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Modern English Education, Vol. 13, No. 4, Winter 2012
Compliment Strategies for College Learners of English: Situations, Preferences, and Structures Jaehwang Shim Chung-Ang University Shim, Jaehwang. (2012). Compliment strategies for college learners of English: Situations, preferences, and structures. Modern English Education, 13(4), 47-66. This study investigates the understanding or degree of compliment strategies for college learners of English in different situations. 75 college students who studied Practical English course at a university in Korea responded to the compliment questionnaires of ten items. First, the self-assessment questionnaire (SAQ) displayed students' perception of compliment responses. The results of the SAQ test showed that female group produced more affirmative and intimate attitude towards the compliment situations than that of male. Second, the discourse completion test (DCT) demonstrated students' expression on compliment in another ten different situations. In the use of parts of speech, students used verb 'be' for more than half ratio (57.7%), adjectives 'good' for almost half percent (45.7%), and adverbs 'very' for almost half percent (54.1%). Third, the DCT results also indicated the positions of adverb for intensifiers. In the use of stylistic structures, students chose NP be AD ADJ (67.8%) followed by S AD v NP and PRO be AD (a) ADJ NP. Fourth, acceptance (65.9%) was most frequently in the four types of response strategies. The findings will contribute to understanding of styles of compliment and realizing instructions of compliment for college learners of English. [compliment strategy / self-assessment questionnaire (SAQ) / discourse completion test (DCT) / mÎ, ÌTÖ%Ö/ Ç0@ÉÓ -8»mÖ/ ô²TÖDÆ1ÁÜÂÖ] I .

INTRODUCTION In English, the expressions of compliment quite frequently occur in wide variety of situations. The people from cultures which are less open in expressions of approval are often extremely embarrassed in compliment situations (Wolfson, 1981a, 1981b). In the role of compliment, Wolfson (1981a) insists that compliments serve as a way of opening a conversation and serve to produce or reinforce a feeling of solidarity between speakers. In speech acts of pragmatics, compliments also serve other functions: greeting, thanking, apologizing, or even as substitutes for them. (Wolfson, 1981a, 1981b). Along with the strategies on speech acts of request, apology, and complaint, the study of compliment is among the richest field in crosscultural and interlanguage pragmatics. The study (Rose, Connie & NG, 2001) also covers both pragmalinguistics and sociopragmatics. So, the study of compliment strategy is based on the effects of instruction in interlanguage pragmatics. In the method of analysis, the study of compliments was among the first speech acts to be targeted for empirically informed teaching of pragmatics (Holmes & Brown, 1987). The use of compliment varies depending on culture in some situations. For example, Americans give compliments in situations where the compliment would be totally inappropriate in other cultures (Wolfson, 1981a). On the other hand, other cultures do not express compliment in

some particular situations or the same situations as American do. In the Wolfson's study, Americans regularly accept some of the comments as compliments in some data from American English. However, the same compliment situations seem to be an insulting to someone who understands the words. The nonnative speakers of English do not understand the rules for interpreting the compliment. In other cases, American speakers do not understand the expressions of compliment in some situations, while nonnative speakers of English are sure of the meaning of compliment (Wolfson, 1981a). The strategies of compliment are frequently used as one of speech acts in our daily situations. However, in the communicative context, English learners do not speak or understand the strategies in some situations. This study searches for the degree of understanding of compliment strategy for college learners of English who study English as a foreign language. To understand students' realization on compliment in Korean context, this study follows steps. First, this study introduces the literature of compliment in crosscultural and interlanguage pragmatics. Second, it explains research procedures, data collection, and analysis method. Finally, the data analyzed display the degree or preference of understanding of compliment, types of parts of speech such as verbs, adjectives, and adverbs. The results analyze the types of adverbs that students frequently use. In addition, the patterns of compliment response were also analyzed from students' answers. From the data in each test, the results intend to compare the difference between male and female learners. The instruments for the experiment were adopted from the responses of a self-assessment questionnaire (SAQ) and a written discourse completion test (DCT).

This study may contribute to teach instructional approaches on compliment in foreign language teaching. Students can recognize their proficiency of speech act of compliment. English teachers are able to recognize compliment patterns and degrees of preference that students use. So, English teachers will instruct or develop appropriate strategies on compliment.

II. LITERATURE REVIEW

The research on English compliment is explained in the study of pragmatics (Bardovi-Harlig, 1999; Kasper, 1992, 1996). A lot of research on compliment provides the expressive types of compliment and the description of the syntactic formulas of English compliment, especially in American English (Manes, 1983; Manes & Wolfson, 1981; Wolfson, 1981a, 1981b, 1983, 1984, 1986; Wolfson & Manes, 1980). The research in this area has analyzed the compliment responses and the structures or patterns of compliment (Rose et al., 2001). Based on the compliment responses, the studies search for learners' understanding of compliment expressions in various English situations. Manes and Wolfson (1981) studied nine syntactic formulas of compliment from the film corpus. They analyzed the difference of compliment responses between the inductive group and the deductive group. Wolfson and Manes (1980) found that majority structures of compliments were nine types of syntactic formulas. That is, 97.2% of compliments in corpus of 686 naturally occurring compliments were included in one of the following nine syntactic formulas in American English (Rose et al., 2001): NP {is, looks} (really) ADJ (PP), I (really) (like, love) NP, PRO is (really) (a) (ADJ) NP, You V (a) (really) ADJ NP, You V (NP) (really) ADV (PP), You have (a) (really) ADJ NP, What (a) (ADJ) NP!, ADJ (NP)!, Isn't NP ADJ! In the nine structures, the top three syntactic formulas accounted for some 85% of all compliments, and the first formula was 53.6% (Holmes, 1988; Rose et al., 2001). The significant research of teaching compliment has been accomplished by Holmes and Brown (1987) and Thomas (1983). In their studies, grammar and sentence patterns in teaching compliment followed nine syntactic structures as routine formulas. The nine structures were taught as main compliments complementing other types of sentence

patterns. Pomerantz (1978, 1984) began to study the research on compliment responses. Golato (2003) studied the differences between compliment responses with two different data collection procedures: naturally occurring data and elicited data collected via a discourse completion task (DCT). The data collection procedures did not always yield the data that spoke equally well to given research questions. Tran (2007) studied on how people responded to compliments and how the first language (L1) and culture influenced their compliment responses (CRs) in the second language (L2). Miles (1994) studied compliments and provided structures of category for compliment responses. In the research of compliment response, a lot of results showed that each culture had different interpretation and understanding in compliment as other areas of speech act of pragmatics (Chen, 1993; Miles, 1994). That is, in compliment responses, several studies found that some cultures had a preference or avoidance for expressing compliment. Rose et al. (2001) argued that some cultures sometimes rejected some cases of compliment situations, while others accepted the same situations. For example, some compliments were regarded as 'rejection' in Chinese context, while the expressions were not in the same American context. For the Chinese, these cases might be different from preference that the American generally accepted as compliment (Rose et al., 2001). Chen (1993) found that in the study of compliment responses, the native speakers of Mandarin Chinese showed preference for rejection (95.73%) for the compliment responses of native speakers of American English. In the study of compliment responses in Mandarin Chinese, Ye (1995) found that the pattern of Chinese compliment responses was more similar to that of Americans. On the other hand, patterns in some Asian cultures showed opposite degree of preference for compliment. In other studies, Wolfson (1981a) revealed that some compliment situations were accepted as compliment for Indonesian, while the same situations were not approved as compliment for Americans. In some situations, both Japanese and Americans accepted the cases as compliment, but the two peoples did not responded to compliment in other situations. Bok-Myung Chang (2000) examined the speech acts of compliment in Korean middle school English textbooks. He analyzed vocabularies, sentences patterns, social strategies, and types of responses in the textbooks. The results showed that in order to learn to communicate successfully, students should use the rules of language in the textbooks. Dae-Min Kang (2008) compared the pragmatic ability of implicit compliments with that of produce explicit ones for Korean learners of English. In the study, EFL learners performed significantly less in producing implicit compliments than in producing explicit ones because of unformulaic nature of implicit compliments.

III. RESEARCH METHOD

1. Participants The participants were 75 members of undergraduate students in two classes at a university near Seoul. They majored in theology or mission English related to mission. During this study, they were taking three credits of Practical English course for listening and speaking. The participants were slightly different in terms of grade (1st=31 students: 2nd=10 students: 3rd=8 students: 4th=26 students) and major (theology=48 students: mission English=27 students). The gender ratio was almost comparable (male=36 students: female=39 students). Because gender is an important variable in the use of compliments and other speech acts of pragmatics (Blum-Kulka, House & Kasper, 1989), this study expected to find any significant factors depending on the ratio of gender distribution.
2. Design

- 1) Ten Scenarios The two questionnaires of the SAQ and the DCT incorporated the same ten compliment scenarios as seen in Appendix. Most of scenarios were originally from the example generation. These scenarios were derived from preliminary questionnaires

for college students (Ostrom & Gannon, 1996; Rose et al., 2001). TABLE 1 Attributes of Ten Scenarios Item•Speaker/hearer•Setting•Compliment topic••1•student = friend•campus dorm•possession (new smart phone)••2•

Item	Speaker	hearer	Setting	Compliment topic
1	student	= friend	campus	dorm • possession (new smart phone)
2	server	•	campus	cafe • act (served sweet coffee)
3	student	<	teacher	classroom • act (providing photocopies)
4	student	<	senior	campus • appearance (good suit)
5	teacher	>	child	church school • act (cleaning the board)
6	teacher	>	students	church class • character-ability (class activity)
7	sibling	>		little sister • home • character-ability (good test)
8	nephew/niece			aunt • home • appearance (pretty scarf)
9	customer			clerk • store • possession (new bag)
10	student	=	friend	campus • character-ability (winning a game)

• * ↑ = †, † †, † † and † † indicate the social status between a speaker and a hearer. † † means the speaker and the hearer are the same social status. † † and † † mean either the speaker or the hearer is higher than the other. † † means the speaker and the hearer are quite strange to each other. In this study, the ten scenarios were compliment topics frequently occurring in the real life situation (Manes & Wolfson, 1981). This study modified the topics and content to meet Korean college life, family, and community context. Table 1 displays the factors of ten scenarios. The situations represent the three contexts such as campus, home, and community for a church school or a department store. In each given setting, the participants take some roles of a speaker such as student, customer, teacher, sibling, nephew or niece. On the other hand, there are a total of nine additional hearers: friend, cafeteria server, church teacher, senior student, child, students, younger sister, aunt, and store clerk. The construction of scenarios that students usually face can help understand students' realization of compliment strategies. 2) The SAQ Format The SAQ format was developed by Hudson, Detmer and Brown (1992, 1995) for the assessment of pragmatic proficiency. The questionnaire presents a lot of scenarios with potential language use and requires participants to indicate what they believe to be the level of their ability to respond appropriately in those contexts (Rose et al., 2001). The SAQ measures participants' level of self-confidence in their own pragmatic abilities. Rose et al. (2001) argue that the SAQ is an instrument of an interesting pretest and posttest indicator of self-confidence. Hudson, Detmer, and Brown (1995) found that learners' self-ratings on the SAQ correlated highly with native speaker's ratings of their speech act performance. Though the SAQ was certainly not the basis of high-stakes decisions, it might reasonably serve as a useful rough estimate of pragmatic proficiency (Rose et al., 2001). Following is a sample item of the SAQ so that students may choose the appropriateness in compliment: Situation 1: When you got to the dormitory,

you realized that your roommate just bought a new smart phone. He/She showed it to you with joy. You compliment on his/her new smart phone. Rating: I think what I would say in this situation would be 3) The DCT Format The DCT in this study incorporated the same ten scenarios that appeared on the SAQ. The format of DCT was developed by Blum-Kulka, House and Kasper (1989). The DCT questionnaires have some limitations in regard to the indirect statement that the learners produce. In other words, the questionnaires are indirect measures and the data resulting from responses of questionnaires are not the result of direct observation (Blum-Kulka, House & Kasper, 1989; Rose et al., 2001). However, the data using DCT are representative of what learners actually would like to say or do in face-to-face interaction (Blum-Kulka, House & Kasper, 1989). The DCT questionnaires do not directly measure social or linguistic action, but the questionnaires can provide information on learners' knowledge and attitude regarding the use of compliments (Rose et al., 2001). Golato (2003) insists that recording in naturally occurring interaction enables the researcher to study how language is organized and realized, whereas responses from the DCT indirectly reflect the sum of prior experience of the language. So, there are some advantages and disadvantages of data collection procedures from the DCT. As a result, the method of the DCT can be used as a measure of learners' knowledge and attitude that might be the result of instruction (Blum-Kulka, House & Kasper, 1989; Rose et al., 2001). In the given discourse, the written elicitation task requires participants to provide one turn of compliment. So, participants should write compliment expressions for each scenario. Following is a sample item from the DCT that the participants should respond compliment strategies in writing: Situation 1: When you got to the dormitory, you realized that your roommate just bought a new smart phone. He/She showed it to you with joy. You compliment on his/her new smart phone. What would you say to compliment him/her on the smart phone? Your compliment:

3. Data Collection The participants studied the principles and strategies of compliment for ten weeks during the semester. The topics of compliment were selected from the materials of English tests such as TOEFL, TOEIC, and TEPS. After studying for ten weeks, the participants were presented with the SAQ and the DCT questionnaires on the 12th week. The SAQ was presented to the participants first, and then the DCT was administered later. The participants were asked to choose the number appropriate in the SAQ and write expression in the DCT. In other words, they were asked to write or describe the given option in the actual utterance. They completed the questionnaires after professor's instruction. 4. Data Analysis The 5-point Likert scale format was used for the SAQ items. The 5-point scale was ranged from 'very unsatisfactory' to 'completely appropriate.' The scales were coded as numbers: very unsatisfactory=1, unsatisfactory=2, satisfactory=3, appropriate=4, and completely appropriate=5. For the open answers of the DCT items, each part of speech was coded as numbers: types of verb (be=1, like=2, love=3, look=4, seem=5), types of adjectives (good=1, nice=2, beautiful=3, pretty=4, great=5, no adjective=6), types of adverb (very=1, really=2, so=3, also=4, too=5, no adverb=6). The three types of syntactic patterns were also coded: NP + [is, looks] + (AD) + ADJ= 1, S + (AD) + [like, love] + NP=2, PRO + [is] + (a) + (AD) + ADJ + NP=3. The four types of compliment responses were also coded as numbers: acceptance=1, rejection=2, avoidance=3, no response=4. The data collected were loaded into the SPSS 12.0 program and analyzed. Descriptive statistics was used to find mean score, frequency, and standard deviation between gender groups.

IV. RESULTS 1. Self-Assessment Questionnaire (SAQ) Table 2 shows the

results of pretest and posttest of the SAQ for two groups. Participants were asked to rate their ability to respond appropriately in the given scenario. The scale was ranged from 1 to 5, in which the number 1 meant the lowest score and the number 5 indicated the highest one for complement preference. The table displays the group statistics of t-test in items 1 and 10, in which speaker and hearer are the same social status (S=H) such as friends in the campus. In the table, the mean scores of female students are higher than those of male students. So, female students tend to be more affirmative attitude than male toward the compliment situation. However, one-way ANOVA results show that the difference between male and female is meaningless in situation 10 (situation 1: $F = 14.308$, $df = 1$, $p = .000$; situation 10: $F = 1.192$, $df = 1$, $p = .279$). TABLE 2 Scores of SAQ (S=H situations)

Item	Gender	N	Mean	Std. Deviation	Std. Error
1	male	36	2.667	.8281	.1380
	female	39	3.385	.8148	.1305
10	male	36	3.250	.9673	.1612
	female	39	3.487	.9140	.1464

Table 3 displays the situations 2 and 9, in which

the social status between a speaker and a hearer is quite strange (S≠H). For example, in the situations, the relationships are a customer and a server at the campus cafeteria, or a customer and a clerk at the store.

TABLE 3 Scores of SAQ (S<H situations) Item•Gender•N•Mean•Std. Deviation•Std. Error

Item	Gender	N	Mean	Std. Deviation	Std. Error
2	male	36	2.417	.6918	.1153
	female	39	3.103	.9402	.1505
9	male	36	1.694	.6242	.1040
	female	39	2.308	1.1039	.1768

As the table shows, the scores of female indicate a rather high degree of confidence in the ability to use compliment. That is, the mean scores of female are 3.103 in situation 2 and 2.308 in situation 9, while those of male are 2.417 in situation 2 and 1.694 in situation 9. The gender difference is significantly meaningful in one-way ANOVA results (situation 2: $F = 12.771$, $df = 1$, $p = .001$; situation 9: $F = 8.573$, $df = 1$, $p = .005$).

TABLE 4 Scores of SAQ (S<H situations) Item•Gender•N•Mean•Std. Deviation•Std. Error

Item	Gender	N	Mean	Std. Deviation	Std. Error
3	male	36	3.833	.9103	.1517
	female	39	3.923	.7028	.1125
4	male	36	2.639	.6825	.1138
	female	39	3.564	.8206	.1314
8	male	36	2.694	.7491	.1248
	female	39	3.513	.9423	.1509

Table 4 summarizes the three situations where the social status of a speaker is lower than a hearer (S<H). In these situations, the roles of a speaker are a student and a nephew or niece, while a hearer can be a teacher in the classroom, a school senior at the campus, or an aunt at family meeting. As the table indicates, all mean scores of female are rather higher than those of male in three situations. The mean scores between male and female are as follows: 3.833 vs. 3.923 for item 3; 2.639 vs. 3.564 for item 4; and 2.694 vs. 3.513 for item 8. In two situations, the difference between the groups is meaningful as shown in the statistics of one-way ANOVA results (situation 3: $F = .230$, $df = 1$, $p = .633$; situation 4: $F = 27.922$, $df = 1$, $p = .000$; situation 8: $F = 17.145$, $df = 1$, $p = .000$).

TABLE 5 Scores of SAQ (S>H situations) Item•Gender•N•Mean•Std. Deviation•Std. Error

Mean•• 5•male•36•3.083•.7319•.1220•••female•39•3.590•.8801•.1409•• 6•male•36•3.083•.9964•.1661•••female•39•4.026•.7429•.1190•• 7•male•36•2.778•.8980•.1497•••female•39•3.641•.7776•.1245••

Table 5 displays the speaker dominant situations in three scenarios where the social status of a speaker is higher than a hearer (S>H). In these situations, the roles of a speaker are a teacher teaching children at a church school and an elder brother or sister, while a hearer is a child or student at a church school and younger sister at a family. In the table, the mean scores of female are significantly higher than those of male in all three situations. Furthermore, the statistic differences between male and female are significantly meaningful in one-way ANOVA results (situation 5: $F = 7.273$, $df = 1$, $p = .009$; situation 6: $F = 21.776$, $df = 1$, $p = .000$; situation 7: $F = 19.891$, $df = 1$, $p = .000$). As a result, the SAQ test shows that female group produces more affirmative and intimate attitude towards the compliment situations. Of ten situations, the statistic difference is meaningful in eight scenarios regardless of social status between a speaker and a hearer. The total mean score of female is 3.45, while that of male is 2.81.

2. Discourse Completion Test (DCT) The DCT consists of a series of open questions in which participants are asked to write compliment expression for the same ten scenarios that appear on the SAQ. The DCT evaluates participants' writing as well as speaking proficiency. The DCT was administered after the SAQ test because participants' answer may not be affected by potential compliment responses of SAQ questions (Rose et al., 2001). The data produced by the DCT differ from those produced by closed questions of SAQ. Most of answers consisted of top six syntactic formulas of the Manes and Wolfson's (1981) top three syntactic formulas. Approximately 65% of compliments was a single occurrence as one of the top three syntactic formulas in Manes and Wolfson's (Rose et al., 2001), and more than 90% consisted of six formulas. Based on the results, this study coded and analyzed English DCT responses. The results produced the participants' use of semantic formula of the types of verb, adjective, and adverb as an intensifier.

1) Parts of Speech Verbs The Pearson chi-square indicates that the differences between male and female are not meaningful in all ten situations ($p > .05$). So, the study does not analyze the results of gender comparison because the groups of male and female do not show any significant differences in using the syntactic formulas on compliment. However, the participants display that they have some preferences in the use of parts of speech in the DCT items. As shown in the previous studies (Manes, 1983; Manes & Wolfson, 1981; Rose et al., 2001; Wolfson & Manes, 1980), the students in this study have some limitations by choosing limited words of expressing compliment. The coding schemes in the analysis of the DCT data were based on the compliments literature. In Manes and Wolfson's (1981) nine syntactic formulas of compliment, this study chose only five verbs consisting of the syntactic formulas. The five verbs which were used most frequently in the DCT were also core scheme for compliments.

TABLE 6 Preference of Verbs (%) Item•be•like•love•look•seem••1•44 (58.7)•3 (4.0)•5 (6.67)•18 (24.0)•5 (6.7)••2•40 (53.3)•18 (24.0)•4 (5.3)•11 (14.7)•2 (2.7)••3•52 (69.3)•7 (9.3)•2 (2.7)•7 (9.3)•6 (8.0)••4•38 (50.7)•11 (14.7)•3 (4.0)•21 (28.0)•2 (2.7)••5•42 (56.0)•13 (17.3)•5 (6.7)•13 (17.3)•2 (2.7)••6•42 (56.0)•15 (20.0)•2 (2.7)•12 (16.0)•4 (5.3)••7•38 (55.7)•14 (18.7)•2 (2.7)•14 (18.7)•7 (9.3)••8•42 (56.0)•12 (16.0)•1 (1.3)•19 (25.3)•1 (1.3)••9•48 (64.0)•7 (9.3)•1 (1.3)•16 (21.3)•3 (4.0)••10•43 (57.3)•17 (22.7)•8 (10.7)•6 (8.0)•1 (1.3)••Mean•42.9 (57.7)•11.7 (15.6)•3.3 (4.4)•13.7 (18.3)•3.3 (4.4)••

Table 6 indicates the results for the use of verbs in the ten DCT items. As the

table shows, the mean scores reveal that students use 'be' (57.7%), 'look' (18.3%), 'like' (15.6%), 'love' (4.4%), and 'seem' (4.4%). They make great use of 'be' verb such as "You are great.", "I'm proud of you.", or "It is good." On the other hand, they use least in 'love' and 'seem' such as "I love your suit." or "It seems good." They prefer to choose 'like' (15.6%) rather than use 'love' (4.4%) though the pair is the same category of meaning. They also prefer using 'look' (18.3%) to 'seem' (4.4%). In other study, the only two verbs, 'like' and 'love' occur with any frequency in compliments, and these verbs occur in 86% of all compliments (Wolfson, 1981a). It appears that the students in EFL situation choose easy words that they frequently encounter or imagine. (2) Adjectives Wolfson (1981a) reports that compliments depend on an adjective for their positive semantic value. Some seventy-two positive adjectives occur in the data and in these adjectives, only five adjectives such as nice, good, beautiful, pretty, and great are frequently used for the native speakers. Of all adjectival compliments in the corpus, these five adjectives are used by two-thirds. Table 7 shows the results for the use of adjectives in the ten DCT items. As the table demonstrates, there are five main adjectives and one category of 'no adjective' in which they do not use. In other study, the two most common adjectives found in compliments are 'nice' (22.9%) and 'good' (19.6%), respectively (Wolfson, 1981a). In the mean scores of this study, however, students use 'good' (45.7%) the most such as "It's really good." or "You have a good phone." or "Your bag is good." The next adjective used is 'nice' (23.5%) such as "It's a nice coffee." or "You look nice today." The total ratio of two adjectives is 69.2%. On the other hand, they use 'great' (11.3%), and 'pretty' (10.4%) as the second category of preference, but they do not frequently use 'beautiful' (6.0%). In some responses, they do not use any adjectives for 'no adjectives' (3.4%).

TABLE 7 Preference of Adjectives (%)

Item	good	nice	beautiful	pretty	great	no adjective
1	34(45.3)	21(28.0)	7(9.3)	5(6.7)	4(5.33)	4(5.3)
2	2(2.7)	7(9.3)	3(4.0)	5(6.7)	3(3.3)	14(18.7)
3	12(16.0)	12(16.9)	4(5.3)	0(0)	4(5.3)	0(0)
4	22(29.3)	19(25.3)	9(12.0)	21(28.0)	1(1.3)	3(4.0)
5	5(6.7)	42(56.0)	17(22.7)	2(2.7)	1(1.3)	12(16.0)
6	1(1.3)	12(16.0)	1(1.3)	6(8.0)	41(54.7)	3(4.0)
7	0(0)	1(1.3)	26(34.7)	4(5.3)	7(9.3)	26(34.7)
8	24(32.0)	8(10.7)	5(6.7)	10(13.3)	2(2.7)	8(10.7)
9	8(10.7)	5(6.7)	10(13.3)	2(2.7)	8(10.7)	3(4.0)
10	2(2.7)	9(12.0)	30(40.0)	31(41.3)	2(2.7)	8(10.7)
Mean	34.3(45.7)	17.6(23.5)	4.5(6.0)	7.8(10.4)	8.5(11.3)	2.3(3.4)

A particular case is the item 6 in which a speaker compliments his/her students of a church school on their good activities. In this situation, the participants as speakers employ 'great' (34.7%) as the second most preference of compliment. They choose the word 'great' more than 'nice' to encourage their young students in speaker dominant situation. For example, the answers to the item are "You have a great job." "I think you are great." or "Great, students!" It appears that they also think the adjective 'great' is quite intimate to a speaker as well as young hearers in the classroom situation. (3) Adverbs Table 8 shows the results of adverbs in the responses of the ten DCT items. This study lists five main adverbs that students frequently use and one category as 'no adverb' in which they do not use any adverb in the answer. In the mean scores, almost half of students use 'very' (54.07%) such as "It's very good," "You are very nice," or "It's very sweet." The next adverb used is 'really' (23.1%) such as "It's really nice," or "You are really beautiful." The ratio of using the two adverbs, 'very,' and 'really,' is more than two-thirds (77.1%). They rarely use 'so' (12.4%) but scarcely use other two adverbs, 'also' (0.3%) and 'too' (1.3%).

TABLE 8 Preference of

Adverbs

(%) Item•very•really•so•also•too•no

adverb••1•34(45.3)•23(30.7)•11(14.7)•0(0)•1(1.3)•6(8.0)••2•33(44.0)•18(24.0)•15(20.0)•0(0)•0(0)•9(12.0)••3•33(44.0)•23(30.7)•7(9.3)•0(0)•1(1.3)•11(14.7)••4•42(56.0)•16(21.3)•7(9.3)•1(1.3)•2(2.7)•7(9.3)••5•37(49.3)•21(28.0)•9(12.0)•0(0)•0(0)•8(10.7)••6•40(53.3)•17(22.7)•7(9.3)•0(0)•5(6.7)•6(8.0)••7•43(57.3)•18(24.0)•9(12.0)•0(0)•0(0)•5(6.7)••8•49(65.3)•11(14.7)•11(14.7)•0(0)•0(0)•4(5.3)••9•45(60.0)•17(22.7)•7(9.3)•0(0)•0(0)•6(8.0)••10•49(65.3)•9(12.0)•10(13.3)•1(1.3)•1(1.3)•5(6.7)••Mean•40.5(54.0)•17.3(23.1)•9.3(12.4)•0.2(0.3)•1(1.3)•6.7(8.9)•• 2.

Syntactic Patterns In syntactic pattern, compliment structure is even more highly patterned than on the semantic level. To be precise, 53.6% of the compliments in the corpus make use of a single syntactic pattern in American English (Wolfson, 1981a). In the single syntactic pattern, there are three types of syntactic pattern that a speaker frequently uses. In a corpus of naturally occurring compliments in American English, 85% of the data fall into only three syntactic patterns, and the patterns are used in ESL classrooms (Wolfson, 1981a, 1986) (1) NP•[is] [looks]•(AD)•ADJ•• ••(2) S •(AD)•[like] [love]•NP•• ••(3) PRO•[is]•(a)•(AD)•ADJ•NP••

Table 9 displays the frequency of syntactic patterns in each item. Most of students prefer to write the first pattern, NP be AD ADJ. The mean score of the first pattern is 67.8%, in which they write such as "You are really nice." "You are very good." or "It is very pretty." The mean score of the second pattern they use is 22.7%. The examples of the second pattern, S AD v NP, are "I really like it." or "I also love your suit." The third pattern, PRO be AD (a) ADJ NP, is similar to the first pattern, but students feel more difficulty in the use of the first one. The mean score of the third pattern is 9.6%, and the examples are "It is a very nice job." "You are a really good student." or "Your dress is so beautiful one." The results reveal that more than half of answers are skewed to the first pattern, so college students in the EFL situation have some limitations in the various uses of compliment pattern.

TABLE 9 Types of Syntactic Patterns (%) Item•NP be AD ADJ •S AD v NP •PRO be (a) AD ADJ NP ••1•48(64.0)•20(26.7)•7(9.3)••2•47(62.7)•18(24.0)•10(13.3)••3•49(65.3)•19(25.3)•7(9.3)••4•54(72.0)•16(21.3)•5(6.7)••5•47(62.7)•20(26.7)•8(10.7)••6•51(68.0)•19(25.3)•5(6.7)••7•50(66.7)•20(26.7)•5(6.7)••8•53(70.7)•12(16.0)•10(13.3)••9•53(70.7)•16(21.3)•6(8.0)••10•56(74.7)•10(13.3)•9(12.0)••Mean•50.8(67.8)•17(22.7)•7.2(9.6)••3.

Categories of Response Miles (1994) classified six categories of compliment responses: acceptance (Thanks), agreement (I like it, too), disagreement (No, it's not really that nice), self-praise avoidance (Anyone can do this), return compliment (You look good, too), and comment history (My mother gave it to me). Studies on compliment response found that the preference of response was of potential differences across cultures (Rose & Connie, 2001). Unlike the categories classified by Miles (1994), four categories were identified. That is, with three major categories that Rose and Connie (1994) employed, one item of 'no response' was added. So, the four categories were 'acceptance,' 'rejection,' 'avoidance,' and 'no response.' In Table 10, most frequently response used was 'acceptance' (65.9%) followed by 'avoidance' (21.4%). On the other hand, they rarely used 'rejection' (3.2%) and 'no response' (10.7%). In the structure, the patterns were simple phrases or clauses. Most of typical responses were "Thank." "Thanks." "Thank you very much." "Thank you so much." and "Thanks a lot." TABLE 10 Types of Response

(%) Item•Acceptance•Rejection•Avoidance•No response••1•40(53.3)•2(2.7)•10(13.3)•23(30.7)••2•47(62.7)•9(12.0)•9(12.0)•10(13.3)••3•60(80.0)•1(1.3)•6(8.0)•8(10.7)••4•48(64.0)•1(1.3)•16(21.3)•10(13.3)••5•49(

65.3)•3(4.0)•8(10.7)•15(20.0)••6•50(66.7)•1(1.3)•20(26.7)•4(5.3)••7•51(68.0)•0(0)
)•15(20.0)•9(12.0)••8•53(70.7)•0(0)•27(36.0)•3(4.0)••9•53(70.7)•1(1.3)•20(26.7)•
1(1.3)••10•43(57.3)•6(8.0)•25(33.3)•1(1.3)••Mean•49.4(65.9)•2.4(3.2)•15.6(21.4)•
8.4(10.7)••

V. CONCLUSION AND IMPLICATIONS This study searched for understanding of compliment expressions for college learners of English. The research question was to know the difference of compliment responses depending on the compliment tasks. The first question was to find the appropriateness of compliment from the responses of a self-assessment questionnaire (SAQ). The second question was to find the preference of parts of speech and the syntactic pattern of compliment from a written discourse completion questionnaire (DCT).

There were some potential problems in this study. The learners who took part in this study were clearly less than intermediate level comparing with other proficient level of English. Almost all of them have not had any experiences in studying or living in English speaking culture. They did not learn systematic study on compliment or other speech acts though they learned some courses of English. So, it may be not clear whether the results in this study would be obtained in other groups of learners. The researcher, however, taught the participants the speech act of compliment for ten weeks during the semester. After students learned the principles of compliment and the strategies of expressing compliment, their responses from the SAQ and the DCT demonstrated that they had some confidences in understanding compliment scenarios and commanding responses in various ways. First, the data analyzed from the SAQ displayed that female students had higher degree of accepting compliment than male did. The overall results proved that female students tended to be affirmative attitude in every situation regardless of different social status. Of ten situations, the statistic difference is meaningful in eight scenarios regardless of social status between a speaker and a hearer. Second, the data from the DCT showed that in the use of five verbs, students chose to use 'be' (57.7%), 'look' (18.3%), 'like' (15.6%), 'love' (4.4%), and 'seem' (4.4%). Their use of verbs was different from other ESL data, in which the only two verbs, 'like' and 'love,' were used with 86% of all compliments (Wolfson, 1981a). The results implied that students in EFL should be provided with more various strategies of compliment expression of native speakers. Third, in the analysis of adjectives, the students used two adjectives 'good' (45.7%) and 'nice' (23.5%) for their most preference. The ratio was almost two-thirds in five types of adjectives. In other study, the two most common adjectives were 'nice' (22.9%) and 'good' (19.6%), respectively (Wolfson, 1981a). Fourth, in the use of five adverbs for intensifiers, two adverbs such as 'very' and 'really,' were used for almost two-thirds (77.1%). Students chose to use the pattern, NP be AD ADJ, as their first preference (mean: 67.8%) in three syntactic patterns of adverb position. To sum up, the results of the SAQ in this study indicate that college students can understand compliment tasks in various situations given. However, the degrees of understanding of compliment were slightly different between male and female though the scores were statistically meaningful in almost all situations. In some cases, students need to understand the functions of compliment that native speakers of English serve. The results of the DCT demonstrate that all responses of compliment were mostly skewed to some parts of speech and stylistic structures. So, college students in EFL situation need to learn more various uses and understanding of compliment. Based on the studies on compliment strategy, program developers should develop more contexts for compliment strategy in the textbooks. English instructors should also plan or practice speech acts of compliment in the class. REFERENCES Bardovi-Harlig, K.

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APPENDIX Questionnaire Scenarios

1. When you got to the dormitory, you realized that your roommate just bought a new smart phone. He/She showed it to you with joy. You compliment on his/her new smart phone.
2. You enjoyed drinking a cup of coffee at a new campus cafeteria. The coffee served by a server was really sweet. You compliment the server on the coffee.
3. You did not bring your textbook for English class. Your teacher provided you with some photocopies for a part of textbook. Delivering the photocopies to you, the teacher asked if you liked them. You compliment her on the photocopies.
4. Your friend is a senior student who is going to have a job interview at a company. So, he is wearing his best suit for the interview today. You compliment him on his appearance.
5. It is Sunday morning, and you go to church to teach the children class. Before the class begins, a child comes out and cleans the board for you. You compliment her on her act.
6. You are a volunteer teacher at a church, and you teach some games to the students. As a class activity, your students give a good performance. You compliment them on their performance.
7. You were at home, and your younger sister brought her test sheet from her teacher. She said that her teacher marked A score for her test. You compliment her on her test.

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ÿÿÿÿ a\$rgd◀3& † L\$gr↓dĐp -D r1\$gr4\$gr7\$gr8\$grMÆ

ÿÿÿÿ a\$rgd◀3&

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ÿÿÿÿ ^,† `„È gdyj\$ † †„È †dËp -D r4\$^r9D₁ MÆ

ÿÿÿÿ Wd `„È gdâ;2 \$^r† †„È †dËp -D r4\$^r9D₁ MÆ

ÿÿÿÿ Wd ^,† `„È gdâ;2 !! †dËp -D r4\$^r9D₁ MÆ

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ÿÿÿÿ Wd `„Ä gdýi- † †„È †dËp -D r4\$^r9D₁ MÆ

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← ˆŸr!d-ÿ T\$-D r4\$9Dr Ifr MÆ

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← L\$ r ↓ d - ÿ T\$ r - D r 4 \$ r 9 D r I f r MÆ

ÿÿÿÿ a\$ r g d y j \$ •á y â y -

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ÿÿÿÿ WDd `„È gd%QÈ ←

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ÿÿÿÿ]„ŕĭ gd†EV ◀„È ĩdŕŕ -D r1\$ŕ4\$ŕ7\$ŕ9Dĭ MÆ

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êõ¼õšõ õšõyõyõbõyõëõbõbõMõbõ)¹hQ9è Thpp-
B*_rKH OJ PJ^L QJ aJ^ŋ ph ,¹hQ9è Th; .■ B*_rKH OJ PJ^L QJ aJ^ŋ o(rph ,¹hQ
9è Thõ?7 B*_rKH OJ PJ^L QJ aJ^ŋ o(rph ,¹hQ9è ThjZ; B*_rKH OJ PJ^L QJ aJ^ŋ o(
rph ,¹hQ9è Th!!L... B*_rKH OJ PJ^L QJ aJ^ŋ o(rph ,¹hQ9è Thao B*_rKH OJ PJ
^L QJ aJ^ŋ o(rph)¹hQ9è Thøu(B*_rKH OJ PJ^L QJ aJ^ŋ ph)¹hQ9è Thøu(B*_rKH
OJ PJ- QJ aJ^ŋ ph Ö- Ø-
`~ s~ t~ æ~ î~ †š "š (š 3š Kš Lš Tš aš vš eš Ęš -š -
š žš Āš éô;¨ô\ô\ô¨¨ôzôz¨eNeô

¹hQ9è Th†EV B*_rKH OJ PJ^L QJ aJ^ŋ o(rph)¹hQ9è Th; .■ B*_rKH OJ PJ^L QJ aJ^ŋ
ph ,¹hQ9è Th; .■ B*_rKH OJ PJ^L QJ aJ^ŋ o(rph ,¹hQ9è Thpp-
B*_rKH OJ PJ^L QJ aJ^ŋ o(rph ,¹hQ9è Th2t(B*_rKH OJ PJ^L QJ aJ^ŋ o(rph
)¹hQ9è Th2t(B*_rKH OJ PJ^L QJ aJ^ŋ ph)¹hQ9è Thøu(B*_rKH OJ PJ^L QJ aJ^ŋ ph
,¹hQ9è Thôhú B*_rKH OJ PJ^L QJ aJ^ŋ o(rph ¹Āš Ņš)> *> 6> L> Z> y>
> &> @> ' > Mœ Wœ |œ „œ œ O Y ... % Á p Pž Qž [ž cž
iž çò¼;|ò ò ò òxò; òaò;|ò;|ò J J J ,¹hQ9è ThYxE B*_rKH OJ PJ^L QJ aJ^ŋ o(rph
,¹hQ9è Th=i

ÿÿÿÿ ←U¬ ³¬ @- ■® w® †¬ p¬ Q° R° S° \°]° u° v° è
è è è è è è è
» œ œ
↑ |\$r-\$r↑dËp “-D r4\$r9D1 @& MÆ”

ï

ÿÿÿÿ gdªQn - L\$r

„↑r♣„(↓dᄁp -D r4\$ r9D1 MÆ

ÿÿÿÿ]„↑r^„(a\$rgd^Qn !! ↓dᄁp -D r4\$ r9D1 MÆ

ÿÿÿÿ gd»\$: ↑

B*_rCJ↑ KH OJ PJ^L QJ aJ↑ o(rph ^L8. You have a family meeting with some relatives at your aunt home. When you go into the house, you see your aunt who is wearing her beautiful scarf. You compliment her on her scarf. 9. You go to the department store to buy something near home. In the store, you notice that there is a new bag that you want to buy, so you ask the clerk to show it to you. You compliment the clerk on the new bag. 10. You are participating in a campus sports festival. You support your team at the game and finally the team wins it. After the game is over, you compliment one of team members on his/her role at the game. Examples in: English Applicable Languages: English Applicable Levels: Tertiary Jaehwang Shim Dept. of English Chung-Ang University 1331-1803 Gaenari Apt., Sanbon 2-dong, Gunpo, Gyunggi-do, 435-768, Korea Tel: 031) 398-5610 Email: julyshim@hanmail.net Received 11 September 2012 Revised 3 November 2012 Accepted 17 November 2012 ^L ^J ^L ^J !! PAGE * MERGEFORMAT ¶64^L
 Jaehwang Shim Compliment Strategies for College Learners of English: Situations, Preferences... !! PAGE * MERGEFORMAT ¶63^L

_˙à₁ ¹à₁ á₁ á₁ _â₁ uâ₁ "â₁ °â₁ ±â₁ ²â₁ Áâ₁ Óâ₁ èâ₁ ç
_˙ ï ï . © © ©
_˙ \ \ ~ h h ^L ^L
 \$ Œ_˙È ↓d-ÿ 4\$_r9D₁ G\$ VDd ^_˙È a\$ gd»\$: ↓ Œ_˙È ↓d-ÿ 4\$_r9D₁ G\$ VDd ^_˙È gd»\$: †
 Œ_˙d ↓d-ÿ -D _r4\$_r9D₁ MÆ
 ÿÿÿÿ ^_˙d gd»\$: Œ Œ_˙È ↓d-ÿ VDd ^_˙È gd»\$: † Æ| _r¶₁ ↓düp -D _r4\$_r9D₁ MÆ
 ÿÿÿÿ gd2b† † Æ| _r,₁ ↓düp -D _r4\$_r9D₁ MÆ
 ÿÿÿÿ gd^aQn † Æ| _r"₁ ↓düp -D _r4\$_r9D₁ MÆ
 ÿÿÿÿ gd^aQn

7 j ◀B#1 Ø °← r1 쏙,,Ä ◀,,<ÿ↓d.ÿ 9l±È 1\$ r4\$ r7\$ r8\$ rG\$ rWDœÿ^,,Ä `,,<ÿa\$ gdÄ4€ †† L\$ Æ

1\$74\$7\$8\$G\$ra\$ gdÀ4€ r •Úăŕ Ūăŕ Ŭăŕ éăŕ êăŕ ëăŕ ìăŕ íăŕ

ä1 ðä1 !ä1 æ0%0'0'0,^9^

I^hÄ4E ThÄ4E @^pÿB*roJ PJ QJ fH rMH ^nH^o(rph qÊ

ÿÿÿÿ sH ^tH^F^hÄ4E ThÄ4E @^pÿB*roJ PJ QJ fH rMH ^nH^ph qÊ

ÿÿÿÿ sH ^tH^ CThÄ4E @^pÿB*roJ PJ QJ fH rMH ^nH^o(rph qÊ

ÿÿÿÿ sH ^tH^-Th%, @ +^hÄ4E ThÄ4E OJ PJ^ QJ^ mH ^nH^o(rSH
^tH^ (^hÄ4E ThÄ4E OJ PJ^ QJ^ mH ^nH^sH
^tH^ %ThÄ4E OJ PJ^ QJ^ mH ^nH^o(rSH
^tH^ 1^j ^hÄ4E ThÄ4E OJ PJ^ QJ^ U^ rMH ^nH^sH ^tH^

!ä1 ;ä1 <ä1 =ä1 >ä1 Uä1 Vä1 Xä1 Yä1 Zä1 [ä1 \ä1 ß°~pLp*p°&" -Th^J!! -Th%
,@ CTh^., @^pÿB*roJ PJ QJ fH rMH ^nH^ph qÊ

ÿÿÿÿ sH ^tH^u^rF^hÄ4E ThÄ4E @^pÿB*roJ PJ QJ fH rMH ^nH^ph qÊ

ÿÿÿÿ sH ^tH^ O^j ^hÄ4E ThÄ4E @^pÿB*roJ PJ QJ U^r fH rMH
^nH^ph qÊ

ÿÿÿÿ sH ^tH^ CThÄ4E @^pÿB*roJ PJ QJ fH rMH ^nH^o(rph qÊ

ÿÿÿÿ sH ^tH^ I^hÄ4E ThÄ4E @^pÿB*roJ PJ QJ fH rMH ^nH^o(rph qÊ

ÿÿÿÿ sH ^tH^ @ThÄ4E @^pÿB*roJ PJ QJ fH rMH ^nH^ph qÊ

ÿÿÿÿ sH ^tH^

\ä1]ä1 å

3^h[B` ThubÏ 5^ @^öÿB*

rKH OJ PJ^ QJ \^ aJ^ ph(((rP 0

0r◀0r↑0 P/ &P 1^ r/R :pb B °, . °EA!°M "°M #^!

\$ "

%° †°M ↑°71

Đp/

û τ\$rl\$rlfr r-

Âp!v hr5ö rlc5ö rj5ö llx5ö ll „
 #v rcl#vrrj#vnlxl#vll „

:v

γ-
 ŧ•"±!!öo -l ÿ j r ÿ j r ÿ qörl6rlöL ,öL jr5ö|
 rlc5ö rj5ö llx5ö ll „
 /ö
 j r ll 2ö- j|l 2ö- j

lf 4ö- rŧŧ äölye4ryt"tö štr í τ\$rl\$rlfr r-
 Âp!v hr5ö rlc5ö rj5ö llx5ö ll „
 #v rcl#vrrj#vnlxl#vll „

:v

γ-
 ŧ•"k!!öo -l ÿ j r ÿ j r ÿ qörl6rlöL ,öL jr5ö|
 rlc5ö rj5ö llx5ö ll „
 2ö- j|l 2ö- j

lf 4ö- rŧŧ äölye4ryt"tö štr í τ\$rl\$rlfr r-
 Âp!v hr5ö rlc5ö rj5ö llx5ö ll „
 #v rcl#vrrj#vnlxl#vll „

:v

γ-
 ŧ•"qr!!öo -l ÿ j r ÿ j r ÿ qörl6rlöL ,öL jr5ö|
 rlc5ö rj5ö llx5ö ll „
 2ö- j|l 2ö- j

lf 4ö- rŧŧ äölye4ryt"tö štr í τ\$rl\$rlfr r-
 Âp!v hr5ö rlc5ö rj5ö llx5ö ll „
 #v rcl#vrrj#vnlxl#vll „

:v

γ-
 ŧ•" r!!öo -l ÿ j r ÿ j r ÿ qörl6rlöL ,öL jr5ö|
 rlc5ö rj5ö llx5ö ll „
 2ö- j|l 2ö- j

lf 4ö- rŧŧ äölye4ryt"tö štr í τ\$rl\$rlfr r-
 Âp!v hr5ö rlc5ö rj5ö llx5ö ll „
 #v rcl#vrrj#vnlxl#vll „

:v

γ-
 ŧ•" r!!öo -l ÿ j r ÿ j r ÿ qörl6rlöL ,öL jr5ö|
 rlc5ö rj5ö llx5ö ll „
 2ö- j|l 2ö- j

lf 4ö- rŧŧ äölye4ryt"tö štr í τ\$rl\$rlfr r-
 Âp!v hr5ö rlc5ö rj5ö llx5ö ll „

#v rcl#vrrj•#vrlx|#vll „

:v

γ-

♯•" r!!ö0 -L ÿ J r ÿ J r ÿ flör †6r†öL ,öL Jr5ö|
r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

2ö- j|^l 2ö- j

lf 4ö- r^ll^ll^l aö^l†ÿe4ryt†ö ŠTr í †\$r†\$rIfrr r-

Äp!v jhr5ö| r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

#v rcl#vrrj•#vrlx|#vll „

:v

γ-

♯•" r!!ö0 -L ÿ J r ÿ J r ÿ flör †6r†öL ,öL Jr5ö|
r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

2ö- j|^l 2ö- j

lf 4ö- r^ll^ll^l aö^l†ÿe4ryt†ö ŠTr í †\$r†\$rIfrr r-

Äp!v jhr5ö| r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

#v rcl#vrrj•#vrlx|#vll „

:v

γ-

♯•" r!!ö0 -L ÿ J r ÿ J r ÿ flör †6r†öL ,öL Jr5ö|
r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

2ö- j|^l 2ö- j

lf 4ö- r^ll^ll^l aö^l†ÿe4ryt†ö ŠTr í †\$r†\$rIfrr r-

Äp!v jhr5ö| r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

#v rcl#vrrj•#vrlx|#vll „

:v

γ-

♯•" r!!ö0 -L ÿ J r ÿ J r ÿ flör †6r†öL ,öL Jr5ö|
r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

2ö- j|^l 2ö- j

lf 4ö- r^ll^ll^l aö^l†ÿe4ryt†ö ŠTr í †\$r†\$rIfrr r-

Äp!v jhr5ö| r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

#v rcl#vrrj•#vrlx|#vll „

:v

γ-

♯•" r!!ö0 -L ÿ J r ÿ J r ÿ flör †6r†öL ,öL Jr5ö|
r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

2ö- j|^l 2ö- j

lf 4ö- r^ll^ll^l aö^l†ÿe4ryt†ö ŠTr í †\$r†\$rIfrr r-

Äp!v jhr5ö| r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

#v rcl#vrrj•#vrlx|#vll „

:v

γ-

♯•"/ !!ö0 -L ÿ J r ÿ J r ÿ flör †6r†öL ,öL Jr5ö|
r^lc^l5ö|r^lj•5ö|^{ll}x|5ö|^{ll} „

2ö- j|^l 2ö- j

lf 4ö- r^ll^ll^l aö^l†ÿe4ryt†ö ŠTr ††\$r†\$rIfrr r-

0 !v -hr5ö| r^läl5ö|r^lð^l5ö|^{ll}ø5ö|^{ll}l^ll^l5ö|^{ll}l^lè|5ö|^{ll}-^lE•#v räl#vrrjð^l#vrlø^l#vll^ll^l

-2ö-r-| 2ö-r-

lf 4ö- rǫlǫ aöLipytoJ° ŠTr ←rT\$rl\$rlfrr r-
8ÿ!v -hr5ö| rL'j5ö| rLqL5ö| rLL5ö| LjL8j5ö| |Lj-5ö| |-L°-#v r'j#vrqL#vL L#vLj8j
#v| |j-#v|-°-:v

r-
ǫ •" r!!ö0 jL ÿ r r ÿ r r ÿ r r r öör ±6r|öLç ↑öL ,öLj-
r5ö| rL'j5ö| rLqL5ö| rLL5ö| LjL8j5ö| |Lj-5ö| |-L°-2ö- -| 2ö- -

lf 4ö- rǫlǫ aöLipytoJ° ŠTr rT\$rl\$rlfrr r--
p!v -hr5ö| rL'j5ö| rLqL5ö| rLL5ö| LjL8j5ö| |Lj-5ö| |-L
-#v r'j#vrqL#vL L#vLj8j#v| |j-#v|-
-:v

r-
ǫ •"ö !!ö0 jL ÿ r r ÿ r r ÿ r r r öör ±6r↑öLç ,öL r r ,öLj-
-r5ö| rL'j5ö| rLqL5ö| rLL5ö| LjL8j5ö| |Lj-5ö| |-L
-2ö-r-| 2ö-r-

lf 4ö- rǫlǫ aöLipytoJ° ŠTr -rT\$rl\$rlfrr r-
h !v -hr5ö| rLβL5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L/-#v rβL#vrqL#vL LžL#vLjÿL
#v| |j-#v|/-:v

r-
ǫ •"ÿ !!ö0 jL ÿ j r ÿ j r ÿ r r öör ±6r|öL. ↑öL ,öL -
r5ö| rLβL5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L/-2ö- -| 2ö- -

lf 4ö- rǫlǫ aöL e4rytQj; ŠTr -rT\$rl\$rlfrr r-
h !v -hr5ö| rLβL5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L/-#v rβL#vrqL#vL LžL#vLjÿL
#v| |j-#v|/-:v

r-
ǫ •"ö !!ö0 jL ÿ j r ÿ j r ÿ r r öör ±6r|öL. ↑öL ,öL -
r5ö| rLβL5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L/-2ö- -| 2ö- -

lf 4ö- rǫlǫ aöL e4rytQj; ŠTr |rT\$rl\$rlfrr r-±ÿ!v -hr5ö| rL-
j5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L»| #v r- j#vrqL#vL LžL#vLjÿL#v| |j-#v| -»| :v

r-
ǫ •"ö !!ö0 jL ÿ j r ÿ j r ÿ r r öör ±6r↑öL ,öL -r5ö|
rL- j5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L»| 2ö-r-| 2ö-r-

lf 4ö- rǫlǫ aöL e4rytQj; ŠTr -rT\$rl\$rlfrr r-
h !v -hr5ö| rLβL5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L/-#v rβL#vrqL#vL LžL#vLjÿL
#v| |j-#v|/-:v

r-
ǫ •"ö !!ö0 jL ÿ j r ÿ j r ÿ r r öör ±6r|öL. ↑öL ,öL -
r5ö| rLβL5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L/-2ö- -| 2ö- -

lf 4ö- rǫlǫ aöL e4rytQj; ŠTr |rT\$rl\$rlfrr r-±ÿ!v -hr5ö| rL-
j5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L»| #v r- j#vrqL#vL LžL#vLjÿL#v| |j-#v| -»| :v

r-
ǫ •"ö !!ö0 jL ÿ j r ÿ j r ÿ r r öör ±6r↑öL ,öL -r5ö|
rL- j5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L»| 2ö-r-| 2ö-r-

lf 4ö- rǫlǫ aöL e4rytQj; ŠTr -rT\$rl\$rlfrr r-
h !v -hr5ö| rLβL5ö| rLqL5ö| rLLžL5ö| LjLÿL5ö| |Lj-5ö| |-L/-#v rβL#vrqL#vL LžL#vLjÿL
#v| |j-#v|/-:v

#v | 1-#v | - | - :V

1-

• "ö !!ö0 j l y r y r ö r 6 r | ö ↑ ö - , ö -
r5ö | r ; l5ö | r l~j 5ö | r llä1 5ö | ll8j 5ö | j | l1-5ö | | -l | -2ö- r- | l 2ö- r-

f 4ö- r l l e4 r y t x { š T r y r \$ r | \$ r I f r r-

y ! v - h r 5ö | r l v l 5ö | r l l 5ö | r ll 5ö | ll w j 5ö | j | l è j 5ö | | - l ö | # v r v l # v r l l # v l l w j # v j | è j

#v | - ö | :V

1- • "

γ-
ϛ •"δ !!Ö0 ʄ ʄ ÿ ʄ ʄ ÿ ʄ ʄ ÿ ϩör ʄ6r↑öʄ ,öʄ -r5öʄ
rʄvʄ5öʄ rʄʄϛ 5öʄ ʄʄ ʄwʄ 5öʄʄ | ʄèʄ 5öʄ | -ʄöʄ | 2ö- -ϛʄ 4ö- rϛʄϛ aöʄžÿytE r šTr ÿ τ\$ rʄ \$ r I f r

γ-
ÿ!v -hr5öʄ | rʄvʄ5öʄ | rʄ ʄϛ 5öʄ | ʄ ʄ ʄϛ 5öʄ | ʄʄ ʄwʄ 5öʄʄ | ʄèʄ 5öʄ | -ʄöʄ | #v rʄvʄ#v rʄϛ #vʄʄwʄ #vʄ | èʄ
#vʄ | -öʄ | :V

γ-
ϛ •"ʄ r!!Ö0 ʄ ʄ ÿ ʄ ʄ ÿ ʄ ʄ ÿ ϩör ʄ6r↑öʄ ,öʄ -r5öʄ
rʄvʄ5öʄ rʄʄϛ 5öʄ ʄʄ ʄwʄ 5öʄʄ | ʄèʄ 5öʄ | -ʄöʄ | 2ö- -ϛʄ 4ö- rϛʄϛ aöʄžÿytE r šTr ÿ τ\$ rʄ \$ r I f r

γ-
ÿ!v -hr5öʄ | rʄvʄ5öʄ | rʄ ʄϛ 5öʄ | ʄ ʄ ʄϛ 5öʄ | ʄʄ ʄwʄ 5öʄʄ | ʄèʄ 5öʄ | -ʄöʄ | #v rʄvʄ#v rʄϛ #vʄʄwʄ #vʄ | èʄ
#vʄ | -öʄ | :V

γ-
ϛ •"ä !!Ö0 ʄ ʄ ÿ ʄ ʄ ÿ ʄ ʄ ÿ ϩör ʄ6r↑öʄ ,öʄ -r5öʄ
rʄvʄ5öʄ rʄʄϛ 5öʄ ʄʄ ʄwʄ 5öʄʄ | ʄèʄ 5öʄ | -ʄöʄ | 2ö- -ϛʄ 4ö- rϛʄϛ aöʄžÿytE r šTr -rτ\$ rʄ \$ r I f r

γ-
ϛ !v •hr5öʄ | rʄ•ʄ5öʄ | rʄ ʄ↑ʄ 5öʄ | ʄ ʄ ʄÿʄ 5öʄ | ʄʄ ʄıʄ 5öʄʄ | ʄùʄ 5öʄ | -ʄ«ʄ 5öʄ | -•ʄ | #v rʄ•ʄ#v rʄ↑ʄ #vʄ ʄ
ÿʄ #vʄʄ ıʄ #vʄ | ùʄ #vʄ | -«ʄ #v-•ʄ | :V
γ-ϛ •"

Ÿ^L#v^{LJ} í^L#v^J | ù^L#v | -«^L#v-•^L | :V

γ-

Ï •"w !!ö0 J^L ÿ J^r ÿ J^r ÿ Œö^r ±6^r↑ö^L ,ö^L •^r5ö^L
r^L•^L5ö^L | r^r L^J 5ö^L | L^LŸ^L5ö^L | L^J L^Lí^L5ö^L | L^Lù^L5ö^L | -^L«^L5ö^L | -•^L L^r | 2ö- •^Ï L⁴ö- r^Ï L^Ï ytyj\$ šTr
-rr\$ r^L \$ rIf r r-

Ï !v •^h r5ö^L | r^L•^L5ö^L | r^r L^J 5ö^L | L^LŸ^L5ö^L | L^J L^Lí^L5ö^L | L^Lù^L5ö^L | -^L«^L5ö^L | -•^L L^r | #v r[•] L[#]v r^r L^J #v^r L^L
Ÿ^L#v^{LJ} í^L#v^J | ù^L#v | -«^L#v-•^L | :V

γ-

Ï •"] !!ö0 J^L ÿ J^r ÿ J^r ÿ Œö^r ±6^r↑ö^L ,ö^L •^r5ö^L
r^L•^L5ö^L | r^r L^J 5ö^L | L^LŸ^L5ö^L | L^J L^Lí^L5ö^L | L^Lù^L5ö^L | -^L«^L5ö^L | -•^L L^r | 2ö- •^Ï L⁴ö- r^Ï L^Ï ytyj\$ šTr
-rr\$ r^L \$ rIf r r-

Ï !v •^h r5ö^L | r^L•^L5ö^L | r^r L^J 5ö^L | L^LŸ^L5ö^L | L^J L^Lí^L5ö^L | L^Lù^L5ö^L | -^L«^L5ö^L | -•^L L^r | #v r[•] L[#]v r^r L^J #v^r L^L
Ÿ^L#v^{LJ} í^L#v^J | ù^L#v | -«^L#v-•^L | :V

γ-

Ï •"κ !!ö0 J^L ÿ J^r ÿ J^r ÿ Œö^r ±6^r↑ö^L ,ö^L •^r5ö^L
r^L•^L5ö^L | r^r L^J 5ö^L | L^LŸ^L5ö^L | L^J L^Lí^L5ö^L | L^Lù^L5ö^L | -^L«^L5ö^L | -•^L L^r | 2ö- •^Ï L⁴ö- r^Ï L^Ï ytyj\$ šTr
-rr\$ r^L \$ rIf r r-

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ö^L#v^{LJ} J^L #v^J | í^L#v | -¼^L#v-•^L J^L :V

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