Speech Acts: -How Non-native English Speakers' Responses to Compliments Compare to Native Speakers' Responses

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Ⅰ. Introduction

All speech can be seen as a variety of 'social action', such as greetings, promises, questions or declarations, etc. Labov (1970) says that there are "rules of interpretation which relate what is said to what is done" and it is upon the presupposition of these rules that any given dialogue can be considered coherent or incoherent. The linguistic term for this intention or force of an utterance is speech act (also known variously as 'illocutionary act', 'dialogue act', 'discourse act' or 'speech function' according to the person giving the definition). Kasper (1997) states that instead of the common term 'speech act' a more accurate term might be 'communicative action' because this term includes spoken, written, silent, or non-verbal (such as facial expressions and gestures) attempts at communication.

Speech acts are what we do with words and statements. Speech acts usually include the following types of utterances: requests, apologizing, compliments, responding to compliments, refusals, complaints, promises, expressions of gratitude, greetings, invitations, etc.

"Words can mean more – or something other – than what they say. Their interpretation depends on a multiplicity of factors, including familiarity with the context, intonational cues and cultural assumptions. The same phrase may have different meanings on different occasions, and the same intention may be expressed by different linguistic means" (Blum-Kulka, 1997).

As stated above, the speech act often means more than the actual words spoken. There are three components of a speech act: 1) locution – what the speaker actually says, 2) illocution – what the speaker really means to say, even though the actual spoken words may have a different meaning, and 3) perlocution – the effect of the speaker's utterance on the hearer.

An illustration of these three components of a speech act might be: 1) locution – "Boy, it's sure hot in this room." 2) illocution – "I would like you to open the window." 3) perlocution – If the person spoken to has a high enough level of pragmatic competence to understand that the hint given in the locution is in fact a request to open the window and if the same person has a reasonable sociopragmatic – appropriate behavior and social values – level, the window will be opened for the

speaker.

It is thus that two apparently unconnected sentences, lacking in cohesion from the point of view of explicit indicators, may still be interpreted as a coherent piece of conversation. "There is no real need to concern oneself with the speaker's intention because interaction proceeds according to the listener's *interpretation* of the force of an utterance" (Coulthard, 1985). Widdowson (1978) argues that it is only by analyzing each part of the dialogue and extracting the action which each is performing within the dialogue, that it is possible to accept this conversation as coherent. Because utterances can often be understood in more than one way, there is no real guarantee that your hearer will pick the meaning you intended to convey. This phenomenon is sometimes even exploited by a speaker to communicate different messages to different people by means of a single utterance. For instance, in the above example, if person "A" says "Boy, it's sure hot in this room" person "B" may interpret it as "I would like you to open the window" but person "C" might understand it to mean "I would like something cold to drink."

Searle (1969) identified five illocutionary/perlocutionary points:

1) Assertives: statements may be judged true or false because they aim to describe a state of affairs in the world.
2) Directives: statements attempt to make the other person's actions fit the propositional content.
3) Commissives: statements which commit the speaker to a course of action as described by the propositional content.
4) Expressives: statements that express the "sincerity condition of the speech act".
5) Declaratives: statements that attempt to change the world by "representing it as having been changed."

Davidson (1974) suggests that people can only understand language that expresses similar underlying conceptual schemes to those that they themselves share. Sperber and Wilson (1995:158), who claim that every utterance comes with a presumption of its own optimal relevance for the listener, seem to agree with Davidson.

John Locke, in his *An Essay Concerning Human Understanding* (1689), expresses the idea of the commonality of language understanding in its most uncompromising form. "Unless a man's words excite the same ideas in the hearer which he makes them stand for in speaking he does not speak intelligibly" (pp.262). Locke pointed out that, "since different individuals had different experiences, they used and understood words in different ways" (pp.300). He also realized that, as our ideas increase in complexity and abstraction, it becomes harder for the intended meaning of a speaker's utterance (which might not even be completely clear to the speaker himself) to be deciphered in precisely the same way by the hearer.

"Some utterances bear little surface resemblance to their underlying illocutionary

force. Despite the emphasis on language function, speech act theory deals less with actual utterances than with utterance types, and less with the ways speakers and hearers actually build upon inferences in conversation than with the sort of knowledge that they can be presumed to bring to an interaction. Language can do things – can perform acts – because people share constitutive rules that create the acts and allow them to label utterances as particular kinds of acts. These rules are part of linguistic competence, even though they draw upon knowledge about social obligations, institutions, identities), as well as knowledge about the grammar of the language" (Schiffrin, 1994). Bachman (1990, cited in Kasper, 1997) says that 'language competence' comprises 'organizational competence' and 'pragmatic competence.' Whereas organizational competence refers to grammatical and discourse competence, pragmatical competence refers to 'knowledge of communitive action and how to carry it out'.

Formerly most Japanese started their formal education in the study of English (L2) in the seventh grade, but now almost every Japanese person begins to learn English in their fourth grade of elementary school. Many start English study at an even earlier age through private lessons or attendance at a juku (cram school). Some are able to master the required knowledge and techniques to achieve a high level of fluency in both written and spoken English. But this number is very small when one considers that practically every Japanese that is able to graduate from high school has been exposed to English instruction for at least six years, and that an overwhelming percentage cannot communicate even the most simple speech acts. In addition to their six years of formal studies, most of the people who have graduated from high school have been exposed to movies and music in the original English and many, although not all, have had classmates who were exchange students from English-speaking countries, have had native English speaking (NS) teachers who are in Japan as AETs (Assistant English Teachers), or have traveled abroad and, as non-native speakers (NNSs) of English, who have Japanese as their the (L1), have traveled to countries where English may not be the first language but is used as the international language for communication and some have been exposed to natural situations in which English is the mother tongue (L1) such as an American military base located in Japan.

Furthermore "H's interpretation of S's behaviour may be said to determine what S's behaviour counts as at that point of time in the ongoing conversation : this allows of the possibility of course that S may self – correct, i. e., the hearer-knows-best principle may be applied sequentially" (Edmondson, 1981). Yet the vast majority of the Japanese population cannot express what they want to say and cannot understand even the simplest oral discourse when they are in a situation that requires the use of English. Blum-Kalka (1997) says, "from the native speakers' point of view, a different way of speaking pragmatically is rarely recognized and treated positively as a mark of

culture, being viewed instead frequently in a negative vein."

Ⅱ. Aims

This paper will attempt to ascertain how well Japanese English students in a four-year college program can respond in appropriate ways in English when complimented by a NS of English. For this research an appropriate response was considered to be one that NSs themselves would actually use when paid a compliment. Complimenting, and additionally the following compliment response, is considered to involve praiseworthy events that are then made into praiseworthy occasions. "Compliments differ from thanks in that thanks require that the addressee's preceding action be beneficial to the speaker; compliments refer to addressee-related events, which do not need to be beneficial at anybody in particular" (Bergman and Kasper, 1993).

Three questionnaires were given to fifty students, all of which were studying at a private university in Chiba Prefecture, Japan. At this university these students were studying in the three departments of the business faculty which offers degrees in economics, business management, and commerce. In each department there are ten classes of about twenty to thirty students each in the first and second years. For these students, two years of a foreign language are required. Each student can choose one of four second languages offered to study. These students study freshman or sophomore conversation, oral communication, writing, and/or advanced conversation classes..

Ⅲ. The experiment

Although Rose (1994) has pointed out that production questionnaires may be culturally biased, a written production task (WPT) was designed with eight scenarios in which a Japanese student is confronted by a NS of English. Sometimes called DCT, (Discourse Completion Task), it is a written questionnaire that includes a brief scenario, followed by a short dialogue with an empty place for the response for the speech act under study. The subjects were asked to write out what they think is the appropriate answer (Kasper and Dahl, 1991). Special consideration was given to insure that the eight scenarios were, in fact, situations that the subjects would be liable to encounter in their real-live environment. Eisenstein and Bodman (1986) report that after one of their DCTs was completed, they found that "some of [the] native and non-native subjects indicated that they had had no previous experience with some of the situations." Therefore to insure that the scenarios were ones that were likely to be encountered by Japanese university English students, several informants, both NSs and NNSs, were asked before the questionnaire was given to the students to comment on the probability of their actually facing these encounters.

As it is always best to use more than one research method in gathering data in order to minimize data collection flaws, a method of triangulation, that is, three different methods aiming for the same results, was employed in this research. The students were tested cross-sectionally three times by a questionnaire. The subjects were tested to see if they could respond in appropriate English to a compliment paid to them by a NS of English. Kasper and Schmidt (1996) stated that even though in studies where the lowest proficiency group is called "beginners, they are often able to fill in the DCT questions in the target language. In this paper the questions were stated in both L 1 and L 2 to eliminate any doubt about the scenarios. "It is important to note that what is considered appropriate in one context or culture may not be appropriate in another" (Rose, 1999).

The first was a consciousness-raising (CR) task asking for the students to evaluate their confidence in responding to compliments in English. The purpose of this task was not only to get the students themselves to comment on their confidence, but to also make them think about possible responses that they might make in the given situations. Ellis (1992) states that CR is essentially concept-forming, in orientation, practice is behavioral and to help the learner to perform a structure involves "repeated production" to achieve fluency. Ellis (1992) also points out that the acquisition of implicit knowledge involves three processes:

(1) noticing (i.e. the learner becomes conscious
      of the presence of a linguistic feature in the
      input, whereas previously she had ignored it).
(2) comparing (i.e. the learner compares the
      linguistic feature noticed in the input with
      her own mental grammar, registering to what
      extent there is a 'gap' between the input and
      her grammar).
(3) integrating (i.e. the learner integrates a
      representation of the new linguistic feature
      into her mental grammar).

Although it is assumed by the researcher that all of the students have studied this type of response somewhere in their previous studies of English, it is unknown whether any of them have responded to compliments in real life situations. In order to implement the ideas of Ellis as stated above, three questionnaires were prepared for the students to give their answers. These three papers were based on ideas presented by Dr. Kenneth Rose in the Distinguished Lectures Series presented at Temple University Japan in November, 1997.

The students were given a paper both in English and in Japanese describing the eight scenarios. They were asked to rate on a scale of one to five, with five being

the best, the confidence they had in being able to respond appropriately to the compliment in English in each of the eight scenarios.

Next, on a second paper listing the same eight scenarios the students were asked to write out, in English, what they thought was an appropriate response to the compliment paid to them. The researcher gave no instructions to the students regarding social distance or social dominance in the eight scenarios, assuming that as young adults they would have the ability to recognize these factors themselves. However, instructions were given that a 'no response' or 'opting out' answer was acceptable. Rose and Ono (1995) warn "the DCT format (without explicit instructions indicating the possibility of opting out) may force participants to provide responses that are not representative of actual interaction, thus calling into question any data obtained in the process."

On the third paper, the students were given the same eight scenarios, but the answers were provided in the form of multiple choice, with four answers in each scenario from the types listed below. The students were then asked to choose which multiple choice answer was the most appropriate for the given scenario. The answers were listed both in order and randomly to discourage the students from thinking (A) was the best or (D) was the worst answer, with the exception of the first response answer, which in every case was the simple "Thank you" or "Nothing." Following the guidelines proposed by Miles (1994) the compliment responses were arranged into eight different forms:

1) acceptance
2) agreement
3) disagreement
4) self-praise avoidance
5) return compliment
6) comment history
7) non-verbal response (includes a smile, laughter,
    shrug, nod, gesture, ummm, etc.)
8) no response.

Then the answers from the questionnaires were compared. Consideration was given to the confidence level expressed by each student and his/her actual ability to respond appropriately to the compliment. Special emphasis was paid to two points: 1) Were the students really able to respond in an appropriate manner? and 2) Were the students who had little or no confidence able to respond better than they had expected? Also considered was the range of answers from the paper in which they wrote out their answers to the paper in which they circled one of the multiple choices: did the students choose basically the same response that they themselves had given when they wrote out the answers, or did they opt for a different form of

response, given a choice? One point that needs to be considered in more detail is why they answered the way they did. Was it because they truly appreciated the compliment, or was it because they felt "embarrassment, indebtedness, and/or obligation" (Miles, 1994) towards the complimenter?

In order to get authentic NS responses to the same situations, seventeen native speakers of English were asked to answer exactly the same eight scenarios as the students, but only on the second questionnaire and also were compared to a similar research project undertaken in 1997 (Elliott, 1998). The answers of the NSs on the second paper were compared to the answers of the Japanese university English students. The native speakers were of several nationalities: American (9), Canadian (4), British (3), and Czech Republic (1). The ages of the NSs ranged from the late 20's to the mid 60's. All were teaching in Japan at the university level, and all held at least a BA with more than half holding a MA, or then working towards their MA. Even given the divergent cultural backgrounds of the NSs and their different norms for appropriate compliment responses, this is an important comparison because many NSs of English do not rely on rules, but on intuition, when responding in English (see Rose 1996; Yamazaki 1997; Rose 1999). All of the NSs were instructed to use their native intuitions and that their reactions in responses for a scenario in the multiple choice paper were acceptable. They were instructed to mark the response that they felt was the most appropriate.

Ⅳ. The results.

A: Confidence in answering

A look at Questionnaire 1 shows that overall the Japanese English students were confident in responding to the compliments, but did not think that they could do it well. Looking in more detail shows that in all five scenarios at least 31 of the 50 students answered C: I can respond, but not very well. In all scenarios only one or two students answered A: I can give a good response that is about the same as a native speaker. At least six students answered D: I don't know how to respond. Therefore we have to conclude that the students do not have much confidence in being able to respond to a compliment in English.

B: Making an answer on your own

For Scenario 1 four NSs and 16 NNSs answered "Thank you" and five NSs and 17 NNSs answered "Thanks, but I'm not good." The only other response with a significant response rate was "Thank you. I always practice" given by 12 NNSs but no NSs. In spite of this it appears that for this scenario NNSs answer almost the same as NSs.

For Scenario 2 seven NSs and 17 NNSs answered "Thanks" and then added some

details while all other responses were very similar, such as "Thanks, I like it too," "Thanks, I like yours too," or "How nice of you. Thank you." We must conclude that for this scenario too that NNSs and NSs respond almost identically.

In Scenario 3 11 NNSs gave a simple answer "Thank you," "I don't think so," or no answer at all. All other NNSs and all NSs made some comment, such as "Thanks, I've been playing for several years" (most common response), "Yeah, well wait until the game ends," "Beginner's luck," or "Thank you, you're not bad yourself." This shows that 22% of the NNSs were not able to answer as well as the NSs, but on the other hand, 78% of them could.

For Scenario 4 most NSs answered "It was a simple meal" but no NNS gave this answer. The most common NNS answer was with 16 people saying "I'll teach you to cook" but no NS said this. Another 12 NNSs said "Thank you, but you can cook too." Only one NS gave this answer. We have to conclude that NNSs are more direct and blunt in answering this compliment while NSs were more deferring and meek.

In Scenario 5 there was a very wide variety of answers by both NSs and NNSs. The most common answer, with eight NNSs and 2 NSs, was simply "Thanks." Ten NNSs answered "Practice makes perfect" but only one NS gave this answer. The results show that for both groups of people there is really no one common response and that the NNSs could respond as equally well as their NNS counterparts.

C: Choosing a multiple choice answer

For Scenario 1 twelve NNSs answered "Thanks" and all others gave one of the other three answers which all expressed doubt as to their self-confidence in saying they could speak English well. This corresponds very nearly to their responses on the first two questionnaires.

In Scenario 2 31 NNSs answered "Thanks, I like yours too. It's nice." Eleven NNSs gave "Thanks, I bought it at XXX Store." This shows almost the same results as Questionnaire 2 that they are able to respond well.

Scenario 3 shows that 24 NNSs said "It is just beginner's luck" which is a much larger percentage than the answers given in the other questionnaires. Eight people responded by saying thanks and then adding some details. So about 50% of the students are hesitant to admit being a good player which compares favorably with the majority of NSs who said "Wait until the game is over."

For Scenario 4 26 NNSs responded "I'm glad you like it" and 13 others said "Thanks, I love cooking." These two answers show confidence in their own cooking which is in contrast to most of the NSs who said it was just a simple meal.

Scenario 5 shows 21 NNSs answering "Don't mention it. Glad I could help." The other 29 students were pretty evenly split in giving one of the other three answers. We have to conclude that on their own, NNSs were not able to give a common answer, just as the NSs were not able to either, but given a choice of answers, 42%

of them agreed on a common answer.

Ⅴ．Conclusions

From this study and previous studies (Elliott 1998; Elliott 2004; Elliott 2009) we can see that generally Japanese students are just as capable of giving an acceptable response to a compliment in English as native speakers are and in some instants are even able to do so while expressing more self-confidence than the native speakers.

On reflection it might have been better to have had the native speakers answer all three of the questionnaires to get a more accurate reading to compare the two groups of responders. Also the native speakers included only 17 university teachers. More research should be carried out including the responses of less educated native speakers and those in other occupations outside the field of education. One final point is that all 17 of the native speakers in this research have lived in Japan a minimum of seven years with several having been in Japan over 20 years. Research should be conducted using native speakers who have not been exposed to the Japanese environment to see if their responses would be the same or if the foreign environment affects how they respond.

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Questionnaire 1 (Used by Native Speakers)

Name_____ Nationality_____

Would you please help me? I'm writing a paper that will compare the ability of Japanese university students to native speakers of English to respond to a compliment. Would you please write what you might answer in the following scenarios and either hand it to me, email it to me, or put it in my CUC mail box? Thanks in advance. Elliott

Scenario #1

A stranger follows you into an elevator. You ask in Japanese, "What floor?" The stranger says the floor number and then adds, "Your Japanese is very good." What do you answer?

Scenario #2

You are wearing a new shirt/blouse for the first time. An acquaintance says, "Oh, that's a beautiful shirt/blouse. I really like it." What do you answer?

Scenario #3

You play tennis with a friend for the first time and you easily win the first point. Your friend says, "Wow, you're a good tennis player. You're much better than I am." What do you answer?

Scenario #4

You invite a friend to your house for lunch. You fry some hamburgers, make some vegetable soup, and prepare a simple salad. After eating, your friend says, "That was really good. I wish I could cook too. You're really a good cook." What do you say?

Scenario #5

You are in a car and your friend is driving but he/she gets lost and doesn't know which street to take. You look at a road map and correctly tell your friend how to get to the destination. Upon arrival your friend says, "Thanks a lot. I'd never have made it without your help. I wish I could read a map as well as you can." What do you say?

For Japanese Students:
Questionnaire 1

Name_____　英検 Level_____

Scenario #1
　A stranger follows you into an elevator. You ask in English, "What floor?" The stranger says the floor number and then adds, "Your English is very good." What do you answer? Circle one of the following:
A：I can give a good response that is about the same as a native speaker.
B：I can give a good response, but not as well as a native speaker.
C：I can respond, but not very well.
D：I don't know how to respond.

シナリオ #1
　初対面の人がエレベーターに乗ってきました。あなたは英語で「何階ですか？」と聞きました。相手は階を答え「英語がお上手ですね」と言いました。あなたはどう答えますか？次のうちひとつを丸で囲みなさい：
A：ネイティブスピーカーとほぼ同様に正しく答えられる。
B：正しく答えられるがネイティブスピーカーには劣る。
C：答えることはできるがうまく答えられない。
D：どう答えていいかわからない。

Scenario #2
　You are wearing a new shirt/blouse for the first time. An acquaintance says, "Oh, that's a beautiful shirt/blouse. I really like it." What do you answer? Circle one of the following:
A：I can give a good response that is about the same as a native speaker.
B：I can give a good response, but not as well as a native speaker.
C：I can respond, but not very well.
D：I don't know how to respond.

シナリオ #2
　あなたは真新しいシャツ/ブラウスを初めて着ています。知人が「素敵なシャツ/ブラウスだね。すごく好きだよ。」と言いました。あなたはどう答えますか？次のうちひとつを丸で囲みなさい：
A：ネイティブスピーカーとほぼ同様に正しく答えられる。
B：正しく答えられるがネイティブスピーカーには劣る。
C：答えることはできるがうまく答えられない。
D：どう答えていいかわからない。

Scenario #3

　　You play tennis with a friend for the first time and you easily win the first point. Your friend says, "Wow, you're a good tennis player. You're much better than I am." What do you answer? Circle one of the following:

A： I can give a good response that is about the same as a native speaker.

B： I can give a good response, but not as well as a native speaker.

C： I can respond, but not very well.

D： I don't know how to respond.

シナリオ #3

　　あなたは友人と初めてテニスをし，簡単に一点先取しました。友人は「テニスが上手だね。私よりずっと上手だよ」と言いました。あなたはどう答えますか？次のうちひとつを丸で囲みなさい：

Ａ： ネイティブスピーカーとほぼ同様に正しく答えられる。

Ｂ： 正しく答えられるがネイティブスピーカーには劣る。

Ｃ： 答えることはできるがうまく答えられない。

Ｄ： どう答えていいかわからない。

Scenario #4

　　You invite a friend to your house for lunch. You fry some hamburgers, make some vegetable soup, and prepare a simple salad. After eating, your friend says, "That was really good. I wish I could cook too. You're really a good cook." What do you say? Circle one of the following:

A： I can give a good response that is about the same as a native speaker.

B： I can give a good response, but not as well as a native speaker.

C： I can respond, but not very well.

D： I don't know how to respond.

シナリオ #4

　　あなたは友人を自宅に招いて昼食をごちそうしました。ハンバーグと野菜スープと簡単なサラダを出しました。食後に友人が「とってもおいしかった。私も料理ができるようになりたい。あなたはとっても料理上手だね。」と言いました。あなたはどう答えますか？次のうちひとつを丸で囲みなさい：

Ａ： ネイティブスピーカーとほぼ同様に正しく答えられる。

Ｂ： 正しく答えられるがネイティブスピーカーには劣る。

Ｃ： 答えることはできるがうまく答えられない。

Ｄ： どう答えていいかわからない。

Scenario #5

You are in a car and your friend is driving but he/she gets lost and doesn't know which street to take. You look at a road map and correctly tell your friend how to get to the destination. Upon arrival your friend says, "Thanks a lot. I'd never have made it without your help. I wish I could read a map as well as you can." What do you say? Circle one of the following:

A： I can give a good response that is about the same as a native speaker.
B： I can give a good response, but not as well as a native speaker.
C： I can respond, but not very well.
D： I don't know how to respond.

シナリオ #5

あなたは友人の運転する車に乗っていますが友人が道に迷いました。あなたは地図を見て正しい方向を教えました。目的地に向かいながら友人が「本当にありがとう。あなたの助けがなければたどりつくことはできなかった。あなたのように地図が読めるようになりたい」と言いました。

　あなたはどう答えますか？次のうちひとつを丸で囲みなさい：
A： ネイティブスピーカーとほぼ同様に正しく答えられる。
B： 正しく答えられるがネイティブスピーカーには劣る。
C： 答えることはできるがうまく答えられない。
D： どう答えていいかわからない。

Questionnaire 2

　　　　Name＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　英検 Level＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Scenario #1

A stranger follows you into an elevator. You ask in English, "what floor?" The stranger says the floor number and then adds, "Your English is very good." What do you answer?

シナリオ #1

　初対面の人がエレベーターに乗ってきました。あなたは英語で「何階ですか？」と聞きました。相手は階を答え「英語がお上手ですね」と言いました。あなたはどう答えますか？

Scenario #2

You are wearing a new shirt/blouse for the first time. An acquaintance says, "Oh, that's a beautiful shirt/blouse. I really like it." What do you answer?

シナリオ #2

　あなたは真新しいシャツ/ブラウスを初めて着ています。知人が「素敵なシャツ/ブラウスだね。すごく好きだよ。」と言いました。あなたはどう答えますか？

Scenario #3

You play tennis with a friend for the first time and you easily win the first point. Your friend says, "Wow, you're a good tennis player. You're much better than I am." What do you answer?

シナリオ #3

あなたは友人と初めてテニスをし，簡単に一点先取しました。友人は「テニスが上手だね。私よりずっと上手だよ」と言いました。あなたはどう答えますか？

Scenario #4

You invite a friend to your house for lunch. You fry some hamburgers, make some vegetable soup, and prepare a simple salad. After eating, your friend says, "That was really good. I wish I could cook too. You're really a good cook." What do you say?

シナリオ #4

あなたは友人を自宅に招いて昼食をごちそうしました。ハンバーグと野菜スープと簡単なサラダを出しました。食後に友人が「とってもおいしかった。私も料理ができるようになりたい。あなたはとっても料理上手だね。」と言いました。あなたはどう答えますか？

Scenario #5

You are in a car and your friend is driving but he/she gets lost and doesn't know which street to take. You look at a road map and correctly tell your friend how to get to the destination. Upon arrival your friend says, "Thanks a lot. I'd never have made it without your help. I wish I could read a map as well as you can." What do you say?

シナリオ#5

あなたは友人の運転する車に乗っていますが友人が道に迷いました。あなたは地図を見て正しい方向を教えました。目的地に向かいながら友人が「本当にありがとう。あなたの助けがなければたどりつくことはできなかった。あなたのように地図が読めるようになりたい」と言いました。

あなたはどう答えますか？

Questionnaire 3

Name＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　英検 Level＿＿＿＿＿＿＿＿＿＿＿＿＿

Please circle one of the four answers that native speakers have chosen.
ネイティブスピーカーの選んだ４つの答えの中から一つに○をつけてください

Scenario #1
　A stranger follows you into an elevator. You ask in English, "what floor?" The stranger says the floor number and then adds, "Your English is very good." What do you answer?
シナリオ #1
　初対面の人がエレベーターに乗ってきました。あなたは英語で「何階ですか？」と聞きました。相手は階を答え「英語がお上手ですね」と言いました。あなたはどう答えますか？
A：Thank you.
B：Thank you, but I don't think so.
C：My English isn't very good.
D：Thanks, but is is only very simple English.

A：ありがとう。
B：ありがとう。自分ではそうは思いませんが。
C：私は英語があまり上手くありません。
D：ありがとう。今のは簡単な英語ですが。

Scenario #2
　You are wearing a new shirt/blouse for the first time. An acquaintance says, "Oh, that's a beautiful shirt/blouse. I really like it." What do you answer?
シナリオ#2
　あなたは真新しいシャツ/ブラウスを初めて着ています。知人が「素敵なシャツ/ブラウスだね。すごく好きだよ。」と言いました。あなたはどう答えますか？
A：Thanks, my boyfriend/girlfriend bought it for me.
B：Thanks, it was a gift.
C：Thanks, I bought it at XXX store.
D：Thanks, I like yours too. It's nice.

A：ありがとう。これは彼氏/彼女に買ってもらったの。
B：ありがとう。これは貰ったものなの。
C：ありがとう。XXX という店で買ったの。
D：ありがとう。あなたのも素敵だよ。

Scenario #3

You play tennis with a friend for the first time and you easily win the first point. Your friend says, "Wow, you're a good tennis player. You're much better than I am." What do you answer?

シナリオ #3

あなたは友人と初めてテニスをし，簡単に一点先取しました。友人は「テニスが上手だね。私よりずっと上手だよ」と言いました。あなたはどう答えますか？

A：Yeah, but just wait. I'm really not very good.
B：It is just beginner's luck.
C：Thanks, you aren't bad either.
D：Thanks, you just have to practice a lot.

A：いや，そうでもないよ。
B：単なるまぐれだよ。
C：ありがとう。あなただって下手ではないよ。
D：ありがとう。練習あるのみだよ。

Scenario #4

You invite a friend to your house for lunch. You fry some hamburgers, make some vegetable soup, and prepare a simple salad. After eating, your friend says, "That was really good. I wish I could cook too. You're really a good cook." What do you say?

シナリオ #4

あなたは友人を自宅に招いて昼食をごちそうしました。ハンバーグと野菜スープと簡単なサラダを出しました。食後に友人が「とってもおいしかった。私も料理ができるようになりたい。あなたはとっても料理上手だね。」と言いました。あなたはどう答えますか？

A：Thanks, but this is the only thing I can cook.
B：It was a quick, easy meal.
C：I'm glad you liked it.
D：Thanks, I love cooking.

A：ありがとう。これしか作れないけど。
B：すぐできる簡単な料理だよ。
C：気に入ってくれてよかった。
D：ありがとう。料理するのが好きなんだ。

Scenario #5

   You are in a car and your friend is driving but he/she gets lost and doesn't know which street to take. You look at a road map and correctly tell your friend how to get to the destination. Upon arrival your friend says, "Thanks a lot. I'd never have made it without your help. I wish I could read a map as well as you can." What do you say?

シナリオ #5

   あなたは友人の運転する車に乗っていますが友人が道に迷いました。あなたは地図を見て正しい方向を教えました。目的地に向かいながら友人が「本当にありがとう。あなたの助けがなければたどりつくことはできなかった。あなたのように地図が読めるようになりたい」と言いました。

   あなたはどう答えますか？

A： No problem. I'll show you how to read a map.
B： Don't mention it. Glad I could help.
C： I can read a map, but you're a better driver than I am.
D： Reading maps just takes practice.

A： ノープロブレム。地図を読むコツを教えるよ。
B： どういたしまして。お役に立ててよかった。
C： 私は地図が読めるけど，運転はあなたのほうが上手だよ。
D： 回数を重ねれば読めるようになるよ。

─ **Abstract** ─

This research is a follow up to three previous research projects completed at Chiba University of Commerce comparing Japanese and Chinese students and also Japanese English teachers to native English speakers in their ability to appropriately respond to a compliment. In this research, questionnaires were given to 17 part-time native speaking English teachers and 50 Japanese university students. The research was conducted to compare the ability of the Japanese students to respond correctly or appropriately in English when paid a compliment. Eight scenarios were presented. In the first part, the subjects were to answer on a scale of 1 to 5 the level of confidence they had in responding to each scenario. In the second part, they were asked to write out what they considered was an appropriate answer. In the third part, they were asked to choose one of four possible answers. The students' results were then compared to what the 17 native speaking university teachers responded.

この調査は千葉商科大学で行われた三件の調査の追跡調査である。この調査では褒め言葉に対して適切に返答する能力を日本人学生，中国人学生，日本人英語教員のものと英語母語話者のものとを比較した。この調査では17名の英語を母語とする非常勤英語教員および50名の日本人大学生に質問した。この調査の目的は褒め言葉を言われた際の正確，適切な返答に関する日本人学生の能力を比較することである。八つのシナリオを示した。第一パートでは各シナリオに対する返答にどの程度自信があるか五段階で評価してもらった。第二パートでは適切だと思う返答を書いてもらった。第三パートでは四つの選択肢の中から返答を選んでもらった。その後学生の回答と17名のネイティブスピーカーの大学教員の回答とを比較した。