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Introduction

Due to the development of society especially from globalization, interactions between people from a variety of registers have become much more frequent, especially during the last few decades. Because of this, an increasing amount of people are required to immerse themselves into unfamiliar cultures, especially when living and studying overseas, so most people have realized the importance of foreign languages, especially English, which is like the world language.

There are two types of English acquisition; in the case of English, the first being, using English as a second language (L2), for example, countries such as the Republic of the Philippines, India, and Singapore and so forth. Within these L2 countries, they have an effective environment to acquire English language skills from a young age. On the other hand, there are foreign language learners (FL), such as foreign students studying English overseas, who need to put a lot of effort, time and resources into studying English. In the former example, they have an effective environment to acquire a second language as it will be used every day, however in the latter example, the students who study overseas tend to put a lot of effort into learning as a foreign language.

According to Thomas (1983), Pragmatic Competence means the ability to communicate effectively in order to achieve a specific purpose and to understand language in a context, therefore it is knowledge much more than beyond just grammar rules in language. "In linguistics, *pragmatic competence* is the ability to use language effectively in a contextually appropriate fashion. Pragmatic competence is a fundamental aspect of a more general communicative competences" (Pragmatic Competence, 2016). So, it is necessary for students to learn pragmatic competence, besides, just the four basic

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language skills listening, speaking, writing and reading.

Immersing pragmatics into English education has not been implemented into schools that teach English as a foreign language as well as in countries who use English as a second language.

As Bardovi-Harlig (1996) said, teaching pragmatic competences is an integral part of teaching a language. And according to Rose and Kasper (2002), explicit instruction of the target language using pragmatic rules is most effective way. Nowadays, the explicit instruction of using pragmatics has been widely researched. Thus, to facilitate learners, pragmatic competences are essential in teaching languages especially in teaching English. In the field of pragmatics, this paper researches compliments and their responses as case studies.

The importance of learning pragmatics

One of the motivations to learn a foreign language is that learners can communicate with other people from different countries and learn about customs and traditions naturally by using target language. The traditional recognition of mastering languages is having the comprehensive abilities of the four main language skills: reading, writing, listening, and speaking, however communicative competences and cultural studies have been added to it in the last few decades or so to fully master a language. According to Trosborg (1995), many models of communicative competences have shown that communicating accurately using the target language requires knowledge of the language systems as well as understanding the pragmatic rules of language uses. As stated in the research by Crandal and Basturkmen (2004), they pointed out that the errors of appropriateness on the part of non-native speakers of English may have many more negative consequences than grammatical errors in speech. For example, when speakers make utterances to their listeners, the mistake of performing negative face-threatening speech acts may be characterized as the speakers being uncooperative, or more seriously, being rude to their listeners. Thus, the relationships between speakers and listeners may be strained from the beginning of their first encounters. In contrast, when making grammatical errors, both speakers and listeners are still basically able to understand the meaning of utterances, in addition this will not strain their relationships. Most native English language speakers can understand that making grammatical errors in speech is unavoidable for foreign language learners. Thus, they don't pay much attention to whether foreign speakers use accurate grammatical structures or not. The most

important thing is, is that the speakers can make sense to their listeners. Besides that, body language also helps speakers to express themselves and transfer what they want to say more precisely. Dr. Albert Mehrabian (2012), author of Silent Messages, conducted several studies on nonverbal communication. He found that 7% of any message is conveyed through words, 38% through certain vocal elements, and 55% through nonverbal elements (facial expressions, gestures, posture, etc.) However, once speakers make pragmatic mistakes, it is often hard to maintain good relationships between speakers and listeners, therefore it is usually the case that the conversation will end abruptly.

According to Annonald (2015), in her research, an example she used is when a foreign language student wanted to make a request to a professor in America, and due to her first language (L1) transfer to her second language (L2), she may say directly: "Write a letter of recommendation for me, please." or "I want you to write a letter of recommendation for me." However, these expressions are too direct because of L1 to L2 transfer. More appropriately, it would be politer to say "I was wondering whether you could write a letter of recommendation for me, please". In direct expressions when it comes to making request acts have a nuance of politeness and shows respect to the professor. However, if the student makes a direct request, the professor might feel slightly agitated. Thus, for language learners, it is necessary to have pragmatic competences in terms of social contexts. In different social contexts, speakers should choose suitable speech acts when they make their utterances within different interactional situations plus consider who they are addressing.

Pragmatic competences

Pragmatic competences play an important role in communication and it has a decisive function in leading communication skills successfully. In addition and importantly, it is the accelerator in the building up of relationships between speakers and listeners. As pointed out by Bachman & Palmer (1996), who divided pragmatic competences into illocutionary competence (functional knowledge) and sociolinguistic competence (social linguistic knowledge).They summed up illocutionary competences into 4 parts which are ideational functions, manipulative functions, heuristic functions and imaginative functions. These can help us consider "the relationships between utterances or sentences and texts and the intention of language users" (Bachman & Palmer 1996, p.46). The following section explains each of the four functions. "Ideational functions" refers to the expression of conception, knowledge, and emotions in the real world for example sadness and

happiness. "Manipulative functions" emphasize the operation which has somewhat an effect on the circumstances of using the language. For example, when you give your partner compliments, the effects of these compliments may help you in maintaining good relationships between you and your partners. "Heuristic functions" focus on the spreading of knowledge in your environment as means of exploring, leaning, and acquiring knowledge typically through the use of questions. "Imaginative function" relies on imagining things to enlarge your reality. For example, metaphors are used to exert listeners or readers imagination. In the communication among people, these four functions operate co-operatively. Another element of pragmatic competences is sociolinguistics' knowledge which is the descriptive study of the effect of any and all aspect of society for example culture norms and society, effects on language in terms of output of explanation in special circumstances, which can be connected to dialect or routine expressions like slang.

Teaching of pragmatics
Ⅰ. Explicit pragmatics instruction and implicit instruction

The teaching of pragmatics aims to facilitate the learner's pragmatic competences in order to choose correct expressions of language within the interactions in the society. Each culture and within each culture, each community has special pragmatic rules to maintain positive relationships between people.

The aim of teaching pragmatics is to cultivate the learner's pragmatic senses which can raise their cognition of choosing correct expressions of language in different situations and circumstances in which they encounter. Even native speakers (NS) find it's hard to keep a good balance when applying pragmatic competences in speech, in turn which could lead to negative perceptions, reactions and even strained relationships between both speakers and the listeners. Thus, teaching pragmatic competences to non-native speaker's (NNS) is a big challenge for language teachers. Cohen & Ishihara (2015) made some suggestions of instructional pragmatics which is studied in the language education field. They refer to pedagogues which includes explicit pragmatic instructions and implicit instructions. Explicit instructions are connected to giving explanations of pragmatics which is equal to meta-pragmatics information and stimulates the learners' awareness of their pragmatic senses, formality of language, functions as well as for-function-context mapping. When teachers analyze pragmatic knowledge, teachers should also consider some situational reasons which have close relationship to social

positions, psychology, social distance, as well as others. It is necessary for teachers to give appropriate and real life examples of situations when giving explanations. In contrast, implicit pragmatics instructions refer to educators providing the input of the knowledge of pragmatics only. They leave it to the learners in order to raise their awareness of pragmatics. This means the output of the learner's knowledge is a process of facilitating pragmatic abilities. The result of this research is that both of them have special effects of teaching pragmatics as good pedagogues. However, this paper suggests that it is more beneficial to teach pragmatics in classes. That is, considering the current situation for L2 and FL, because most students need to learn pragmatics under the direction of teachers in order to get the appropriate opportunities to practice this pragmatic knowledge within a controlled area-the classroom. Moreover, they can improve their awareness of pragmatics easily and rapidly by putting theory into practice.

Ⅱ. Approaches in instructions of pragmatics

Cohen & Ishihara（2015）summarized various approaches on how to facilitate the sense of awareness of pragmatics in the instruction and teaching of pragmatics. They referred to two factors which included the linguistics side as well as the cultural factors side. The basic point of the linguistics factor is the analysis and practice of words occurring within different situations. The next step is the practice and understanding the correct structure of grammar. Therefore strategies of speech acts should be then understood by listeners. Other points include the analysis of discourse, the analysis on the mechanism of speech acts and the analysis of discourse cognition and tone. Regarding the culture factors, the studies of pragmatics are divided as below:

a. Analyze language and the contexts of situations to understand the intention of speakers and listeners and give appropriate assessment of the speaker's and the listener's explanations.
b. Analyze contact connected to directness, indirectness, politeness and formality which are used in different conversations.
c. Understand and practise social rules in learning language cultures.
d. Give theoretical judgment and think which have a relationship with cultures.

However, most samples of the analysis of pragmatics are totally different from the linguistic and cultural factors side in reality. Learners should consider some other

approaches which can help them to improve pragmatic competences through media communications like movies, theatre and drama. Learners can compare pragmatic rules between native and target languages.

According to Bardovi-Harling (1996), besides the educational situations of the instruction of pragmatics, it is effective using the approach through learners' observations and analysis in a natural environment, which is known as learners-as-ethnographers/researchers. Obviously, this is a learner centered method.

Deductive and inductive instructions of pragmatics are also effective methods used for students to learn about pragmatics. Deductive instructions are based on the instruction of pragmatics by teachers and the learners who analyze examples and situations by themselves. In contrast, learners analyze inductive instructions of pragmatics and then summarize the pragmatic rules by themselves with direction from the teachers. These two pedagogies are suitable to learners of English in a foreign language (EFL) environment.

Ⅲ. The necessity of teachers' pragmatics

As we all know, the situation in the field of education of pragmatics education focuses mostly on the pragmatic theories only. In the research of Vasquez and Sharpless (2009), they found that during the participation of 94 American graduate schools, in which mostly all schools teach pragmatics as a subject and in that, about 20% added special pragmatics subjects. 56% of pragmatics subjects focused on politeness or speech acts. Moreover little attention is paid to instructional pragmatic. Vasquez and Sharpless (2009) made apparent that instructional pragmatics gave more instruction to learners that can help learners improve their pragmatic standards. This means language teachers who have qualifications to teach language should be of a higher standard of proficiency in the future.

The pragmatic proficiency of teachers influences students' pragmatic competences directly. Thus, teachers have to improve their pragmatic awareness and their own upper-instructional abilities and self-effectiveness. Yates & Wigglesworth (2005) advocated that the knowledge, beliefs and the practice instructions of teachers are necessary. The knowledge which refers to explicit knowledge is used in teaching pragmatics. According to Bardovi-Harling (1992), instructional pragmatic knowledge is divided as below:

1. Knowledge connected to pragmatics variation

2. Knowledge of Meta pragmatics

3. Instructional pragmatics knowledge

4. Assessment knowledge of pragmatic competences

5. Identity, culture, proficiency level, and other characters of learners

6. Knowledge circled in instructional pragmatics which is connected to curriculums

7. Instructional pragmatics in various environments of education

Ⅳ. Teaching compliments and compliment responses
1. Culture emic influence

As this paper referred to earlier, the speech acts of compliments and compliment responses have brought about a lot of attention particularly in the last 3 decades for the following two reasons: First, Golato (2005) mentioned that complimenting and compliment responses have much more complex structures than other speech acts like thanking, address, apologies which are studied in isolation (Golato, 2005). Second, according to Manes and Wolfson (1981), complimenting and compliment responses reflected deep social-culture values.

In the education of language, it is necessary to emphasize sensitivity of identity and culture. According to Spencer-Oatey (2000), when the ability of reading culture is insufficient, emic of culture should be recognized. Below is an example of responses to compliments of someone praising your child's score.

e.g. "Your son did a good job at school!"

In Japanese communities, Japanese people tend to say "No, no, it is not like that." Compared to native English speaking communities, people tend to say "Yes, my child made a lot of effort in his studies."In research by Daikuhara (1986), she explained that these two different expressions are due to cultural differences. The way in America is generally to upgrade the speakers' compliment to make relationships between speakers and listeners closer. On the other hand, in Japanese culture, especially, in front of people who have a higher status than themselves, they tend to downgrade compliments to maintain a slight distance from the complimentor. Additionally, self-praising should be avoided in order to develop the relationship due to the Japanese 'inner' and 'outer' style of culture. Therefore, when teaching compliments and compliment responses, learners' culture emic and culture literacy should be taught in language education. In English

classes, teachers should cultivate learners' comprehension of cultures and to compare their national identities which are different from that of the target language. Thus, in the process of teaching compliments and compliment responses, it is beneficial for learners to understand and consider choosing the appropriate compliments and compliment responses in English. This can also help lessen misunderstandings and create better relationships with native English speakers.

2. Observation of teaching compliments and compliment responses

It is helpful for learners to observe pragmatics in education in real lessons. Not only lesson plans for teachers, but also teaching lessons plus giving assessments to students are favorable ways to teach pragmatics.

Cohen & Ishihara (2015) provided several suggestions when learners observe pragmatic lessons. As they said, paying more attention to observing pragmatic lessons is much more beneficial for the observers if they go on to teach pragmatics in the future. These methods are listed below:

1. Think about the aim of the lesson as well as the pragmatic goals.

2. How aware is the teacher of the pragmatic target? How does the teacher let students add to their awareness of pragmatics?

3. What are the chances of creating interactions and the output of pragmatic knowledge?

4. How is the improvement of pragmatic proficiency and assessment in pragmatics valuation in the lesson?

5. To what extent are learners' cultures and language used?

6. What is the level of knowledge of the learners' culture?

7. Are the students' motivated to learn about pragmatics? What is the effect of their motivation?

8. How is the teacher assessing the awareness of the students' pragmatics and output?

9. What are your own ideas that can be used in the lesson?

10. It is necessary to adapt your lessons according to your teaching environment or to your students?

11. What are some other points, suggestions and interesting ideas that you can give when observing pragmatic lessons?

3. Sample

Below is an example of the teaching of pragmatics in ESL from Ishihara（2010）.

a. Learners background information

Learners were high intermediate level students with a TOEFL iTP scores are from 400 to 430. These students are Asian students who study English in America. The lesson was conducted on in English.

b. Instruction aims

Expressions of compliments and compliment responses reflect various cultures, virtues of modesty and values in reality. Different communities have different stereotypes. It is common to misunderstand the pragmatic rules of different communities and cultures. English compliments and compliment responses are lubricant in the communication. They can boost the confidence of people. For example, when students are given compliments by their classmates or their teachers, these students can gain more confidence and this is the strength of compliments.

According to researchers, Estrada, Gates, & Ramsland,（2006）compliments and compliment response should be taught in primary schools. And it is absolutely essential to be taught in middle and high schools. In Ishihara's lesson, the goal to achieve teaching compliments and compliment responses is as below:

1. To raise the awareness of the students pragmatic rules.
2. To let the students realize the relationships between different cultures and explanations of compliments and compliment responses within cultures.
3. Teach learners about the knowledge of compliments and their responses in different communities to increase the students' input.
4. Give learners chances to learn native speaker's pragmatic behaviors and teach them to give correct compliments and compliment responses among people who have different social statuses and relationships.
5. Instruction time and material

Total 250 minutes（5 × 50 minutes lessons）

Handouts from research of compliment and compliment responses

4. Process of teaching

a. The introduction of pragmatics knowledge

At the very beginning of lessons, the teacher gave students scenarios and used

discourse completion task（DTC）to let learners complete them and then share their perspectives to each other. Students doing this task were asked to think about how to express compliments and compliment responses in their native language and English when they came across the same situation to that in the handout. Some students were shocked because expressions（compliments and compliment responses）from different countries are totally different. Next, the teacher told students to imagine the status of the participants who took part in the English conversation. Then, the students were asked to talk about which expressions of compliments and their responses should be chosen and which type of culture background they belonged to. There were also some other factors that needed to be considered like relationships. By doing the above tasks, students were motivated to raise their awareness of pragmatic competences and conduct correct compliment behavior responses.

b. Teach students the mechanism of English compliments and compliment responses

Using compliments and their responses correctly can help people build and maintain good relationships. Another function is to express appreciation. Besides that, they can start and end conversations and continue a good conversation. The last mechanism is making assessments of students' technical ability and work proficiency when making compliments and compliment responses.

c. Collecting data

In the next stage, students were told to research native speakers' compliments and their compliments responses after class as Table1 below. In Ishihara's lesson, she asked students to pay attention to every compliment and their responses of English and Japanese native speakers. Each learner had to collect at least 3 samples by listening to native speakers or by watching movies. At the end of the conversation, students had to write what they heard. They didn't have to translate the language and just kept the data original. Additionally, students had to consider compliments and their responses given in terms of age, gender, role, distance/closeness, and compliment topics regarding the speakers. From this context, students could judge whether the utterances/speakers were natural and honest, or how appropriate the interactions seemed to be（Cohen & Ishihara, 2015）.

Table 1 Giving and Responding to Compliments: Data Collection

	Social status (age, gender, social status)	Distance (relationship)	Compliment topics	Appropriate? (e.g. sincere? spontaneous?)
"The father of the bride" Dad: You look all lit up inside. Annie: Oh, I feel all lit up inside. Dad: You smell pretty good, too. Annie: Oh, you like it? It was a present.	M to F 40s—early 20s	Father---daughter very close	Appearance aroma	Sincere/ spontaneous/ appropriate
Interactions 1 A: B: (continues)				
Interactions 2 A: B:				
Interactions 3 A: B:				

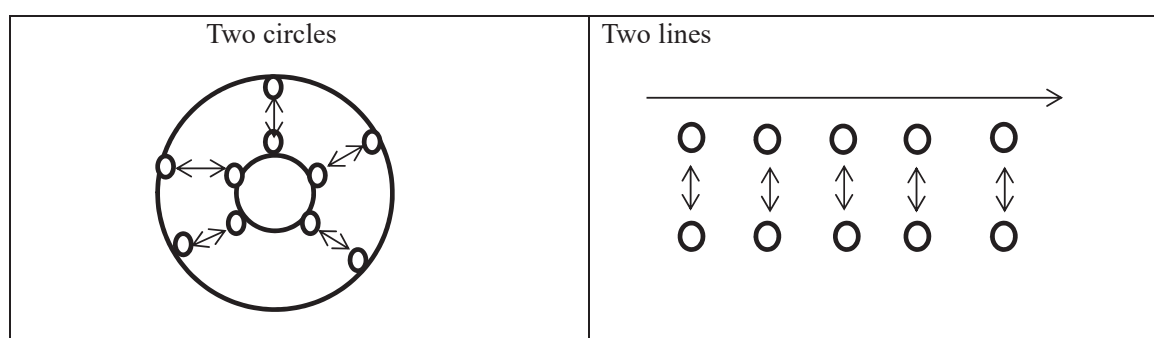(Source: Cohen & Ishihara, 2015, p.149)

This task of collecting samples encouraged students to observe and analyze compliments and their responses. Therefore, learners tended to raise their pragmatic awareness and develop their knowledge of pragmatics.

d. Have students do role-plays to practice conversations in pairs from the data they collected (Table 1)

In order to see the real psychology of the students in the conversations, a setup is initiated by teachers, as in Figure1 below. For example, in the role plays of compliment responses, the teacher lets students stand in two circles. Students in the outer circle give compliments, meanwhile students in the inner circle make responses to the compliments. Then, the students in the outer circle move clockwise to change partners. This task can be repeated often to give every student the opportunity to make compliments and their responses of learners. To exchange roleplaying rules, the teacher asked students in the inner circle to give compliments and the outer circle students to respond. There is

another standing pattern which is that the students stand in parallel lines opposite each other see figure 1 below. All of them stand face to face and do the roles as above. This is the standing pattern which is similar to the circle pattern. Both patterns enable the students to practise mutually. Additionally, this can create a natural learning environment and enable learners to have a relaxing conversation at a close distance. Finally, from practising, students can raise their awareness levels of compliments and become closer to each other. Thus, this is a very effective teaching method of compliment behaviors in class.

Figure1 The setup of practising complimenting responses

Two circles	Two lines

（Source: Cohen & Ishihara, 2015, p152）

Ⅴ. Assessment

The assessment of students is a very important part in teaching pragmatics. The assessment is not only referred to as an exam, but it can also be applied in the normal lessons of daily lives. As Brown & Hudson（1998）stated that classroom-based assessment is obvious to understand from its literal meaning. It is divided into self-assessment and teachers assessment. Self-assessment means students evaluate themselves in addition evaluate other students. Teacher's assessments are evaluated by other teachers which are also called teacher-based assessments, alternative assessment, and alternative in assessment（Brown & Hudson, 1998）. All through the process of teaching pragmatics, teachers also need to give feedback to students regarding their behaviors. Keeping a good balance of assessments is very challenging.

O'Malley & Valdez Pierce（1996）argued that the standard of assessments should be incorporated with the instruction goals. Cohen & Ishihara（2015）summarized three factors which included pragmatic factors, culture factors and Meta pragmatic factors. The pragmatic factor of assessment is the core of pragmatics which is considered from the output of the learner. In detail, it aims to recognize to what extent the learners can understand their partners. Besides that, it pays attention to how much learners know of

their participants transfer meanings of language compliments in order to communicate with each other more smoothly. Culture factors are reflected in the culture of pragmatics. For example, how much do learners understand social meanings by pragmatic expressions? What can the learners find out about communities and cultures in the pragmatic classes? In special contexts, how much can learners understand the participants who transfer meanings in their pragmatic behaviors? Meta-pragmatic factor assessment refers to evaluating the learners from pragmatics to cultural factors by considering special contexts.

According to Rose & Ng (2001), in the written DTC, oral DTC, and role plays, teachers should give feedback on how learners can use technical words in pragmatics. This can help students know their level of pragmatic competency and learn from other students' positive points in order to build up their confidence. After the pragmatics course, teachers should handout questionnaires to students as per below by Cohen & Ishihara (2015).

1. What did you learn about: a) giving compliments, b) responding to compliments, and c) social-cultural norms of complimenting and responding to compliments? Give examples and write in detail.

2. After studying about compliments, how confident do you feel about giving and responding to compliments in English? What questions do you still have?

3. Which of the following aspects of language and culture are you interested in learning about?

(Cohen & Ishihara, 2015, 153)

Cohen & Ishihara (2015) also mentioned that in the process of observing a pragmatic lesson, it is a good method for teachers to write reflective journals. It is also a good opportunity to think about the instructions of pragmatics and how to do well in the assessment of pragmatic competences of students. By writing reflective journals, teachers can learn more about other teachers' good points or instructional ideas and it can help teachers recognize their weak points through constructive self- criticism and self-reflection. Teachers can improve their teaching pragmatic knowledge by using the techniques above. To some extent, it can lead teachers to gaining new knowledge of learning pragmatic skills and belief in the teaching of pragmatics. This leads to supporting other teachers and they can compare different teaching methods between themselves. In short, this will deepen your perception of teaching pragmatics at the same time.

Conclusion

Compliments and compliment responses are one important component in our daily life. If they are given in the right ways, they may help people maintain good relationships and they have positive influences on people. The art of responding to compliments is not only a powerful social skill but is it is one of the fundamental pedagogues that help people to communicate with each other especially for L2 and FL learners. Therefore, English teachers should increase their awareness to teach compliments and compliment responses so they can teach pragmatic competences successfully.

As Creese (1991) said, pragmatic proficiency is "a complex multi-linguistic skill". As Thomas (1983) referred to, teaching pragmatic compliments equips students to express themselves in exactly the way they choose to do. According to Bardovi-Harling (1996), promoting pragmatic awareness is the core aim of teaching pragmatics. There are lots of other ways to facilitate pragmatic competences such as gathering examples from films or TV. As English teachers, they should pay more attention to the pragmatic instructions in English classes. They should try to raise learners' awareness of pragmatic rules; to increase learners' input and give them opportunities to observe native English speakers' pragmatic behaviors. Additionally, teachers should create an atmosphere to let learners share their perspectives.

Like in Ishihara's lesson of teaching compliments and their responses, there are many strategies educators can learn such as collecting samples of native speakers' compliments, completing an optional worksheet on cultural values, and practising giving and receiving compliments. Meanwhile, educators should give fair assessments to their learners regarding their pragmatic competences. In closing, this paper concludes that with the correct instructions from teachers, students can improve their pragmatic proficiencies especially focusing on the natural and smooth expressions of compliments and their responses in English classes within pragmatic competences. Finally, this leads to fewer misunderstandings and smoother relationships between native and non-native speakers of English using verbal and non-verbal communication skills that are acquired in a pragmatic competence class.

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英語の授業における「賛辞と応答表現」の指導法

文学研究科英語コミュニケーション専攻博士後期課程２年

宋　　璐璐

　英語学習者に必要なものは、「書く、聞く、話す、読む」という英語4技能だけではない。社会や世界が絶えず進化している今日、英語学習者も常にレベルアップを目指さなければならない。特に言語と文化の関係は国際的に重要な問題である。少なくとも過去30年間において、語学教育の分野では語用論に注目が集まっている。学習者にとって語用論の知識も必要であることは明らかである。語用論的な視点は語学指導や語学学習においてますます重要な存在になっているということである。この分野の専門家である石原氏によると、語用論の学習は認知的なプロセスを重視するだけでなく、社会現象とも密接な関係があるという。自身のアイデンティティをどのように構築し、コミュニケーションを可能にするかの問題である。英語教育の現場では語用論の適切な運用法を教えるべきである。

　本論文は、語用論的な立場から発話行為の「賛辞と応答（「ほめる」と「こたえ」）表現」を英語の授業でいかに指導するかを論じたものである。「賛辞と応答表現」は人間のコミュニケーションの中で非常に重要な役割を果たしている。話し手と聞き手の距離を円滑に促す潤滑剤とも言えるものである。

　「ほめる行為」と「応答する行為」は、そのまま発話者のコミュニティーにおける文化と価値観を如実に反映するものでもある。英語教員は「賛辞と応答表現」の指導目標を明確し、学習者のニーズを読み取り、授業に反映させるべきである。また、各学習者のデータ収集を行い、それぞれの状況を分析し、ロール・プレイを通して公平に評価を下し、できる限り「賛辞と応答表現」の修得を生徒に促すべきである。さらに、「賛辞と応答表現」を通して語用論の重要性を認識させることが将来の英語教育において重要視されるべきである、というのが筆者の見解である。