

THE USE OF COMPLIMENTS IN ENGLISH BY THE UNDERGRADUATE STUDENTS IN PAKISTAN

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ABSTRACT : *The learning and direction of speech acts, particularly compliments are critical for practice of English in the Islamic Republic of Pakistan for the improvement of their pragmatic competence in English. This study is about the utilization of strategies of compliments in English by Pakistani Undergraduate of English and the investigation of the contentions in the recurrence of utilization amongst male and female individual responders. The study examined the utilization of compliments, taking into account Holmes' (1988) class of compliment subjects. The upshot of the study uncovers that all the four compliment classes of "Visual expression/Appearance" (I like your hair all wavy!), "Character reference" (You are thoughtful), "Power/Ability" (You have done an amazing bit of business), and "Possession" (What a flawless garden!) were utilized by the respondents, and "Appearance" (196) was the most favored classifications by most of the respondents. The study shows no distinction amongst male and female responses in the utilization of three complimentary classes of "Appearance", "Power/Ability", and "Belongings/Possessions". The study watches one contrast amongst male and female respondents in the compliment category of "Character", in which the female respondents (100) complimented more every now and again than the male respondents (92). This examination may be of educational help for English language instructors and learners, as the importance of focus on pragmatic ability is generally ignored in English as a second language classroom.*

Keywords: *Compliments, Speech acts, Pragmatic competence, Pakistani*

INTRODUCTION

English is thought to be the main language of correspondence in global relations now a days. In spite of the fact that English is instructed in schools and colleges in Pakistan, yet Pakistanis are not sufficiently equipped to converse properly in English. Numerous studies have highlighted the need of Pakistani students to learn English properly in instructive establishments in Pakistan. Research shows that teachers' attitudes affect the atmosphere of the classroom and on student achievements [1]. Some of them have also been identified and linked with student behavior. It seems that teachers, in general, are stimulating, enthusiastic, encouraging, friendly, tolerant, polite, sensitive, confident, flexible and Democrats, who do not seek personal recognition, which care little to be loved which are expressive, which are able to override the young prejudices that can skillfully express feelings, who can pay attention to the students in general and individual way, which approach the students to talk to them, using the touch of a socially appropriate manner, interested in them, their ideas and their problems, which are attentive to the signs of confusion or inattention on their part, that smile, that use the humor and who tell personal stories during class exert a good influence on learning and well-being of students [2].

English is learnt as a second language in Pakistan. It is important for learners of English in Pakistan to take in the linguistic use and grammar of English language keeping in mind the end goal to procure the down to earth ability in English. The conveyance of a decent compliment resemble an ability that incorporates the best possible method for complimenting somebody when it feels right to do [3].

MATERIAL AND METHOD

The Observatory of Student Life regularly publishes data reported in the media who report psychosocial aspects of student life [4]. It showed how students are gradually gaining autonomy vis-à-vis their family friendly environment and

adopt a new lifestyle and a new network of relationships [5]. Here are probably many reasons and perhaps, admittedly, a kind of wisdom in skepticism and resistance from teachers to fully chambered their ways and adopt, without resistance, approaches educational fashion. These deviate indeed much of the classical education model, which comes significantly change the role of teachers, their knowledge, their skills and attitudes [3].

If we address the educational problems in another way rather than seeking to implement at all costs-called educational models as "ideal", like little or not at all applied by the vast majority of teachers, we can try the most effective practices not simply to identify, from research undertaken in regular classrooms. Our intention is not to examine the most innovative approaches that only a minority of teachers favor but rather to identify what works well in those which are the lot of the vast majority of them [6].

Our question is: although most of the teaching practices are fairly traditional, which work best? In other words, the researchers say about the effects of knowledge, skills and attitudes of the ordinary teacher in a regular classroom? Contrary to what the apostles of the new pedagogy claim, not everything is bad, but let us hasten to add that not everything is not provided. There has to be practices that are better than others and have a positive impact on student learning. Much research hardly wore on this issue there is just 25 years, as the body of research on the practice in mainstream classes is plentiful today. It is not extravagant and decontextualized theories, but to work from various observations and interviews with teachers in regular classes [7].

We advocate a cautious approach of research results. We even suggest to consider further with a view to continuing professional development as a compulsive or technical way. Consequently, teachers reader that the list of attitudes, knowledge and skills that will follow may discourage, it should be noted that this is not a list of commands which it

must comply with all price, but rather an inventory strategies as may be useful to increase its impact on students [8].

Research Questions

The research questions of the present study are as follows:

- What Compliments in English are utilized by undergraduate students of English in Pakistan?
- What is the distinction in the recurrence of utilization of Compliments amongst opposite genders of undergraduate students of English in Pakistan?

RESEARCH METHODOLOGY

Data analysis was done by quantitative research method even the nature of data collected was qualitative, so quantitative research design was used for the present research study.

Population and Sample

We highlight better the impact of various situations of studies on the experiences of an academic year, we opted for a mixed sample, which therefore is not representative of the entire Pakistani student population. We tried to include the equal proportion of both male and female. This results in a more autonomous than the average population sample of Pakistani students. Furthermore our investigative approach met the accession of more motivated students. Nevertheless, the alignment of economic and educational variables on one academic year has been very rewarding.

Undergraduate of English in public sector universities are the target population for the study. A sample of two hundred (200) graduate students, both male and female, was chosen utilizing non-random, purposive and convenience sampling methodology from the four (4) open area colleges in Pakistan to be specific, (a) Quaid-i-Azam University, Islamabad (b) National University of Modern Languages, Islamabad;; (c) Hazara University, Dодhial, Mansehra; and (d)International Islamic University, Islamabad The example was practically homogeneous to the extent the instructive level, phonetic encounters and ages of the participants are concerned. The members were selected from undergraduate students of English Language and Literature program at the four previously mentioned open part colleges in Pakistan.

Instrumentation

A Discourse Completion Test (DCT) was created keeping in mind the end goal to gather data from the university students of English about the utilization of compliments in English and to break down the distinctions in the recurrence of the utilization amongst gender.

In the initial part of the Discourse Completion Test was planned to gather individual data from the members about their sexual orientation, age, institution, nationality and name. The second part of the DCT contained compliment situations. The utilization of compliments was examined with different appearance settings, Character (identity/kinship), Ability, and Possessions utilizing Holmes (1988). The DCT comprised of aggregate four (4) things. The members were requested to consider themselves, in actual circumstances while recording their reactions in English.

Data Collection Procedures

The analyst initially requested authorization from the Head of the Departments of English in the four distinctive universities so as to self-administer the DCT. The participants were told about the correct method for noting the situational addresses

in the DCT. Every one of the circumstances were disclosed to the students with a specific end goal to evade any disarray before filling the DCT. The students finished the DCT in just about twenty (20) minutes time. Records of students' gender were kept for the relative investigation of male and female Undergraduate of English in Pakistan.

RESULT

The analyst examined the students' reactions of the DCT on an individual premise. As a matter of first importance, the information was coded and spared in a Microsoft Office Excel documents and sheets and afterward it was investigated factually with SPSS 22 for engaging examination. The information sets were dissected in the light of research inquiries utilizing unmistakable measurements and frequencies.

As appeared in Table 1, the inspired information of compliments in English to the four situational settings of Appearance, Character (identity/kinship), Ability, and Possessions was arranged by (1988) classifications of compliment theme.

Table 1: Realizations and Categories

Strategy Code	Category
CA	Appearance
CB	Character
CC	Ability
CD	Possessions

The categories were analyzed independently for both female (100) and male (100) undergraduate.

The aftereffects of the quantitative investigation of information acquired from the questionnaire (DCT), in order of the exploration inquiries are as per the following:

The main research question of the present study was:

What Compliments in English are utilized by graduate students of English in Pakistan?

Character, Appearance, Possessions and Ability were gotten independently utilizing SPSS 22. Utilizing Holmes' (1988) classifications of compliment points, the Table 2 exhibits the consequences of the utilization and non-utilization of the compliment classifications in English by graduate students (200) of English in Pakistan.

As appeared in Table 2, out of 200, the greater part of respondents (196) wanted to utilize the compliment class of respondents utilized the compliment classifications of "Character" (You are a decent companion) and (188) out of 200 "Appearance" (I like your hair all wavy!). Table 2 shows, out of 200, (192) respondents utilized the compliment classification of "Ability" (This is an incredible bit of work!). Correspondingly, the outcomes in Table 2 demonstrate that (186) out of 200 respondents wanted to utilize compliment class of "Possessions" (What a lovely garden!).

Table 2: Use of Compliment

Strategy Code	Rate of recurrence of Use
CA	196
CB	192
CC	188
CD	186

Out of 200, only some respondents did not use the four compliment categories of "Appearance", "Character", "Ability", and "Possessions".

The second research question was:

▪ What is the distinction in the recurrence of utilization of Compliments amongst opposite genders of Undergraduate of English in Pakistan?

For the second research problem, the rate of recurrence of utilization and non-utilization of four compliment classifications of Ability, Possessions, Appearance, and Character were acquired independently for opposite genders by both the male (100) and the female (100) Undergraduate.

Out of 100 male and 100 female respondents, both genders (98 and 98) similarly utilized the compliment classification of Appearance. Table 2 shows, all the female respondents (100) utilized the compliment class of Character and 92 out of 100 respondents used the same category. Similarly, for the compliment category of appearance Ability, both male and female (94 and 94) respondents equally used the situations. Out of 100, 94 female respondents utilized the classification of Possessions and likewise 92 out of 100 male respondents reported same compliment class.

Table 3

CA	98	2
CB	92	8
CC	94	6
CD	92	8
CA	98	2

As Table 3 indicates, out of 100 male and 100 female respondents, very less number of respondents did not use the discussed categories of compliment.

DISCUSSION

The consequences of the two research inquiries will be discussed one by one. The principal look into the questions of the present study was:

▪ What Compliments in English are utilized by Undergraduate of English in Pakistan?

The outcomes demonstrated that entire set of compliment was used with various rate of recurrence by the Undergraduate. Out of 200, the (196) utilized the classification of Appearance compliments. The second most chosen classification by the respondents (192) was of Character compliments. The third (188) was of Ability. The Fourth one was (186) was of Possessions.

The second research question was:

▪ What is the distinction in the recurrence of utilization of Compliments amongst opposite genders of Undergraduate of English in Pakistan?

The findings showed no difference in the frequency of use of compliments in English in the three compliment categories of "Appearance", "Ability", and "Possessions", between male and female masters' level students of English in Pakistan. As reported earlier, both male and female respondents (98 and 98) equally utilized the compliments of Appearance as the most used category. This finding is predictable with the discoveries of different studies. As highlighted earlier, the compliment categories of Ability (47 and 47) and Possessions

(46 and 47) were also used equally both the male and the female respondents. It appears that there is no effect of gender on Pakistani undergraduate as both male and female students are equally well-suited to pay compliments to others in compliment circumstances of Appearance, Ability and Possessions. This finding is consistent with the discoveries of Ralarala and Dlali (2007). All the female respondents (100) and 92 male respondents used the category of Character, which suggests that the propensity of Pakistani female Undergraduate of English is to give a bigger number of compliments than Pakistani male Undergraduate of English. This finding is consistent with other studies. It appears that Pakistani female students of English are more sure and capable in complimenting for somebody's character in English than Pakistani male students of English.

CONCLUSIONS

This study examined the utilization of compliments in English by Undergraduate of English in Pakistan and furthermore endeavored to investigate the distinctions in the recurrence of utilization amongst male and female respondents. All the four compliment classes of "Appearance", "Character", "Ability", and "Possessions" were utilized by the respondents. The exploration observed "Appearance" as the most favored compliment topic by the respondents. As far as the contrasts amongst male and female respondents are concerned, no distinctions were found in the recurrence of utilization of compliments in English in the three compliment classes of "Appearance", "Ability", and "Possessions", amongst male and female respondents. The examination discoveries indicated a stand out contrast in the utilization of compliment category of "Character", in which the female respondents complimented more as often as possible than the male respondents. The discoveries of the study highlighted the way that Pakistani Undergraduate are amiable and humble while paying compliments. The outcomes demonstrate that Pakistani students promptly pay compliments where they comprehend the circumstance. The results likewise demonstrate some non-uses of the compliments by the respondents, which recommend that they ought to be educated about speech acts keeping in mind the end goal to enhance their pragmatic ability in English as the instructions of speech acts particularly compliments in English can profit learners for the advancement of their pragmatic competence. Hence, the present study will be helpful in bringing issues to light in learners and educators of English for the change of the present level of English capability in Pakistan.

Research Implications

The study gives a more extensive ramifications that proposes vital commitment to the field of Pragmatics. The findings of the study highlight that the way that L2 pragmatic instruction particularly identified with compliments strategies ought to be educated in English language classroom with the assistance of proper syllabus keeping in mind the end goal to build up the functional proficiency, communicative and pragmatic competence in English of the Pakistani learners of English in Pakistan.

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