It was a present...

4. In the college corridor.

Mike: That's a smart pair of shoes.

E: Thank you. I bought them at Sales House...

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

F: Than you. I just like to be neat because I hate dirtiness. I prefer neatness to dirtiness.

1. Friends meet in the cafeteria.

A: Elizabeth, you look beautiful!

B: Thank you. Let me tell you makes me beautiful. It's the lipstick that I'm wearing.

2. At the bus stop.

Willie: Hey, I like your haircut.

C: I also like it. It was done by my young sister.

3. In the lecture room.

Sara: I like your dress.

D: Thanks. It is my birthday today and this dress is a birthday present from my aunt in Clermont.

4. In the college corridor.

Mike: That's a smart pair of shoes.

E: They also cost a lot of money but thanks a lot.

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

F: My class teacher taught me to write neatly and I stick to that.

1. Friends meet in the cafeteria.

A: Elizabeth, you look beautiful! What happened to you?

B: Thanks darling. I think it's because of those roses you gave me yesterday...

2. At the bus stop.

Willie: Hey, I like your haircut.

C: That's great. Thank you so much...

3. In the lecture room.

Sara: I like your dress.

D: You like it? Why?...

4. In the college corridor.

Mike: That's a smart pair of shoes.

E: Thanks Tom.

5. In the cafeteria.

Jenny: Please lend me your notes. (On receiving them) Your writing is really neat.

F: Oh Jimmy, don't worry. I will lend you my notes and please make sure that you give it to me before the end of the day...