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A STUDY ON

**ENGLISH AND VIETNAMESE
RESPONSES TO COMPLIMENTS**

Field: THE ENGLISH LANGUAGE

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M.A. THESIS IN THE ENGLISH LANGUAGE

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CHAPTER 1 INTRODUCTION

1.1. STATEMENT OF THE PROBLEM

In the age of global communication, it is important and necessary to communicate effectively. This requires language learners not only the knowledge of linguistic structure of the target language but also ability to use it appropriately in different situations, depending on factors such as settings, context and relationships between speakers (Washburn, 2001).

Different countries have different cultures. Therefore, it is essential for English learners to equip themselves with knowledge of the target language culture as well as pragmatic and discourse knowledge so as to gain success in everyday interaction. In the process of communication, the function of responses may seem self-evident; in fact, they serve more functions than it apparent at first sight and responses to compliments are not exceptional. Let's have a look at the example below.

A: That's a nice dress!

B: Thank you.

It was a gift and means a lot to me.

I don't deserve it.

Oh, this old thing. It is 8 years old.

It is clear that the same compliment may be responded in various ways with different intentions by the addressee. These responses can either make interlocutors get closer, establish and maintain the conversation, develop interpersonal relationship and

understanding between interlocutors or interrupt the interaction process.

In the process of teaching and learning English, the pragmatic and discursal use of responses to compliments have not been paid much attention to. As a result, learners with a good knowledge of language may fail in his real communication because of misunderstanding and then loss of confidence in communicating. It is necessary that an investigation into this field should be carried out to contribute to a better process of teaching and learning English. Carrying out a contrastive study on verbal responses to compliments in English and Vietnamese, I would like to obtain some insights that highlight both the similarities and differences of response types in English and Vietnamese strategies used to reply compliments by English and Vietnamese people. The study also attempts to suggest some useful implications in order to help language learners improve their language skill to gain their purpose of social communication as well as to make the process of teaching and learning foreign language better.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims of the Study

With the purpose to make an investigation into syntactic and pragmatic features of verbal responses to compliments in their contrast in English and Vietnamese, this study aims to describe and analyze different types of compliment responses (CRs, hereafter) in English and Vietnamese in order to increase knowledge and effective use of verbal responses to compliments in teaching and learning English as a foreign language.

1.2.2. Objectives

- Identify the syntactic and pragmatic features of CRs in English and Vietnamese languages.

- Find out the similarities and differences of these features in the two languages.

- Present suggestions to help teachers and learners of English teach and learn English CRs in an effective way.

1.3. SCOPE OF THE STUDY

Within the limit of the thesis, this study will focus on verbal responses to compliments, not on non-verbal communication. Besides, social factors such as age, profession, sex, social positions, geographical areas... are not considered in this thesis.

1.4. RESEARCH QUESTIONS

1. What are syntactic features of CRs in English and Vietnamese?

2. What are pragmatic features of CRs in English and Vietnamese?

3. What are similarities and differences in the syntactic and pragmatic features of CRs in English and Vietnamese?

1.5. SIGNIFICANCE OF THE STUDY

This investigation will attempt to clarify the similarities and differences of syntactic and pragmatic features of CRs in English versus Vietnamese with the hope that it will help English learners use CRs effectively in different situations. The findings of the study can be necessary source for suggesting some good implications for teaching and learning CRs better.

1.6. PREVIEW OF THE ORGANIZATION OF THE THESIS

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background

Chapter 3: Method and Procedure

Chapter 4: Findings and Discussion

Chapter 5: Conclusions – Implications – Limitations – Further Research

This chapter mentions conclusions related to the study and the implication. Some limitations and further research are also discussed.

CHAPTER 2
LITERATURE REVIEW AND THEORETICAL
BACKGROUND

2.1. REVIEW OF PREVIOUS STUDIES

There are some studies related to the study we are going to carry out.

According to Austin (1962) in *“How to do things with words”* [1], he classified compliments under the class of ‘behabitives’.

Bach and Harnish group Compliments as a subcategory of congratulations along with condolences and felicitations [30, p. 52].

Searle [55, p. 67] describes congratulations as expressing the speaker’s pleasure regarding some event related to the hearer. While the same positive reaction is also relevant in compliments, compliments present personal assessments of a situation.

Wierzbicka remarks that compliments are usually intended to make others feel good and are performed for maintaining "good interpersonal relationships" [63, p. 87].

Wolfson, too, notes that they serve as “social lubricants” [65, p. 89]. A further significant description of compliments, underscoring the give and take nature of complimenting, is Kerbat-Orecchioni’s characterisation of the act as a verbal gift [37, p. 219].

Pomerantz (1978) was the first researcher to study CRs in American English. She provided many examples of different types of compliment exchanges, but she did not give precise proportions of each type of responses.

Herbert (1986) also provided a quantitative analysis of CRs in American English. She distinguished various types of CRs within

three categories: Agreement, Non-agreement and Other Interpretation.

Holmes (1988) did research on compliments and CRs in New Zealand. She analyzed quantitatively the topics that compliments referred to and discussed the frequencies of giving and receiving compliments between men and women.

Le Phuong Binh (2008) in *“A Vietnamese-English Cross-Cultural Study of Positive Politeness and Negative Politeness in Complimenting”* [43] points out the use of Positive Politeness and Negative Politeness strategies in complimenting by English native speakers and Vietnamese ones.

Nguyen Phuong Suu (1990) in *“Giving and Receiving Compliments-A Cross-Cultural Study in English and Vietnamese”* investigates how people give and receive compliments in Australian English and in Vietnamese.

Ho Thi Kieu Oanh (2000) carried out a research on complimenting and responding compliments between Vietnamese and American people in *“Về cách thức khen và tiếp nhận lời khen trong phát ngôn Việt-Mỹ”*.

2.2. COMMENTS AND A STATEMENT OF UNSOLVED PROBLEMS

From the previous study, it can be seen that compliment responses have been discussed in many books. However, little attention is paid on the comparison between CRs in the two languages. For this reason, our study attempts to analyze the syntactic and pragmatic aspects of CRs in English and Vietnamese and points out the similarities as well as differences between them.

2.3. THEORETICAL BACKGROUND

2.3.1. Syntactic Theory

2.3.1.1. Interrogatives

2.3.1.2. Declaratives

2.3.1.3. Imperatives

2.3.1.4. Exclamatives

2.3.2. Speech Act Theory

2.3.2.1. The Concept of Speech Act

2.3.2.2. Speech Act Classification

2.3.2.3. Components of Speech Act

2.3.2.4. Felicity Conditions

2.3.3. Conversation Theory

2.3.3.1. The Concept of Conversation

2.3.3.2. Conversation Structure

2.3.3.3. Conversation Principles

2.3.4. Politeness Theories

2.3.4.1. Face

2.3.4.2. Politeness

2.3.5. Compliments and Compliment Responses (CRs)

2.3.5.1. Compliments

a) Definitions

Holmes defines a compliment as “a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some ‘good’ (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer” [39, p. 485].

b) Linguistic Patterns

Manes and Wolfson [45, p. 115-132] found that three syntactic patterns of compliments accounted for almost all the data [45, p. 120-121]:

NP is/looks (really) ADJ. (e.g., “Your blouse is beautiful.”)
(50%)

I (really) like/love NP. (e.g., “I like your car.”)
(16%)

PRO is (really) (a) ADJ NP. (e.g., “That’s a nice wall hanging.”)
(14%)

c) Functions

Wolfson maintains that the major function of a compliment is “to create or maintain solidarity between interlocutors” by expressing admiration or approval [64, p. 89]. Holmes essentially agrees with this view by treating compliments as “positively affective speech acts directed to the addressee which serve to increase or consolidate the solidarity between the speaker and addressee” [39, p. 486].

2.3.5.2. Compliment Responses (CRs)

Pomerantz was the first researcher to study the topic of compliment response. She claimed that two general maxims of speech behavior conflict with each other when responding to a compliment [50, p. 81-82]. These conflicting maxims are “agree with the speaker” and “avoid self-praise”. Recipients of compliments use various solutions to solve this conflict, such as praise *downgrade* and *return*.

In summary, there are different types of CRs in both English and Vietnamese. Knowing the right ways to use CRs in verbal interaction can, to some extent, bring conversationalists the access to successful communication.

CHAPTER 3

METHOD AND PROCEDURE

3.1. RESEARCH DESIGN

Descriptive research and comparative analysis are chosen as the main methodology of the study. The study also uses qualitative and quantitative approaches as supporting methods to make the data analysis more reliable.

3.2. RESEARCH METHODOLOGY

Data description is the first step of the study and contrastive analysis is the main method. The target language is English and Vietnamese is the means to find out similarities and differences between the two languages. In addition, qualitative and quantitative approaches are used to make the data analysis more reliable. Calculations, statistics and tables are carried out to clarify the data and support the descriptive and contrastive methods.

3.3. DESCRIPTION OF POPULATION AND SAMPLE

The study focuses on 150 samples in English and the same number of samples in Vietnamese. Each sample includes a compliment and a CR.

3.4. DATA COLLECTION

The data in this study is carried out with the source of English and Vietnamese responses collected randomly in conversations in linguistic books, course books, novels, short stories.

3.5. DATA ANALYSIS

From 300 exchanges of CRs taken from both languages, we chose the most interesting and noticeable ones which can clearly illustrate a number of syntactic and pragmatic points under our investigation. All the data are classified based on their structures and

pragmatic features and then compared and contrasted to find out the similarities and differences between the two languages.

3.6. RELIABILITY AND VALIDITY

Reliability and validity are two most important criteria to guarantee the quality of the data collection procedures. Most of the findings in the study result from the analysis of evidence, statistics, frequencies. Therefore, the objectivity of study is assured.

Besides, all the samples are selected from well-known English and Vietnamese short stories, novels and conversational books. Therefore, they are reliable.

3.7. RESEARCH PROCEDURES

- Collecting and classifying data
- Analyzing data
- Making a contrastive analysis
- Synthesizing the findings and drawing conclusions.
- Putting forward some implications for the teaching and learning English and giving some suggestions for further research.

CHAPTER 4

FINDINGS AND DISCUSSIONS

The chapter has four parts: 1) Syntactic features of CRs in English and Vietnamese; 2) Pragmatic features of CRs in English and Vietnamese; 3) Similarities and differences in syntactic and pragmatic features of CRs in the two languages; and 4) Summary.

4.1. THE SYNTACTIC FEATURES OF CRS IN ENGLISH AND VIETNAMESE

4.1.1. The Syntactic Features of CRs in English

Table 4.1. Relative Frequency of the CRs in English in terms of syntactic features. (150 collected samples)

Structures	English Language	
	Number	Frequency %
1. Interrogatives	15	10.0
2. Declaratives	46	30.7
3. Exclamatives	8	5.3
4. Expressions	62	41.3
5. Others	19	12.7
Total	150	100

4.1.1.1. CRs in Interrogatives

Table 4.2. Relative Frequency of Interrogative Structures of CRs in English

+ Interrogative Structures	English Language	
	Number	Frequency%
1. Yes/No Questions	7	46.7%
2. Wh-Questions	2	13.3%
3. Alternative Questions	1	6.7%
4. Incomplete Questions	5	33.3%
Total	15	100

4.1.1.2. CRs in Declaratives

Table 4.3. Relative Frequency of Declarative Structures of CRs in English.

+ Declarative Structures	English Language	
	Number	Frequency%
1. Affirmative Statements	34	73.9
2. Negative Statement	10	21.7
3. Incomplete Statements	2	4.4
Total	46	100

4.1.1.3. CRs in Exclamatives

4.1.1.4. CRs in Expressions

4.1.1.5. Others

4.1.2. The Syntactic Features of CRs in Vietnamese

Table 4.4. Relative Frequency of the CRs in Vietnamese in terms of syntactic features (150 collected samples)

Structures	Vietnamese Language	
	Number	Frequency%
1. Interrogative	28	18.7
2. Declaratives	84	56
3. Exclamatives	14	9.3
4. Expressions	10	6.7
5. Others	14	9.3
Total	150	100

4.1.2.1. CRs in Interrogatives

Table 4.5. Relative Frequency of the Interrogative Structures of CRs in Vietnamese in terms of syntactic features

+ Interrogative Structures	Vietnamese Language	
	Number	Frequency%
1. Yes/No Questions	13	46.4
2. Wh-Questions	12	42.9
3. Alternative Questions	1	3.6
4. Declarative Questions	2	7.1
Total	28	100

4.1.2.2. CRs in Declaratives

Table 4.6. Relative Frequency of the Declarative Structures of CRs in Vietnamese in terms of syntactic features

+ Declarative Structures	Vietnamese Language	
	Number	Frequency%
1. Affirmative Statements	59	70.2
2. Negative Statements	25	29.8
Total	84	100

4.1.2.3. CRs in Exclamatives

4.1.2.4. CRs in Expressions

4.1.2.5. Others

4.1.3. Similarities and Differences of the Syntactic Features of CRs in English and Vietnamese

4.1.3.1. Similarities

First, both English and Vietnamese CRs are in the forms of such structures as Declaratives, Interrogatives, Exclamatives, Expressions and Others (which is the combination of different kinds

above). Especially, there are no Imperative structures found in the corpus.

Second, English as well as Vietnamese people use Yes/No Questions more frequent than other kinds. In English, there are 7 cases (46.7%) of Yes/No Questions whereas 13 cases (46.4%) of that are realized in Vietnamese.

One more similarity is that very few English and Vietnamese people use Alternative Questions and Declarative Questions. Only 1 case of Alternative Question (6.7%) and no Declarative Questions are found in English. In Vietnamese, 1 case of the former (3.6%) and 2 cases of the later (7.1%) are collected.

Fourth, when making CRs in the form of Declarative, people in the two languages tend to use Affirmative structures more often than Negative ones. 34 cases (73.9%) of Affirmatives and 10 cases (21.7%) of Negative are present in English. The order is the same in Vietnamese with 59 cases (70.2%) of the former and 25 cases (29.8%) of the later.

4.1.3.2. Differences

First, the five types of CRs in English rank in different order from that in Vietnamese. Those types in English are arranged from the most frequent to the least one as following: Expressions (62 cases/41.3%), Declaratives (46 cases/30.7%), Others (19 cases/12.7%), Interrogatives (15 cases/10%), Exclamatives (8 cases/5.3%). Such order in Vietnamese is: Declaratives (84 cases/56%), Interrogatives (28 cases/18.7%), Exclamatives (14 cases/9.3%), Others (14 cases/9.3%), Expressions (10 cases/6.7%).

Second, there is a noticeable difference in the number of occurrence of Declarative structures between English and

Vietnamese CRs. There are only 46 cases, occupying 30.7% in English; however, in Vietnamese there are 84 cases, accounting for 56%.

Third, English people are different from Vietnamese ones in using Expressions in their CRs. 62 cases (41.3%) of Expression structures in English but only 10 cases (6.7%) of that in Vietnamese are found.

Fourth, English speakers have a tendency to use less WH-questions (2 cases/13.3%) than Vietnamese ones do (12 cases/42.9%). In contrast, more Incomplete Questions are used in English than that in Vietnamese (5 cases/33.3 versus 0 cases).

Fifth, the number of occurrence of Exclamative structures in CRs is quite different between the two languages. This number in English is 8 cases (5.3%) but that in Vietnamese is 14 cases (9.3%).

Sixth, the formation of Yes/No questions as CRs in English and Vietnamese is quite different. In English, a Yes/No question is formed with the inversion of the subject and the auxiliary verb or modal verb or “to be”. Nevertheless, Vietnamese people use no inversion in this kind of question. A Yes/No question in Vietnamese is the combination of a statement and one of the particles like *à, hả, ờ* or adverbs such as *có phải...không, có...chưa, có...không, đã...chưa, muốn...không, etc.*

Seventh, when the Question Word is not the subject of a WH-question in English, there is the inversion of the subjects and the question operator (auxiliary verb or modal verb or “to be”). However, a WH-Question in Vietnamese is made by the use of the question word only. Moreover, the position of the question word is not the same in the two languages. In English, a question word must be at the

beginning of a question whereas it can be at the front or the end in Vietnamese.

In summary, there are both similarities and differences between the syntactic features of English and Vietnamese CRs. Some types of CRs have the same number of occurrence in the two languages while others have different ones. Besides, some differences can be found in the ways of formation of the CR structures in English and Vietnamese.

4.2. THE PRAGMATIC FEATURES OF CRS IN ENGLISH AND VIETNAMESE

CRs will be divided into two categories, Person-to-Person Compliment Responses (PP-CRs, hereafter) and Compliment Responses to a third person (3rd P-CRs, hereafter).

4.2.1. Person-to-Person Compliment Responses (PP-CRs)

Table 4.9. Relative Frequency of the PP-CRs in English and Vietnamese in terms of pragmatic features (100 collected samples/each language)

Structures	English Language		Vietnamese Language	
	Number	Frequency %	Number	Frequency %
1. Accept	74	74	24	24
2. Reject	15	15	35	35
3. Deflect/Evade	11	11	39	39
4. Special type	0	0	2	2
Total	100	100	100	100

4.2.1.1. Accept

Table 4.10. Relative Frequency of Subcategories of Accept in English and Vietnamese PP-CRs

Accept	English Language		Vietnamese Language	
	Number	Frequency	Number	Frequency
Appreciation Token	38	51.3	3	12.5
Agreeing Responses	17	23	5	20.8
Downgrading	8	10.8	9	37.5
Return	11	14.9	7	29.2
Total	74	100	24	100

4.2.1.2. Reject

Table 4.11. Relative Frequency of Subcategories of Reject in English and Vietnamese PP-CRs

Reject	English Language		Vietnamese Language	
	Number	Frequency	Number	Frequency
Disagreeing Responses	10	66.7	18	51.4
Question Accuracy	3	20.0	8	22.9
Challenging Sincerity	2	13.3	9	25.7
Total	15	100	35	100

4.2.1.3. Deflect/Evade

Table 4.12. Relative Frequency of Subcategories of Deflect/Evade in English and Vietnamese PP-CRs

Deflect/Evade	English Language		Vietnamese Language	
	Number	Frequency	Number	Frequency
Shift Credit	5	45.4	13	33.3
Information Comment	2	18.2	9	23.1
Request Reassurance	4	36.4	17	43.6
Total	11	100	39	100

4.2.1.4. Special CRs

In Vietnamese conversations, there is another special type of compliment that is not present in English. Such compliments are used as *greetings*.

(105) C: Chị Bình đi đâu mà đẹp thế?

R: Cô Sáu đi làm à? [10, p. 16]

4.2.2. Compliment Responses to a third person (3rd P-CRs)

Table 4.13. Relative Frequency of the 3rd P-CRs in English and Vietnamese in terms of pragmatic features (50 collected samples/each language)

Structures	English Language		Vietnamese Language	
	Number	Frequency %	Number	Frequency %
1. Accept	17	34	11	22
2. Reject	15	30	24	48
3. Deflect/Evade	18	36	15	30
Total	50	100	50	100

4.2.2.1. Accept

The percentage of Accept in English is rather higher than that in Vietnamese (17 cases/34% and 11 cases/22% respectively).

4.2.2.2. Reject

Table 4.14. Relative Frequency of Subcategories of Reject in English and Vietnamese 3rd P-CRs

Reject	English Language		Vietnamese Language	
	Number	Frequency	Number	Frequency
Disagreeing Responses	7	46.6	11	45.8
Question Accuracy	4	26.7	9	37.5
Challenging Sincerity	4	26.7	4	16.7
Total	15	100	24	100

4.2.2.3. Deflect/Evade

Table 4.15. Relative Frequency of Subcategories of Deflect/Evade in English and Vietnamese 3rd P-CRs

Deflect/Evade	English Language		Vietnamese Language	
	Number	Frequency	Number	Frequency
Shift Credit	9	50.0	7	46.7
Informative Comment	4	22.2	3	20.0
Request Reassurance	5	27.8	5	33.3
Total	18	100	15	100

4.2.3. Similarities and Differences of Pragmatic Features of CRs in English and Vietnamese

4.2.3.1. Similarities

First, in both languages, PP-CRs and 3rd P-CRs are used to show different attitudes towards compliments such as Accept, Reject and Deflect/Evade.

Second, English and Vietnamese speakers tend to use Disagreeing Responses to reject a direct or indirect compliment rather than Question Accuracy and Challenging Sincerity. This type accounts for 10 cases/66.7% in English and 18 cases/51.4% in Vietnamese PP-CRs. Such frequencies in English and Vietnamese 3rd P-CRs are 7 cases/46.6% and 11 cases/45.8% respectively.

Third, Shift Credit is preferable to Information Comment and Request Reassurance when English as well as Vietnamese people want to deflect an indirect compliment. The rate of Shift Credit is 50% (9 cases) in English and 46.7% (7 cases) in Vietnamese.

4.2.3.2. Differences

Beside some similarities, there are still some differences between pragmatic feature of PP-CRs and 3rd P-CRs in English and Vietnamese.

First, while English speakers use PP-CRs to express Accept, Reject, and Deflect/Evade towards direct compliments, Vietnamese ones use one more Special Response type in reply to compliments as greetings.

Second, from the table 4.10 we can see that the frequencies of occurrences of some types of PP-CRs between English and Vietnamese are quite different. English people accept a direct compliment much more often than Vietnamese ones (74 cases/74%

versus 24 cases/24%). In contrast, Vietnamese speakers have a tendency to reject a direct compliment more frequent than English ones (35 cases/35% versus 15 cases/15%). Deflect/Evade responses in English are less in number than that in Vietnamese (11 cases/11% compared with 39 cases/39%).

Third, among the subcategories of the Accept category, Appreciation Token occurs most frequently in English PP-CRs, accounting for 38 cases (51.3%). Meanwhile in Vietnamese, the most common subcategory is Downgrading (37.5%).

Fourth, English speakers would prefer to use Shift Credit to evade a direct compliment rather than Information Comment or Request Reassurance (45.4%) whereas Vietnamese speakers prefer to use Request Reassurance (43.6%).

Fifth, in English interactions, the most common response to indirect compliments is to deflect or evade them (18 cases/36%). The next most frequent response is to accept such compliments (17 cases/34%). The least frequent response is to reject, accounting for 15 cases (30%). However, in Vietnamese the rank is Reject (24 cases/48%), Deflect/Evade (15 cases/30%) and Accept (11 cases/22%).

It is worthy of note that English people are direct and straightforward so they always accept compliments upon receiving them. In contrast, the Vietnamese are likely to reject or deflect compliments in order to show modesty and to avoid self-praise. When receiving a compliment, Vietnamese would rather put himself/herself down than accept the compliment.

One more remarkable point is that both English and Vietnamese recipients of compliments face two conflicting

conditions that pose a dilemma when responding to direct compliments: (A) Agree with the speaker and (B) Avoid self-praise [23, p. 81-82]. When the recipient agrees with the speaker by accepting the compliment (Condition A), it violates Condition B in that the response goes against the speaker's sociolinguistic expectations. On the other hand, when the recipient does not accept the compliment in order to follow Condition B, the response can be considered face-threatening act since it violates Condition A. Therefore, in order to mediate this conflict, recipients of compliments use evasion (categorized as Evade/Deflect) in their responses.

CHAPTER 5

CONCLUSIONS – IMPLICATIONS

LIMITATIONS – FURTHER RESEARCH

5.1. SUMMARY OF THE DEVELOPMENT OF THE STUDY

As mentioned in the third chapter, this thesis focuses on the syntactic and pragmatic features of CRs in English and Vietnamese.

5.2. BRIEF RE-STATEMENT OF THE FINDINGS

Syntactically, CRs are realized in such structures as interrogatives, declaratives, exclamatives, expressions and Others.

Pragmatically, both English and Vietnamese people use PP-CRs and 3rd P-CRs with different intentions such as accept, reject and deflect/evade.

Although the intentions of using CRs in the two languages are different in terms of the frequencies of occurrence, they are almost similar in achieving success in communication.

5.3. IMPLICATIONS FOR THE ENGLISH LANGUAGE LEARNING AND TEACHING

As a common phenomenon in communication, CRs cannot be ignored in the learning and teaching of English. Through the study of CRs in English and Vietnamese, we hope that the study will become part of contribution to the process of teaching and learning English. Therefore, we should suggest some useful implications for learning and teaching English as a foreign language.

5.3.1. Implications for learners

First, learners should be equipped with a variety of CRs. People can use CRs with different intentions. Therefore, the correct choice of response type for each communicative purpose is really necessary for learners to develop their communication skills.

Second, in order to get success in choosing an effective CR, learners should know the frequent use of CRs in each language to avoid FTAs as well as become polite communicators.

Finally, Vietnamese learners of English should know the similarities and differences of CRs in English and Vietnamese to study English better as well as have effective application in their daily communication.

5.3.2. Implications for teachers

First, teachers should give learners more opportunities to practice CRs in conversations.

Second, teachers should help learners know how to use CRs effectively by showing the essential structures as well as functions used for CRs. Besides, it is also important for teachers to raise learners' awareness of the similarities and differences of CRs in English and Vietnamese so that they can be more confident when using CRs.

5.4. LIMITATIONS

Although we have tried our best in doing this thesis, limitations are unavoidable due to the lack of time and materials for finding samples as well as the limited knowledge of the writer.

5.5. SUGGESTIONS FOR FUTURE RESEARCH

If the further research is conducted in this direction, the following aspects will be taken more consideration and investigation:

- CRs in daily conversations.
- The influences of cultural aspects on the use of CRs.
- Politeness in compliment responses.
- Compliment responses between male and female English and Vietnamese speakers.