

Linguistic Features of Chinese Teachers' Complimenting Behaviors^{*}

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Researchers have revealed valuable insights into complimenting behaviors in a variety of contexts in the past decades. However, few documents about complimenting in the context of teaching and education can be found, except for the study of Johnson (1992). To fill the research gap, this study proposes to focus on the compliments of Chinese teachers. This research collected a corpus of 183 Chinese compliments of teachers through observing or interviewing a number of teachers and students from some primary and high schools in Nanjing. Analyses were made on the levels of lexicon, syntax, semantics, and discourse. On the lexical level, adjectives, in contrast to verbs and nouns, were preferred to serve as the carriers. Compared with the findings about English compliments, the adjectives in the Chinese teaching context were more varied. The examination on the syntax of compliments revealed a similar patterned feature to that in English compliments. A special attention was paid to such mitigating devices as “I feel” and “Is it right,” which were considered as politeness strategies to redress the face threatening force of compliments. The contents of teachers’ compliments were pre-conditioned by the task of teaching and education, so they were mainly directed at the performance, personal qualities, words, or thoughts of students. The discourse analysis of compliments revealed six types of complimenting discourse patterns, which were one or a series of independent complimenting utterances or combinations of compliments with such expressions as new information, criticisms, or directions. This paper serves as the guide for teachers’ complimenting strategies.

Keywords: compliment, lexical item, syntactic pattern, discourse pattern, Chinese teachers

Introduction

Compliment is a positively affective speech act. It can be referred to as “a complex sociolinguistic skill,” which serves to save people’s face, to increase or consolidate the solidarity between the speaker and the addressee, and to create or maintain rapport (Holmes, 1988; Seiter & Dutson, 2007). Wolfson (1981; 1989) pioneered the study on compliment by examining the speech of middle-class native speakers in the United States. They found that compliments in American English showed a striking regularity not only in their syntactic patterns, but also in their semantic composition. Among the nine patterns which accounted for 97% of all the compliments collected, it was discovered that one single syntactic pattern, “Noun phrase (NP) + is/looks (really) + adj.” (e.g., “Your haircut is nice”) was found in well over 50% of the compliments collected. The

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next two most frequently used patterns: "I + (really) like/love + NP" (e.g., "I really like your haircut") and "Pron. + is (really) (a) + adj. + NP" (e.g., "That's a nice hat") accounted for an additional 16.1% and 14.9% of the data respectively. This means that 85% of all the compliments collected were preformed with only three syntactic patterns. As regards the semantic composition, they found that 96% of the data drew terms from two major categories, the adjectival and verbal, to carry the positive evaluation. Moreover, the predominant terms used were only five adjectives ("nice," "good," "beautiful," "pretty," and "great") and two verbs ("like" and "love").

Knapp, Hopper, and Bell (1984) pursued another general investigation into American compliments. Unlike the ethnographic method used in Wolfson's (1981) study, they interviewed people and asked them to recall compliments they had recently given or received. Besides the syntactic similarities they found in their data, an additional analysis of compliments along four dimensions, i.e., indirect/direct (praise implied or not), specific/general (praising specific items or not), comparison/no comparison (comparing the praised item with something else or not), and amplified/normal (praise with or without intensifiers), was conducted. It was the first category in each dimension that took precedence.

Herbert (1986; 1990) was another scholar who was interested in American compliments. In analyzing his data which were collected ethnographically within the student community, Herbert (1990) made quite an interesting classification of compliments according to the "person focus" of the act, that is, "Whether the compliment subject is expressed with a surface 1st, 2nd, or 3rd (i.e., impersonal) person focus" (p. 203). Therefore, "I like your haircut that way" is a 1st person focus; "Your hair looks good short" is a 2nd person focus; and "nice haircut" is a 3rd person or impersonal focus. The significance of such a classification lay in the fact that the more tentative and polite feature of personalized compliments rather than impersonalized ones tended to strengthen the sense of solidarity conveyed by them.

Holmes' (1988) research into compliments in New Zealand English yielded quite similar results to Wolfson's (1981) study on American compliments on the part of syntax and contents of compliments. What was noteworthy about her study was her explanation of the function of complimenting behavior. Besides the most obvious function of compliments as positively affective speech acts to "increase or consolidate the solidarity between the speaker and the addressee" (Holmes, 1988, p. 447), compliments, according to Holmes, might also serve as positive politeness strategies in the context of a face-threatening act (FTA).

Johnson (1992) conducted an empirical analysis of the forms, strategies, and functions of compliments within the specific context of peer-review texts. Considering the nature of the peer-review task, i.e., to comment directly on one's classmates' papers explaining what one appreciated about the partner's paper as well as ways for further improvement, Johnson saw compliments in the review texts as both positive judgments and politeness strategies to avoid FTAs inherent in the review task. Therefore, after an ordinary examination on the specific patterns and lexical items used, which seemed to corroborate the findings of other researchers, Johnson concentrated her discussion on complimenting strategies in discourse. She classified complimenting strategies into two types—strategies for redressing specific FTAs (specific criticisms and suggestions in the review texts) and strategies for redressing the global FTA (the writing of such reviews as a potential FTA).

In recent years, researchers have been showing great enthusiasm for exploring the effects of different variables on complimenting behaviors and have offered some valuable insights into the principles and strategies of compliments in various contexts. To illustrate, Rees-Miller (2011) found the significance of differentiating male and female complimenting behaviors in unstructured vs. goal-oriented settings. In unstructured settings,

appearance compliments between women on clothing and hairstyle predominated, serving as phatic communication; whereas in goal-oriented settings, men and women produced and received compliments almost equally. Compliments on performance are far larger in number than all the other topics in goal-oriented settings for both genders. Further, the categories of compliments men and women produced betrayed gendered values. From the perspective of variational pragmatics (Schneider & Barron, 2008), Lin, Woodfield, and Ren (2012) investigated the impact of macro-social and micro-social variables on Chinese compliments. Specifically, they focused on the influence of region (a macro-social factor) and compliment topic (a micro-social factor) upon Chinese complimenting behaviors by Taiwan Chinese and mainland Chinese university students. As regards the influence of region, similarities appeared between the compliments of Chinese students in Taiwan and mainland China. Overall, both groups were inclined to produce Explicit compliments as well as Implicit compliments in the form of requests, assumptions, and want statements. However, there were statistically significant differences between the two groups in relation to several Implicit compliment strategies. For the impact of compliment topic, both groups employed a few compliment strategies in similar ways across appearance/possession and performance/ability contexts. The authors suggested that “in most cases, it was compliment topic rather than the variety of Chinese which modulated the compliments by both groups” (Lin et al., 2012, p. 1486).

From the literature reviewed, it can be seen that researchers have made inspiring discoveries in complimenting behaviors in a variety of contexts in the past decades. Unfortunately, complimenting in the context of teaching and education has received little attention, except for the study of Johnson (1992), who considered it as discourse framing strategies in the specific context of peer-review texts. To fill the research niche, this study intends to investigate the complimenting behaviors of Chinese teachers in relation to the lexical items, the syntactic structures, the contents, and the discourse patterns.

Before starting this study, the author would like to offer the working definition of teachers' compliments. In the special context of teaching, where the teacher constantly motivates, encourages, and facilitates students to make progress in various aspects, compliment is often used as an effective means, whereby the teacher gives students positive judgments and evaluations by confirming their achievements or progress, or provides them with directions or advice. Besides its ordinary effects, compliment can also be purposefully used as a “sugar-coated pill” (Archer, *In press*). That is, the teacher often employs compliment to implicitly point out demerits of students.

Method

Research Design

In this research, data were collected in a number of ways followed by ethnographers. The first method was participant observation, which is basic for ethnography (Hudson, 2000). Two other methods, interview (Block, 2000; Stewart & Cash, 1988; Zhang, 2010) and questionnaire, were also used as a supplement to the observation to ensure the desired data for the present study. A corpus of 183 Chinese compliments of teachers was collected through participant observation and interview (see interview questions in Appendix) involving over 100 teachers and students in Nanjing primary and high schools.

Data Treatment

All the data collected were put into the computer and most of them were analyzed by means of the Statistical Package for the Social Sciences (SPSS) statistical software. This paper has employed some descriptive statistical means (i.e., statistical tables) and a nonparametric test—chi-square test.

Results and Discussion

For the 183 single Chinese complimenting utterances collected, several categorizations were made in terms of the lexical items to carry the positive evaluations, the syntactic patterns (including the personal focus of each compliment), and the mitigating devices, such as “我觉得 (I feel)” before a compliment, the contents and the discourse patterns.

Salient Lexical Items

Most compliments carry their positive evaluation contents by one or more lexical items. They are either adjectives, verbs, or nouns. Table 1 lists the salient lexical items in the data. It seems that adjective is the preferred lexical group to carry the positive evaluation in compliments. This finding is consistent with those findings in English compliments, although the adjectives in the present teaching situation in China show a wider variety than the English ones. As to the salient verbs, the chi-square test was used to examine their relationship with the personal focus of the compliments. The result ($p < 0.001$) showed that these two are highly related. That is, teachers compliment students by expressing their emotional reactions through these verbs.

Table 1

Salient Lexical Items in Chinese Compliments of Teachers

Word group	Items	<i>N</i> *	%
Adjective	棒 (excellent), 好 (good), 很好 (very good), 了不起 (great), 不错 (not bad), 不容易 (not easy), 对 (right), 正确 (correct), 准确 (accurate), 细心 (circumspective), 仔细 (careful), 认真 (conscientious), 清楚 (clear), 清晰 (plain), 流利 (fluent), 流畅 (smooth), (论述)充分 (adequate), (层次)分明 (distinct), (感情)充沛 (vigorous), 透彻 (incisive), 新颖 (novel), 全面 (comprehensive), 客观 (objective), 诚实 (honest), 老实的 (veracious), 坦率 (frank), 活泼 (lively), 活跃 (active), 开朗 (cheerful), 积极 (energetic), 上进 (ambitious), 勤奋 (diligent), 用功 (hardworking), 刻苦 (assiduous), 一丝不苟 (conscientious and meticulous), 乐于助人 (happy to help others), 快 (quick), (能力)强 (capable), (进步)大 (distinct), 可爱 (lovely), 可喜 (encouraging), 讨人喜欢 (lovable), (说得)通 (reasonable)	147	80.3
Verb	我/大家 (I/people): 佩服 (admire), 欣慰 (gratify), 夸/夸奖 (praise), 喜欢 (like), 赞成 (approve of), 你 (you), 注重 (attach importance to), 注意 (pay attention to)	11	6.0
Noun	有 (have): 吃苦精神 (spirit of hard work), 基础 (foundation), 潜力 (potential), 一定道理 (reason), 勇气 (courage), 优点 (merit), 优势 (strong point), 志气 (ambition), 自己的见解 (one's own opinion)	18	9.8

Note: *N* stands for the number of compliments collected containing the above words.

Syntactic Patterns

Table 2 shows the syntactic patterns of Chinese compliments of teachers as well as their frequencies and percentage.

Table 2

Syntactic Patterns of Chinese Compliments of Teachers

Syntactic patterns	Examples	<i>N</i>	%
1. 我觉得 (etc.) + NP + adv.	我觉得你的智力很好。(I feel you are of great intelligence.)	8	4.4
+ adj.	你的学习态度还是比较认真的。(Your attitude towards study is comparatively serious.)	11	6.0
1a. NP + adv. + adj.			
Subtotal:		19	10.4

(Table 2 to be continued)

2. 我觉得 (etc.) + NP + 比以前 + adj. + adv.	我觉得你的普通话比以前好多了。(I feel your mandarin is better than before.)	18	9.8
2a. NP + 比以前 + adj. + adv.	你的书写比以前认真多了。(Your handwriting is much more careful than before.)	20	10.9
Subtotal:		38	20.8
3. 我觉得 (etc.) + 你 + adv. + adj.	我发现你挺乐于助人的。(I find out you are generously happy to help others.)	3	1.6
3a. 你 + adv. + adj.	你真听话!(You are so obedient.)	6	3.3
3b. adv. + adj.	很好!(Great!)	8	4.4
Subtotal:		17	9.3
4. 我觉得 (etc.) + clause + adv. + adj.	我觉得这学期你能从全班的下游进步到中游, 已经很不容易了。(You've gone upwards to the middling state from the backward position. I feel it's great!)	4	2.2
4a. clause + adv. + adj.	你这次数学毕竟考及格了, 已经很不容易了。(After all, you've passed this maths test. Great!)	5	2.7
Subtotal:		9	4.9
5. 我觉得 (etc.) + 你是 + adv. + adj. + n.	我觉得你是个很勤奋的学生。(I feel you're a very diligent student.)	6	3.3
5a. 你不是 + adv. + adj. + n.	你不是个太调皮的孩子。(You're not too naughty.)	3	1.6
Subtotal:		9	4.9
6. 我觉得 (etc.) + 你 + v. + 得 + adv. + adj.	我认为你已经想得比较全面了。(I think you've considered quite thoroughly.)	5	2.7
6a. 你 + v. + 得 + adv. + adj.	你写得很仔细。(You write very carefully.)	13	7.1
Subtotal:		18	9.8
7. 我觉得 (etc.) + 你 + v. + NP + adv. + adj.	我认为你理解问题很快。(I think you can comprehend problems very quickly.)	4	2.2
7a. 你能够 + adv. + adj. + v. + NP	你总是能够很及时地发现自己的错误。(You can always find out your mistakes in good time.)	3	1.6
Subtotal:		7	3.8
8. 我觉得 (etc.) + 你 + v. + adv. + adj. + n.	我认为你已经取得了很大的进步。(I think you've made great progress.)	3	1.6
8a. 你 + v. + adj. + n.	你已经迈出了可喜的一步。(You've taken an encouraging step.)	4	2.2
Subtotal:		7	3.8
9. 我觉得 (etc.) 你有 + NP	我觉得你在好多问题上有独到见解。(I feel you have original views on many problems.)	4	2.2
9a. 你 + adv. + 有 + NP	你是很有潜力的。(You have great potential.)	5	2.7
Subtotal:		9	4.9
10. 我觉得 (etc.) + clause + 让 + 我 + v.	我觉得你这学期能取得这样的成绩已经很让我感到欣慰了。(Such an achievement you've made this semester gratifies me a lot.)	2	1.1
10a. 你的 + NP + 让 + 我/人们 + v.	你的学习劲头让同学们佩服。(Your devotion to learning is admirable.)	3	1.6
Subtotal:		5	2.7
11. 我觉得 (etc.) + 我 + adv. + v. + 你的 + NP	我觉得我很佩服你的吃苦精神。(I feel I admire your hardworking spirit very much.)	1	0.5
11a. 大家 + adv. + v. + 你 + v.	大家都夸你懂事。(Everybody praises you as being sensible.)	2	1.1
Subtotal:		3	1.6
Others:		42	23
Total:		183	100

Besides the common declarative sentences that account for the majority of the data, there are also some interrogative sentences, i.e., “你是不是挺有组织能力的呀?” (“Aren't you good at organizing?”)

Compliments also vary in terms of personal focus. For instance, compliments from Pattern 1 to Pattern 9 pass some direct judgment onto the student; however, those in Patterns 10 and 11 express the emotional reactions of the teacher or people in general to the positive aspects of the student. Therefore, the former are said to be student-focused, the latter, non-student-focused.

A very noteworthy syntactic phenomenon in the data is the use of “我觉得 (I feel),” “我想 (I think),” “看起来 (it seems),” etc. to start a compliment, and “.....对不对? (Is it right?)” and “.....是吧? (Is it?)” to end a compliment. Thirty-one point seven percent of the data begin with one of the verb phrases, and 7.1% end in one of the adjunct word groups in Table 3. It is self-evident that these are mitigating devices to lower the assertiveness of a statement. Then the question is why the teacher opts to mitigate the force of a compliment when compliments are said to be politeness strategies to redress the FTAs (Brown & Levinson, 1978). Johnson (1992) speculated in explaining the similar phenomenon in the specific context of peer-review texts that a compliment could be a FTA itself (Maíz-Arévalo, 2012, p. 981) since the person who delivered the compliment assumed a higher, authoritative, and all-knowing status. In the teaching situation, the nature of teaching pre-sets an unequal status between the teacher and the student, with the former in a powerful and authoritative position and the latter in a weak and inferior one. Hence, the teacher, in order to build rapport, frames a compliment with one of the devices in Table 3, so that it is disguised into a personal opinion, which may be shared by the student or not. In this way, the teacher humbles himself/herself to be closer to the student. Therefore, these verb phrases and adjunct groups become special strategies to redress the face threatening force inherent in a compliment from the teacher.

Table 3

Mitigating Devices in Chinese Compliments of Teachers

Verb phrases	<i>N</i>	%	Adjunct word group	<i>N</i>	%
我觉得 (I feel)	15	8.2	对不对? (Is it right?)	2	1.1
我认为 (I think)	21	11.5	对吧? (Isn't it?)	3	1.6
我相信 (I believe)	11	6	对吗? (Right?)	1	0.5
我听说 (I've heard)	3	1.6	是吧? (Is it?)	2	1.1
我发现 (I find)	6	3.3	你说呢? (Don't you think so?)	5	2.7
看起来 (It seems that)	2	1.1	-	-	-
Total	58	31.7	Total	13	7.1

Contents

The nature of the teaching activity determines that the contents of the teacher's compliments are centered round what students have done, said, or thought, or their personal qualities. Table 4 is the categorization of the compliment contents.

By complimenting a student's performance, the teacher confirms that the student's action is correct; by complimenting a student's words, the teacher expresses agreement with what the student has said; by complimenting a student's thoughts, the teacher confirms that the student's view is reasonable; and by complimenting a student's personal quality, the teacher points out either some capability (i.e., 潜力 [potential]) or agreeable personality (i.e., 诚实 [honest]) possessed by the student. And a compliment on accomplishment shows that the teacher appreciates the student's former deeds.

Table 4

Compliment Contents

Content type	<i>N</i>	%
Performance	61	33.6
Words	32	17.7
Thoughts	25	13.4
Personal quality	26	14.0
Accomplishment	39	21.3
Total	183	100

Discourse Patterns

Discourse pattern here refers to the overall structure of one or a series of speech turns in which compliments appear. The use of compliments in the teaching context is also reflected on the discourse level where the teacher employs compliments purposefully to construct the teaching discourse. The 23 complimenting discourse structures found in the data are categorized into six types (see Table 5).

Table 5

Discourse Patterns of Chinese Compliments in Teaching

Type	Discourse pattern	Lexical marker	Example
Type I	1. Yeah, compliment (com.) 2. com.1 + com.2 3. com. + empathy (emp.) 4. emp. + com. 5. com.1 + self-discourse (self-dis.) + and com.2 6. com.1 + comfort expression 7. com.1 + com.2 + comfort expression 8. com. + agreeable comment		2. This time your homework is completely correct, and your handwriting is very good. 3. You are very frank, and I know your feelings now. 5. I think your improvement in English is evident these days. And this subject was also my big problem when I started to learn it. Looking back, I feel your improvement is fairly rapid. 7. Recently, I find your chemistry is much better than before. In other words, you have made a fascinating step forward. Although your score isn't high enough to pass the exam, it is much better than those 20 or 30 points you often got in the past. 8. This time you worked out another extremely difficult problem, and I find you like thinking very much.
Type II	9. com. + new information 10. com.1 + com.2 + new information	however	10. Your basic train of thought about this problem is correct, and your ideas are fairly complete. However, you miss one point.
Type III	11. disproof of the student's words + com. 12. disproof of the student's words + com. + question 13. com. + question	then	12. Why do you still say that you are not fit for English learning? You've made a rapid progress in listening, speaking, reading and writing, and I think your potential is still very great. Seriously, English is not so hard as before? 13. This time you did quite well in this maths test. Then what's your next plan?
Type IV	14. com. + interpretation (int.) 15. int. + com.	so	14. Your Chinese is very good, that's ok. So you are talented in language learning. In a sense, languages are alike. You have a good foundation in Chinese, so it will surely be helpful to your foreign language learning.
Type V	16. com. + confrontation (conf.) 17. com. + criticism 18. com. + the student's shortcoming	however but yet	16. You do quite well in maths, physics, and chemistry, that's good. However, you cannot hold the idea that "grasping M. P. C. makes you free." 17. You are very lively. That's good. But you'd better pay attention to the limits and different situations. 18. I think your response ability is quite good, yet, are you a little careless sometimes?

(Table 5 to be continued)

Type VI	19. com. + directions (dir.)	yet ①and ②yet ①but ②so	19. We all know you study very hard. Yet, do you think you should still improve your way of learning?
	20. dir. + com.		21. You answers were given fast and right, yet, if only you had written more carefully.
	21. com.1 + ①com.2 + ②dir.		22. You didn't do quite well in this maths test, and I know you are afraid of difficulty to some extent. But I think you have known ABC of it, so you will catch up with others as long as you keep on working hard.
	22. emp. + ①com. + ②dir.		23. You've grasped the basic principles, and next you'd better put your mind on the applications.
	23. com. + task		

The eight discourse structures in Type I consist of one or more compliments combined with some other benign expressions. In the following three types of discourse structures from Type II to Type IV, one or more compliments are either followed by some new information unknown to the student (Type II), or offered after the teacher's disagreement with the student's words, and/or followed by a further question to elicit more information from the student (Type III), or they are combined with the teacher's interpretation leading the student to a new perspective to look at the situation (Type IV).

In most of these structures are certain discernible discourse markers, which are mostly in the position between two compliments where they function as conjunctures as in Type I, or between compliments and new information, questions, criticisms or directions, etc., functioning as transitions as from Type II to Type VI.

From the politeness perspective, compliments serve as politeness strategies to redress FTAs in these discourse structures, especially from Type II to Type VI. When teachers provide new information, ask questions, make interpretations, start confrontations, point out the shortcomings of the student, or pass directions, they assume the role of an authority and all-knowing person, in contrast to the inferior role of the student. In order to redress these FTAs, teachers often compliment students beforehand or afterwards, as a result, the students may feel they are not that unworthy and are also capable in certain aspects. Consequently, the students are more inclined to accept the information, criticisms, or directions from the teacher.

Conclusion

Based on an empirical study, the present paper has examined the lexical items, syntax, contents, and discourse patterns.

On the lexical level, it was found that adjectives are preferred, as compared with verbs and nouns to carry the positive evaluations of compliments. Compared with the findings about English compliments, the adjectives used in the Chinese teaching context are more varied. Wolfson (1981; 1989) illuminated that the predominant terms used were only five adjectives ("nice," "good," "beautiful," "pretty," and "great") in American compliments, whereas there are more than 20 adjectives (棒 [excellent], 好 [good], 了不起 [great], 不错 [not bad], 对 [right], 正确 [correct], 准确 [accurate], 仔细 [careful], 认真 [conscientious], 清楚 [clear], 流利 [fluent], 新颖 [novel], 全面 [comprehensive], 客观 [objective], 诚实 [honest], 坦率 [frank], 活泼 [lively], 可爱 [lovely], 开朗 [cheerful], 积极 [energetic], 上进 [ambitious], 勤奋 [diligent], 用功 [hardworking], 刻苦 [assiduous], 快 [quick], (能力)强 [capable], and (进步)大 [distinct]) often used in the Chinese teaching context in the light of this research.

On the syntactic level, regardless of the different syntax of the Chinese language, Chinese compliments of teachers show a similar patterned feature as found in other studies on English compliments. Special attention has been paid to the grammatical metaphors (Halliday, 1985) of "我觉得 (I feel)" and ".....对不对? (Is it right?)" They are considered to be politeness strategies to redress the face threatening force inherent in

compliments from the perceived authority of the teacher.

The contents of the teacher's compliments are pre-conditioned by the task of teaching and education. So, they are mainly directed at the performance, personal qualities, words, or thoughts of students.

On the discourse level, six complimenting discourse patterns in teaching and education were revealed. They are either one or a series of independent complimenting utterances, or combinations of compliments with additional expressions, which are either new information or criticisms or directions, etc.. In a sense, compliments are purely positive evaluations in the former case, but in the latter case, they are politeness strategies to redress the FTAs of criticizing or directing, etc..

To conclude, teachers' compliments are an effective means in teaching and education, which can help establish a harmonious teacher-student relationship, create an agreeable teaching atmosphere, and promote students' healthy growth. Yet, teachers must be careful about what to compliment, how to compliment, and where to compliment. This paper may serve as a guide to teachers.

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Appendix: Interview Questions**Interview With Teachers**

Dear Mr./Ms., could you please answer the following questions? Thank you for your cooperation.

1. Do you often compliment your students in your teaching and education process? Do you think compliment is an effective means of teaching and education?
2. What compliments do you often employ?
3. What techniques have you found in the process of complimenting your students? Do you use different compliments according to different students in terms of personality, age, or gender?
4. What functions do you think compliments have towards the development of students?
5. Do you agree with the idea of "more compliments, less criticisms"? Why?

Notes:

What course are you teaching? _____

What grade of students do you teach? _____

How many years have you been a teacher? _____

Interview With Students

Dear boys and girls, could you please answer the following questions? Thank you for your cooperation.

1. Do you like compliments from your teacher? What functions do you think the compliments from your teacher have towards your development?
2. Have you received compliments from your teacher recently? Why did your teacher compliment you? How did the teacher compliment you? What was your feeling?
3. Have your classmates received compliments from your teacher recently? Why did your teacher compliment them? How did your teacher compliment them?
4. Do you like a teacher often complimenting you or one always criticizing you? Why?

Notes:

Age: _____

Gender: _____

Grade: _____