



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE



TESOL-UKRAINE NEWSLETTER

Dear TESOL-Ukraine members and their friends!

Welcome to the summer 2020 issue of TESOL-Ukraine Newsletter!

This issue presents:

- ✚ TESOL-Ukraine Online Teacher Development Series;
- ✚ TESOL 2020 Virtual Convention;
- ✚ Articles from TESOL-family.

We wish you a productive beginning of a new academic year!

TESOL-Ukraine Executive Committee, August 2020

In this issue...

A Word from TESOL-Ukraine President (Olena Ilienko).....2

My TESOL Virtual Convention Experience (Iryna Zuyenok).....7

Where There Is a Will, There Is a Way! (Raisa Istomina).....9

MULTI ED (Lily Kuznetsova).....10

Using Humor in Language Teaching (Sally La Luzerne-Oi).....13

India – Ukraine Zoom Experience (Oksana Chugai).....21

Ukrainian Speakers’ Production of English Compliments: A View into Their Interlanguage (Luis Perea, Anzhelika Solodka, Natalia Romanchuk).....24

Vocabulary Activities to Brisk Your Classroom (Nataliia Mochalova).....50

Contribute to TESOL-Ukraine Newsletter.....54

A WORD FROM TESOL-UKRAINE PRESIDENT



OLENA ILIENKO

TESOL-Ukraine President

Head of the department of foreign languages
O.M. Beketov National University of Urban Economy in
Kharkiv

Dear TESOL-Ukraine members, colleagues and friends!

I hope my letter will find you in a good health and spirit!

You know that since March we had to endure a previously unknown challenge - the COVID -19 pandemic. In the conditions of stress and uncertainty, we managed to switch to the emergency distance teaching mode, spend a lot of time and efforts on learning new computer platforms and programs, marked all the works of our students and gave a worthy assessment.

Unfortunately, we were not able to hold our annual meeting, TESOL-UKRAINE JUBILEE CONVENTION “25 YEARS OF TESOL IN UKRAINE: HONORING THE PAST AND SHAPING THE FUTURE” in Kyiv though we had been preparing for it and looking forward to it with such an excitement. More than 300 TESOL-Ukraine members and other English language teachers from secondary schools, universities, private schools as well as 32 Ukrainian and American presenters had registered for participation in the Convention before the pandemic. More than 100 teachers had submitted their papers for the Convention Book of Papers and we are pleased to inform you that an electronic version of the Book of Papers was published. We want to thank you all once again for your interest in the activities of our association and understanding. We would like to inform you that your membership fees and conference participation fees will be carried over to 2021, so you will no longer be making any fees for the membership in the association as well as our meeting in April 2021.

**YOUNG RESEARCHERS IN THE GLOBAL
WORLD: VISTAS AND CHALLENGES**

BOOK OF PAPERS OF THE 2020 INTERNATIONAL FORUM
FOR YOUNG RESEARCHERS

(April 24, September 25, 2020)



25 YEARS OF TESOL IN UKRAINE:

**HONORING THE PAST AND SHAPING
THE FUTURE.**

THE CONVENTION IS SUPPORTED
BY REGIONAL ENGLISH LANGUAGE OFFICE,
U.S. EMBASSY, UKRAINE

Book of Convention Papers

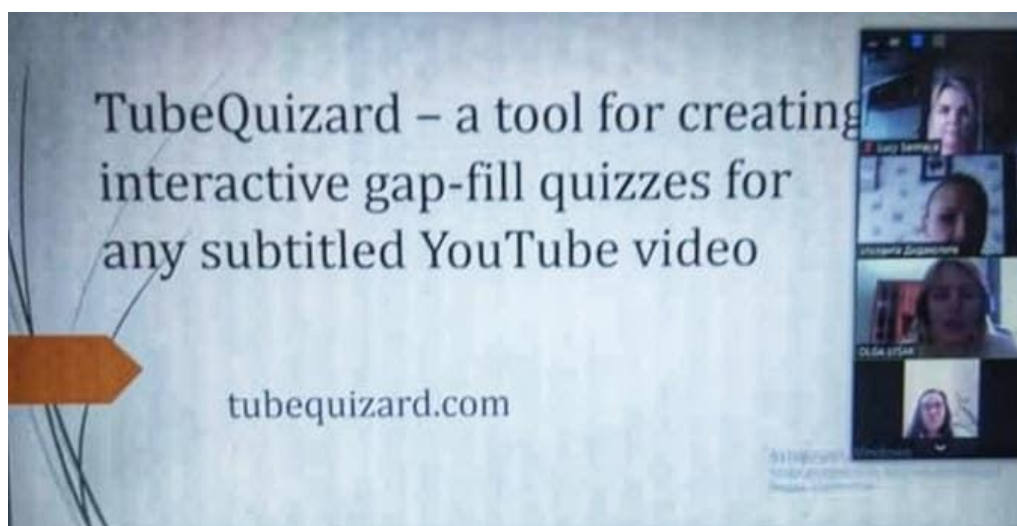


Through the English Language Fellows' and Ukrainian presenters' help, the association was able to hold the 2020 TESOL-Ukraine Online Teacher Development Series, which included the following webinars:

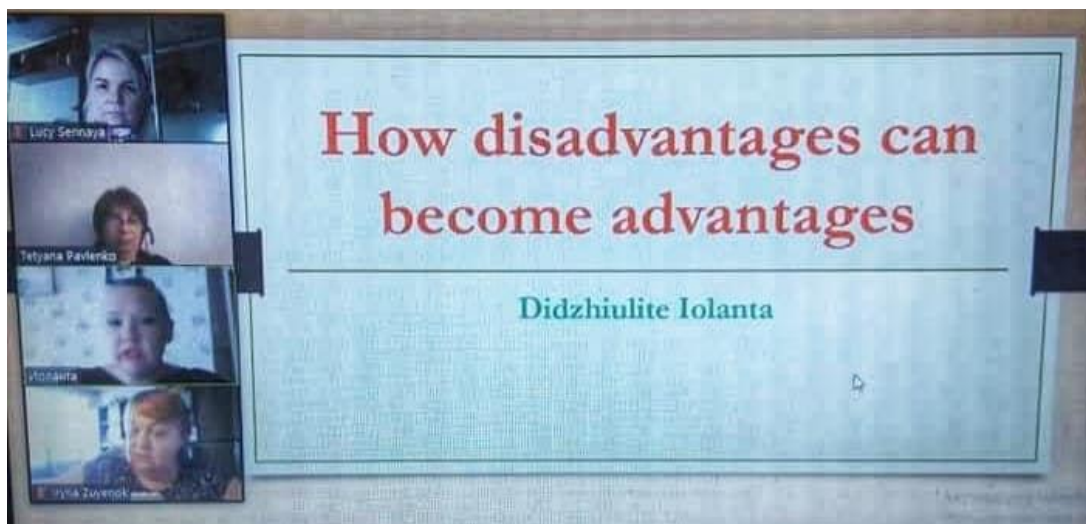
1. Workshop “Five Tools for Online Teaching” by *Francisco Resto, English Language Fellow, U.S. Department of State.*



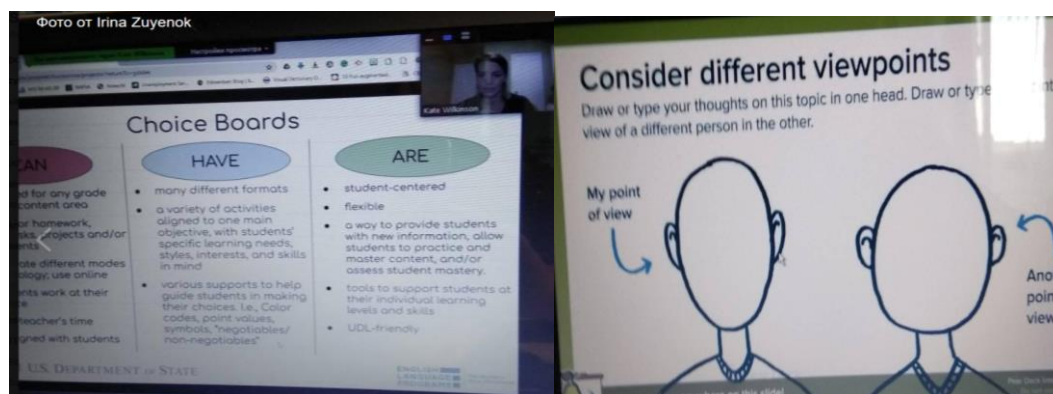
2. Workshop “Teaching with TubeQuizard - a Website for Creating Quizzes Based on YouTube Videos” by *Olha Lysak, TESOL-Ukraine.*



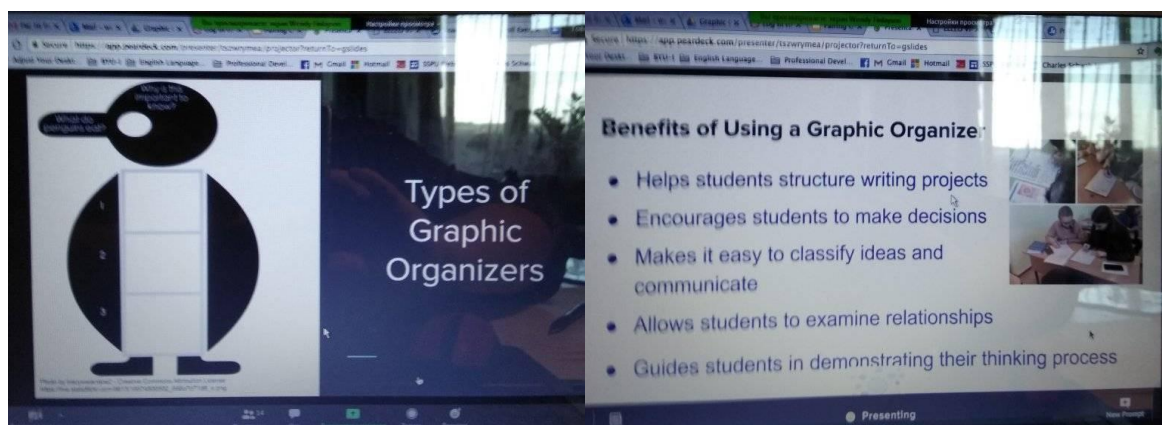
3. Workshop "How Disadvantages of Online Teaching Can Become Advantages. I Did It and You Can" by *Iolanta Didzhiulite, TESOL-Ukraine.*

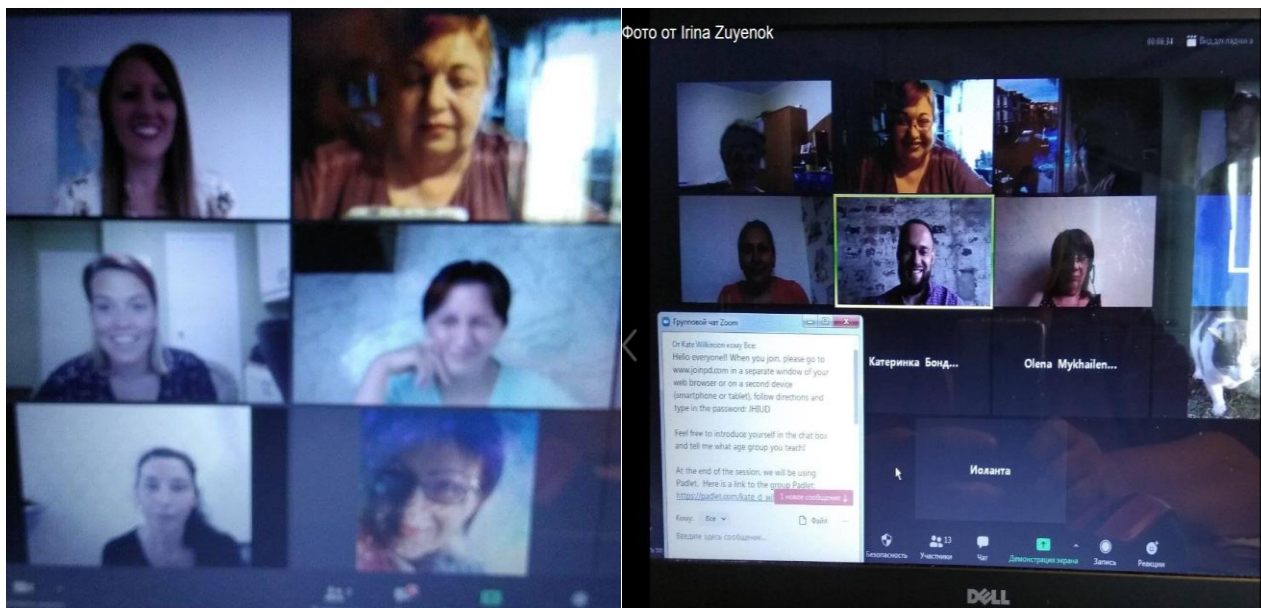


4. Workshop "Choice Boards: A Tool for Engaging Learners, Providing Differentiation and Promoting Learner Autonomy" by *Kate Wilkinson, English Language Fellow, U.S. Department of State.*

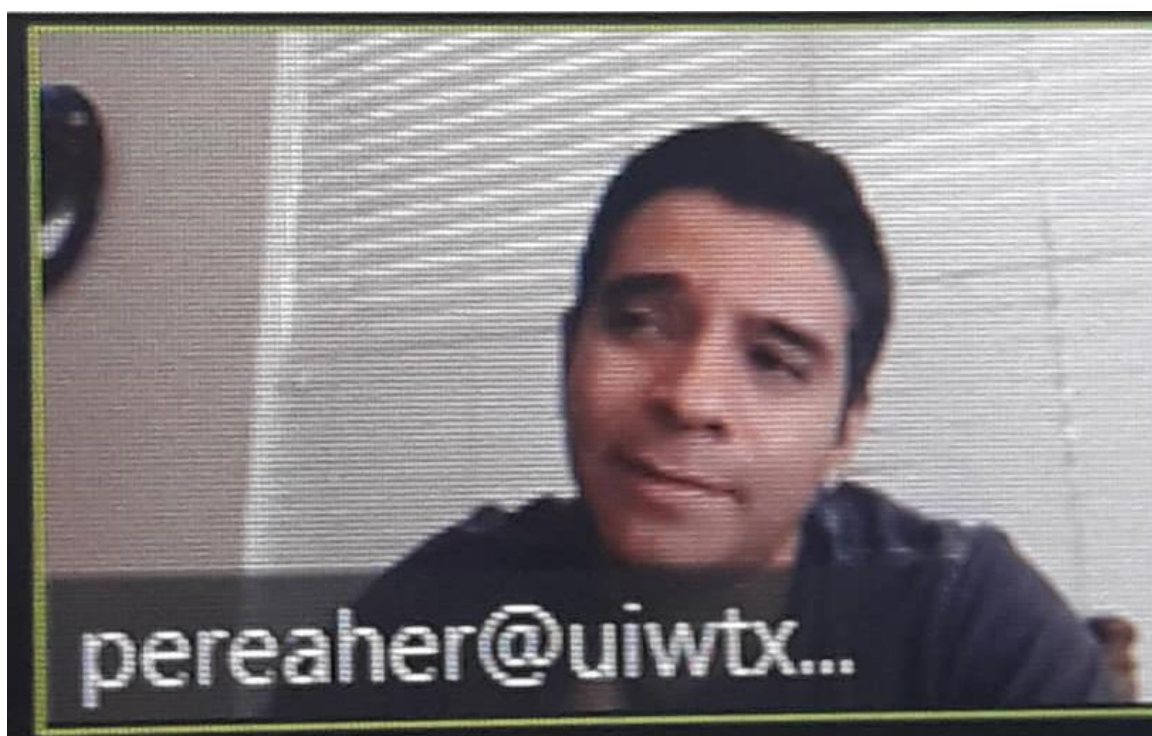


5. Workshop "Using Graphic Organizers for Better Teaching and Learning" by *Wendy Finlayson English Language Fellow, U.S. Department of State.*





[Luis Perea](#) "Making ESL Exams More Human for Our Students "



As the result, 60 English language teachers participated in the seminars and got their certificates.

Thanks to the help of the Regional English Language Office in Ukraine, 63 group leaders of TESOL-Ukraine association had a wonderful opportunity to participate in TESOL 2020 Virtual Convention and English Language Expo on July 16-18. The participants mention they feel empowered by the innovative ideas they got from the presentations and group communication. The Convention helped us feel ourselves as a part

TESOL 2020 VIRTUAL CONVENTION

TESOL International hosted the first virtual convention on 16-18 July, 2020. Active TESOL-Ukraine members had an opportunity to participate and share their experience and thoughts with other English language teachers throughout the world.



MY TESOL VIRTUAL CONVENTION EXPERIENCE

IRYNA ZUYENOK

Dnipro University of Technology

To participate in TESOL Convention was my dream since I had become a member of TESOL-Ukraine in 2003. This year my dream has come true: I have participated in TESOL 2020 Convention Virtual thanks to U.S. Embassy in Ukraine, RELO Timothy Collins and Alyona Sukhinina. It was unforgettable and valuable experience – synergy of ESOL professionals all over the world who shared the results of their research, teaching and learning ESOL experiences, materials developed by them as well as by various publishing houses, shared in Expo Hall, professional communication and socializing on the platform of the Convention both in ZOOM and special forum Social Feed.

Video sessions both On-Demand and those given in the Schedule provided food for thought, gave the answers to the challenges and problems I face in my ESP/EAP classroom, made me to think on an action plan of piloting the discovered innovations in the coming academic year, when the University courses are supposed to be transformed in the blended ones, according to the Ministry of Education and Science of Ukraine regulations. Unfortunately it was impossible to attend virtually all the sessions, but I managed to participate and discuss those devoted to students' engagement in learning (Encouraging Self-Direction and Self-Regulation Through Autonomy Centered Homework by Maria Summers & Mariah Krauel-Nix, Christin Stepfers, Engaging Disengaged etc.), online testing, assessment and evaluation, using a Framework for



Developing Online Tests shared by Rosana Giraidez & Victoria Dieste and ideas of other presenters, developing learners' self-regulation, academic integrity, media literacy, creativity (7 Steps Towards Creativity in the Classroom by National Geographic Learning), critical thinking as well as other 21st century skills.

The session which struck me most was Teaching with Play: Games, Game-based Learning and Gamification made by Dr. Deborah Healey, Past President, TESOL International Association, great ideas how to engage and motivate learners and participants of the courses. During the Virtual Convention I enjoyed greatly Game On!, which is from my perspective, was gamification in action, the result of which is rewarding: I have earned nearly 100 points and won the prize in the TESOL prize drawing - one-year membership in TESOL International.

I am happy to be a part of this dynamic international professional community of innovative teachers and researchers as well as to be a member of TESOL-Ukraine.



WHERE THERE IS A WILL, THERE IS A WAY!

RAISA ISTOMINA

Skovoroda KhNPU

“Come together as a global community of English language professionals for the first-ever **TESOL 2020 Virtual Convention & English Language Expo**, 16–18 July!” It is an invitation to join this grand event and more than four thousand participants from different parts of the world spend three fantastic days cooperating, collaborating and communicating together! I am lucky to be one of them and enjoy attending a big number of different seminars, sharing my experience and preferences in teaching, exchanging opinions with the colleagues in Social Feed Forum and receiving new interesting information from them.

The suggested sessions cover all the language areas and four main skills development using different techniques and approaches, teaching and learning both in a synchronous and asynchronous ways. The biggest discovery for me is the information about new online tools and platforms which I can use in teaching university students. *H5P* -- is a tool I've heard about for the first time from Rachel Kraut. It can encourage my students to be more autonomous in creating and sharing interactive materials in their preparing for teaching profession. One more quite an exciting thing is *Personal Memory Associations (PMAs)*. It makes me interested in using it while teaching vocabulary. The webinar on Creative Thinking Development is of great interest for me.

It is obvious that the new situation in the world demonstrates how professionals can turn limitations in face-to-face communication into beneficial virtual one. TESOL 2020 Virtual Convention is a great success!

MULTIED



LILY KUZNETSOVA

TESOL-Ukraine Treasurer

Ph.D., Associate Professor

Ivan Franko National University of Lviv

TESOL-Ukraine has become a part of the project “Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European/ MultiEd” Erasmus + programme KA2 – Higher Education Capacity Building (610427-EPP) -1-2019-1-EE-EPPKA2-CBHE-JP) and participated in the following events:

1. MultiEd team members participated in the conference “ERASMUS+ CBHE WINNERS’ DAY: Workshop for Capacity Building for Higher Education Projects on “How to Implement your Project Successfully and Manage the Grant Funds Smoothly”” (for CBHE winners and current projects teams). The workshop was held on November 6, 2019 at Taras Shevchenko National University of Kyiv. Co-organizers: Ministry of Education and Sciences of Ukraine, Ministry of Youth and Sport of Ukraine, EU Delegation to Ukraine Education, Audiovisual and Culture Executive Agency Erasmus+ Agencies from Programme Countries, National Erasmus+ Offices from Partner Countries, Programme and Partner Countries Universities.



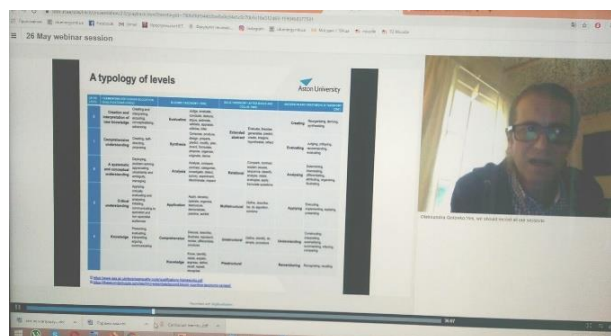
2. Zaporizhzhia National University hosted a kick-off meeting for the partner universities of The European delegations were represented by: the Coordinator and

General Manager of the Project – Kristjan Klauks (Tartu University, Estonia); Associate Dean for External Relations, Reader in Applied Linguistics (TESOL) School of Languages and Social Sciences, Co-Director Centre for Language Research at Aston University (CLaRA) – Dr. Susan Garton (Aston University, UK); Teaching Associate, Centre for Language Research at Aston University (CLaRA) – Dr. Elizabeth Wielander (Aston University, UK); representatives from Heidelberg University of Education (Germany) – professor Dr. Hans-Werner Huneke, rector of the university, Dr. Stefanie Witzigmann and Leonie Exarchos. The aim of the meeting was to introduce educational establishments and their achievements, investigate the challenges in the standards and quality of higher education-qualifications between the members of consortium. European partners as well as Ukrainian project participants shared principles of curriculum design, the structure and priorities of organizing the educational process and research at their universities in terms of the Bologna Process with the consortium members. The partners discussed the expectations of further work in the project, general principles of the project implementation, methodology and preparation of the project survey and compiled a plan for future meetings.



3. Curriculum development seminar was conducted online in May 2020. The first opened issue was devoted to the principles of curriculum design and standards. The partners of MultiEd shared with their examples of curriculum as well as with general principles to Ukrainian and each university context. Participants highly appreciate the moderators of the seminar: Christopher Wilson, Dr. Elisabeth Wielander, Dr. Sue Garton (Aston University, Birmingham, UK), Dr. Kristina Kallas, Anne Kivimäe (Tartu

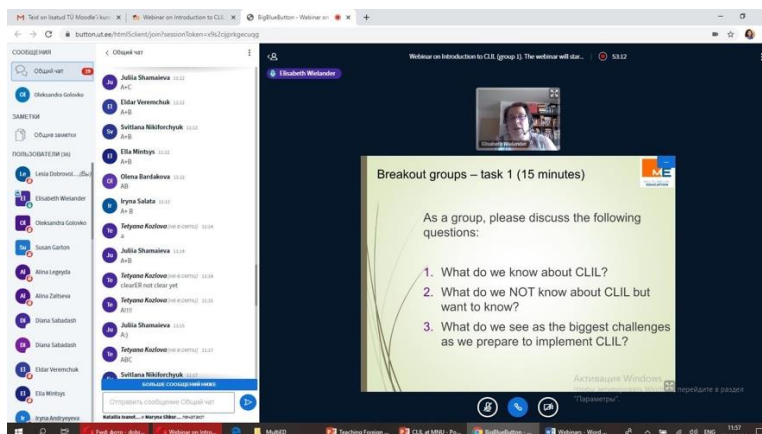
University Narva College), Prof. Dr. Hans-Werner Huneke (Heidelberg University of Education), who introduced us to the general principles of curriculum design in their universities, gave real-life examples from foreign language teaching curricula, presented their good practices on the curriculum development process, explained how curriculum is designed, who should be involved in its enhancement, how the feedback can be integrated into the development process, described different stages of curriculum development. Our European partners also presented their approaches and methods to quality management and quality assurance, introduced quality monitoring procedures, suggested institutions and experts from different fields that can be in curriculum quality assurance based on their own experience. They underlined the necessity for student involvement in curriculum improvement through student feedback.



CLIL training is held via Web platform Moodle at Tartu University and presupposes the introducing of flipped classroom technology. The course comprises of five modules. Each member of MultiEd team has an access to the online modules to watch the presentations,

video and read the literature recommended that will facilitate further group discussion in interactive workshops. The moderators of the seminar are Dr.Sue Garton (Aston University, Birmingham,UK) and Dr. Elizabeth Wielander (Aston University, Birmingham,UK).

The MultiEd team highly appreciates the moderators of both seminars.





Using Humor in Language Teaching

SALLY LA LUZERNE-OI

Hawaii TESOL / TESOL Ukraine Co-Liaison

Have you heard the one about the mice?

A mother mouse was outside with her three baby mice.

Suddenly a hungry cat appeared in front of them. The three little babies were afraid for their lives, but the mother mouse wasn't. She turned to the cat, looked him directly in the eyes, and shouted, "Bow wow. Woof, woof! The cat turned and ran away. The mother then said to her children, "You see. It pays to be able to speak another language."

It also pays to use humor when teaching a language. Some people might wonder why and how. This paper will give both affective and pedagogical for reasons using humor in language classes. It will then share five strategies with examples illustrating how to mindfully incorporate humor in language lessons.

Why should we use humor when teaching a language?

Affective reasons

- Laughter naturally relieves stress. It acts "as a release valve for the whole body" (Piore 2019) and can decrease student anxiety.

- Humor can build a positive classroom atmosphere. If students are laughing at the same time, it brings them together in a shared experience using a universal language—laughter—thus building a positive classroom atmosphere.

- Humor builds bridges between a teacher and students. It shows students that the teacher is human.

- Using humor provides a change of pace in a lesson plan and helps prevent boredom.

Pedagogical Reasons

- Laughter is a communicative human reaction. Scientists say laughing is our first way of communicating. Babies laugh before they speak (Borenstein, 2010).

- The use of humor is a social skill. Neuroscientist, Robert Provine, (Johnson 2003) says that when we laugh, it is most often a social response rather than a reaction to a joke. Chiasson (n.d) writes that because humor is a communicative human reaction and social skill just like greeting and conversing with friends and since it plays a major role in every day social interaction, it should not be ignored in the language classroom.

- Humor encourages creativity. Activities with humor ask students to think outside the box.

- The use of humor helps with student recall. Neuroscientists have found that people's brains light up more when a person is looking at or listening to something humorous. This in turn is important to memory (Piore 2019).

- Humorous materials are often authentic materials which can motivate and engage students.

What do some teachers say about using humor in the classroom and what are my (B) responses?

A. I'm a teacher, not a stand-up comedian.

B. Using humor in the classroom does not mean a teacher stands in front of the class telling jokes. Humorous moments can come from interactions and creative activities. A lesson might not have any humorous moments, but adding them some of the time can be beneficial to students' learning.

A. I don't want chaos in my classroom.

B. Using humor does not cause chaos. Poor classroom management skills do.

A. I don't feel confident/competent enough to be humorous in my L2.

B. I understand this because I have taught my L2 French and L3 Spanish. I hope what follows will help teachers who feel this way see how they can change that feeling.

A. I don't have a humorous personality.

B. I understand this too because I think this about myself. That's one reason I became interested in this topic. The strategies below have helped me incorporate humor in lessons. They can help you too!

Strategies for incorporating humor into your lessons and classroom

1. Keep track of your or student’s remarks, exaggerations, motions, and sounds that have elicited smiles or laughter from your students. These can be written in a notebook or on the page in a textbook where these remarks were used. This strategy is particularly useful for those who lack confidence in using humor or feel they do not have a humorous personality. By building a repertoire of these laughter evoking words and actions, a teacher can use them from year to year.

Here are two examples from my repertoire.

- When I ask a question and no one volunteers a response, I say, “*Volunteer or victim?*”

- If I make a mistake when writing on the board or in a handout and a student points it out, I say, “*Just checking to see if you’re paying attention!*”

2. Twist typical themes in traditional tasks. Sometimes an activity is very predictable and as students work through it, it becomes a mindless task. How can teachers make the activity more engaging by adding a humorous element and changing what students expect?

Here is an example of a typical dialogue, and the same dialogue with a twist.

Teacher: Here’s your homework.

Student: Thank you.

Teacher: Your assignment is very well done.

Student: Thank you. I did my best.

Teacher: Here’s your homework.

Student: Thank you.

Teacher: Your assignment is very well done. Did anyone help you with it?

Student: No, my father did it all by himself.

Here is another example—some typical textbook topics for a process essay. There is nothing wrong with them, but if a teacher feels the class needs a change of pace, the second set of topics will do that. I have used both sets. The twisted topics required the

students to think outside of the box. While still requiring the students to show they had grasped how to write a process essay, the content of their essays was less predictable. The essays were more interesting for me to read, and their peers got some laughs when essays were exchanged for peer comments.

How to make your favorite dish from your culture
 How to plan the perfect party
 How to prepare for a disaster
 How to pass the TOEFL

How to convince your roommate to cook all the meals
 How to fail a test
 Surefire steps to have customers complain to the manager
 How to guarantee no second date

3. Collect anecdotes, jokes, and riddles to be used for activities. These authentic materials can be found online, in magazines, and on sign boards. There are many ways they can be used for language practice while adding an element of humor.

One way is to use an anecdotal text as a listening or reading task. Give the text without its ending, and have the students predict the ending. Here is an example that could be used in an intermediate to advanced lesson on social media.

Directions:

1. Tell students that they will listen to a passage on social media and making friends. Before they listen to the passage, they should discuss these questions.
 - a. Are you on Facebook? Why or why not?
 - b. If you are on Facebook, how do you use it?
2. Tell students they will hear three principles (in this case, ways Facebook is used) with examples. They should write down the principles.
3. Read the text, except for the last sentence.
4. Discuss the three principles with the students.
5. Tell students to take notes on the examples given for the three principles. Read the text again, except for the last sentence.

6. With a partner, students discuss the examples.

7. Read the text again, except for the last sentence. With their partners, ask students to discuss what they think the last sentence of this text is.

8. Have pairs share their answers with the class. Then read the story again with the last sentence. Be sure students have understood the humor.

Text (Source: Image-store.slideshare.com)

I am trying to make friends outside of Facebook while applying the same principles.

Therefore, every day I walk down the street and tell passers-by what I have eaten, how I feel at the moment, what I have done the night before, and what I will do later and with whom.

I give them pictures of my family, my dog and of me gardening, taking things apart in the garage, watering the lawn, standing in front of landmarks, driving around town, having lunch and doing what anybody and everybody does every day.

I also listen to their conversations, give them the “thumbs up” and tell them I like them.

And it works just like Facebook! [I already have four people following me: two police officers, a private investigator, and a psychiatrist.]

Another example is to use jokes for grammar practice. These examples are from *Grammar with Laughter* by George Woolard.

<https://www.scribd.com/document/9694578/Grammar-With-Laughter>

The Present Simple: Use do, does, don't or doesn't to complete the jokes.

1. What type of car _____ your dad drive?

>I _____ know the name, but it starts with a P.

That's strange. Our cars start with a key.

2. _____ you ever have problems making up your mind?

>Well, yes and no.

Here are some other ways to use anecdotes, jokes, and riddles.

- Give an anecdotal text without punctuation. Have students put in the punctuation needed.

- Scramble the sentences of an anecdote. Have students put them in order.

- Use an anecdote for a dictation.
- Give students anecdotes or jokes to practice and tell classmates.
- Have students find the punchline to jokes/answers to riddles.

4. File funny pictures, signs, and comics according to theme for use in a lesson.

Funny pictures and signs abound on the Internet. The ones below came from a quick search. A variety of comics can be found <https://www.gocomics.com/>.



Examples of a few ways to use them follow.

- Use them to introduce a topic, a concept, or a holiday.
- Use them to teach or elicit vocabulary.
- Have students practice oral or written storytelling based on pictures or signs.
- Hang pictures around the classroom and have students write captions.
- Have students make their own comics using <https://www.makebeliefscomix.com/>.

5. Consider using humorous video clips, skits, and games to supplement a lesson.

Although sitcoms such as the American one “Friends” provide comprehensible input, it is time consuming to look for clips to supplement a specific lesson. Some sites have videos especially made for English Language Teaching such as Simple English Videos <https://www.simpleenglishvideos.com/>. An example of a funny video clip from that site is

“How to Handle Calls When You’re Busy”

<https://www.youtube.com/watch?v=76suoGC9gQA&feature=youtu.be> .

Depending on the level of the students, they can write their own skits and give them a “twist” as explained in point 2 of this article. Games, such as charades or Pictionary, require little preparation and no extras. Student take turns acting out a word or sentence or

drawing it while their classmates try to guess it. All of these supplemental activities can aid learning while lightening lessons.

Conclusion

This article gives five plans of action for strategically implementing humor in language teaching. Even teachers who feel they do not have a natural sense of humor should be able to incorporate these painlessly and successfully. Teachers who use any or all five of these strategies will discover that adding humor to some tasks some of the time can foster learning and make lessons more engaging for their students and themselves.

References

- Askildson, L. (2005). Effects of Humor in the Classroom: Humor as a Pedagogical Tool in Theory and Practice. *Arizona Working Papers in SLAT*, 12, 45-61. Retrieved from <https://journals.uair.arizona.edu/index.php/AZSLAT/issue/view/1450>
- Banitz, B. (2018). Humor in the Foreign Language Classroom and the Evasive Second Script. *MEXTESOL Journal*, 42 (2), 1-9. Retrieved from <http://mextesol.net/journal/public/files/bbc4f31a4e9b8f1116c651173f945394.pdf>
- Berk, R. (2002). *Humor as an Instructional Defibrillator*. Sterling, VA: Stylus Publishing, LLC.
- Berk, R. (2003). *Professors are from mars Students are from snickers*. Sterling, VA: Stylus Publishing, LLC.
- Berlin, L. (2002). Effective ESL Instruction: Common Themes from the Voices of Students. *Journal of Intensive English Studies*, 14, 1-17
- Berwald, J. (1992). Teaching French Language and Culture by Means of Humor. *The French Review* (66) 2, 189-200.
- Borenstein, S. (2010, March 31). *To scientists, laughter is no joke*. Retrieved from <https://medicalxpress.com/news/2010-03-scientists-laughter-.html>
- Burgess, R. (2000). *Laughing Lessons*. (2000). Minneapolis, MN: Free Spirit Publishing, Inc.
- Chee, A. (2006). Humor in TEYL—Reducing Classroom Anxiety. *The International TEYL Journal*. Retrieved from <http://www.teyl.org/article2.html>
- Chiasson, P. (n.d.) *Using Humour in the Second Language Classroom*. Retrieved from <http://iteslj.org/Techniques/Chiasson-Humour.html>
- Claire, E. (1984). *What's So Funny? (A Foreign Student's Introduction to American Humor)*. Rochelle Park, NJ: Eardley Publications.
- DeFelice, W. (1996, 2012). *Using Story Jokes for Real Communication*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/50_2_9_defelice-pp43-44.pdf
- Folse, K. (1996). *Discussion Starters Speaking Fluency Activities for Advanced ESL/EFL Students*. Ann Arbor, MI: The University of Michigan Press.
- Henderson, S. (2015, March). *Laughter and Learning: Humor Boosts Retention*. Retrieved from <https://www.edutopia.org/blog/laughter-learning-humor-boosts-retention-sarah-henderson>
- Hodson, R. (2014). Teaching “Humour Competence.” *Proceedings of CLaSIC 2014*. 149-161.
- Humorous personal narratives in the ESL classroom. (Language Teaching & Learning).. (n.d.) >*The Free Library*. (2014). Retrieved from [https://www.thefreelibrary.com/Humorous+personal+narratives+in+the+ESL+classroom.+\(Language+Teaching...-a080679264](https://www.thefreelibrary.com/Humorous+personal+narratives+in+the+ESL+classroom.+(Language+Teaching...-a080679264)
- Johnson, S. (2003, April). Laughter. *Discover*, 62-70.

Lakshmi, M.V. (2012, September). Teaching Lexis through Comics: An Exploratory Study. *IOSR Journal of Engineering*, 2 (9), 50-54. Retrieved from [http://iosrjen.org/Papers/vol2_issue9%20\(part-2\)/G0295054.pdf](http://iosrjen.org/Papers/vol2_issue9%20(part-2)/G0295054.pdf)

Lems, K. (2013). *Laughing All the Way: Teaching English Using Puns*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/51_1_6_lems.pdf

Lundberg, E., & Miller Thurston, C. (2002). *If They're Laughing They Just Might Be Listening* (3rd ed.). Fort Collins, CO: Cottonwood Press, Inc.

Loomans, D. & Kolberg, K. (1993). *The Laughing Classroom*. Tiburon, CA: HJ Kramer Book.

Malu, K. & McNeal, K. (2017). *Creating Cartoons: A Learner-Centered Approach to Comprehending Texts*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/etf_55_2_p28-31.pdf

Medgyes, P. (2002). *Laughing Matters*. Cambridge, UK: Cambridge University Press.

Piore, A. (2019, September). Laugh Yourself Smarter. *Reader's Digest* 54-65.

Rucynski, J. (Ed.). (2016). *New Ways in Teaching With Humor*. Alexandria, VA: TESOL Press.

Senior, R. (2001). The Role of Humour in the Development and Maintenance of Class Cohesion. *Prospect*, 16 (2), 45-54.

Tosta, L. (2001, March). *Laugh and Learn: Thinking over the "Funny Teacher" Myth*. Retrieved from <https://americanenglish.state.gov/resources/english-teaching-forum-2001-volume-39-number-1>

Weinstein, N. (1989). *Whattaya hear?* Dundee, IL: Delta Systems Co., Inc.

Zimmerman, B. (2018). *26 Ways to Use MakeBeliefsComix in the Classroom*. Retrieved from <https://www.makebeliefscomix.com/26-ways-to-use-mbc-in-the-classroom/>

Ziyaeemehr, A., Kumar, V. & Abdullah, M. S. F. (2011, September). Use and Non-use of Humor in Academic ESL Classrooms. *English Language Teaching*, 4 (3), 111-119. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1080717.pdf>

Sally La Luzerne-Oi is a freelance ELT instructor, teacher trainer, and materials writer. She is the co-liaison for the Hawai'i TESOL/ TESOL Ukraine Partnership.

INDIA - UKRAINE ZOOM EXPERIENCE



OKSANA CHUGAI

TESOL-Ukraine Secretary

PhD, Associate Professor

National Technical University of Ukraine

“Igor Sikorsky Kyiv Polytechnic Institute”

10, 15, 25, 30, 40... Looking at the screen and reading the names of students joining the session, I was about to greet the participants of the meeting, when I discovered that they did not hear me. Experiencing distance learning with our students during the Covid quarantine, we had technical problems before, but looking at such a big number of participants and thinking about possible ways of fixing the problem, I started to panic.....

This episode is not a nightmare of a teacher exhausted at the end of academic year, but a real experience I had when was invited by Arvind Pawar, a TEA-12 alumnus, to take part in “India-Ukraine TEA-12 Global Interchange Program” Zoom meeting with Bharat Vidyalaya Buldana’s students. Eventually, we managed to solve technical problems and had a Zoom meeting longer than 1 hour, at which I introduced myself, my country and university to Indian students. They prepared so many questions for me to answer that we had another Zoom session the next week (<https://youtu.be/SL6VDhbpqVY>; <https://youtu.be/T2a4btE2Bhk>). Dividing 40 questions into three main topics: Ukraine, education and personal life made it easier to prepare a multimedia presentation, in which I addressed students’ questions and shared with them amazing facts about Ukraine, information about famous Ukrainians, system of education, especially independent assessment (ZNO, EVI), my hobbies.

Answering questions, I tried to involve students and asked them about their country, their personal experiences, preferences. Sometimes they were eager to answer my question and started to speak simultaneously, sometimes they needed more time to think what to say. Using tools like “raising” their hands helped, but, anyway, it was difficult to choose out of 20-30 who wanted to speak. Unfortunately, it was impossible for me to look at all

students or read their names, but it was possible to have a glimpse of their rooms, other members of their families who lived their usual lives.

When I read the questions asked by Indian students at the first Zoom session, I was surprised because they already knew some facts about Ukraine and wanted to learn more. For example, there were questions about metro in Kyiv, the system of government, culture and traditions, modern history. Neither the level of English nor pronunciation could cause difficulties with understanding, only when there were noises, students patiently repeated their comments or questions.

Reflecting on my experience I may say that sustainability is not just a word, it is keeping going even when the program is over. Being a member of TEA-12 Alumni group means that any of us may have a quest speaker from another country involving our students in global interchange programs or creating our own international projects.

Comment:

Arvind Pawar

TEA – 12 Alumnus

Founder – APPS Education, Buldana

Asst. Teacher at Bharat Vidyalaya, Buldana

arvindupawar@gmail.com



Do you want to meet the people in the world, especially out of India? I raised a question in my online lecture to my students who were fed up of locking down in the home because of Pandemic. And all the 98 students cheered loudly. I grabbed the opportunity to improve their communication skill, to teach them to adapt to changing circumstances, to build cross-cultural relationship and to make them aware about global humanity. And “India-Ukraine TEA-12 Global Interchange Program” came into action.

Oksana, an international scholar teacher, TEA fellow of CGU, California is a studious and very active personality to whom I have seen working restlessly even in fellowship program. It was just to ask for the favour and she accepted my invitation quickly.



Oksana spoke about Ukraine, culture, food, education, society and family. Students asked many questions and she answered them. No barriers of country, no barriers of language and it went on with lots of excitement. We could not give the opportunity to all the questions and second session was planned on next Sunday. I received a bouquet of questions for Oksana. Second session also went on with great discussion. Oksana also raised some questions and students responded her.

This was the second conference for the students. The first conference was with Taty from Argentina. Both the virtual meetings left a remarkable impact on the students. We discussed those meetings over and over.

Thanks to Oksana!

Ukrainian Speakers' Production of English Compliments: A View into their Interlanguage

LUIS PEREA, US Department of State (*Texas, USA*)

ANZHELIKA SOLODKA, V.O. Shukomlinsky National University of Mykolaiv (*Mykolaiv, Ukraine*)

NATALIA ROMANCHUK, V.O. Shukomlinsky National University of Mykolaiv (*Mykolaiv, Ukraine*)

Pragmatics has been a paramount part in the field of intercultural communication for linguists. It concerns the study of linguistic interaction between people and it analyzes conversation and the speech acts (Wierbicka, 1991). To acquire pragmatic competence, speakers must also have a good command of speech acts. Searle (1969) considers that “a speech act is the basic or minimal unit of linguistic communication” (p.16). Speech acts are very important because they let people express in universal ways and with appropriate knowledge; therefore, knowing how to use speech acts, allows the speaker to have “communicative competence”. For the purpose of the present study, the uses of compliment expressions have been analyzed. Manes (1983) defines compliments as those speech acts which have the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another’s work, appearance or taste. The objective of compliment expressions is to establish or to reinforce solidarity. Many of the values reflected through compliments are personal appearance, new acquisitions, possessions, talents and skills.

A second notion this paper addresses, is the idea of interlanguage. *“Interlanguage, or learner language, is the type of language produced by second-language learners who are in the process of learning a language. In this process, learners’ errors are caused by such phenomena as borrowing patterns from the mother tongue, extending patterns from the target language, and expressing meanings using the vocabulary and syntax which are already known”* (Richards, Platt, & Platt, 1992).

This process where English language learners make errors in their interlanguage by borrowing patterns from their mother tongue is referred to as “negative transfer” or “interference” by a number of researchers (James, 1980; Nobel, 1982; Swan & Smith, 1987; Brown, 2001; Parker & Riley, 1994; Horwitz, 2008). Interlanguage in this study was the main motive to conduct the study. Thus, we analyzed how semi-fluent to fluent Ukrainian speakers of English produced compliments as a speech act, and then compared the results to the linguistic patterns of the same speech act to those used by native speakers of English in the US. Therefore, the purpose of this study was to analyze the interlanguage used by the Ukrainian participants and what factors affected or shaped such processes.

In the present study, participants were interviewed via a survey to collect the following variables: compliment form, tone used, compliment frequency, relationship between users, gender relationship, speakers’ age, and attributes praised. Participants consisted of native speakers of English (control group) from the United States and native speakers of Russian and Ukrainian from all over Ukraine.

Approximately 300 compliments were collected in English from the Ukrainian participants and 250 compliments were collected from the American Participants. The results in this study yields important implications to inform cultural patterns to help avoid pragmatic failure and has implications for teaching English to Ukrainians.

Literature Review

Communicative Competence

Communicative Competence is concerned with the knowledge that allows children to acquire any language. Hymes (1972) states that in few years and with limited experience, a child is able to understand and produce grammatical utterances in his/her native language. A child not only is able to produce accurate sentences but also, he/she learns how to use them correctly in a context. This theory comes from the dichotomy: Competence and Performance, postulated by Chomsky (1965) who says: *“Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and he/she is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attentions and interest, and errors (random or characteristic in applying his knowledge of the language in actual performance)”* (Chomsky, 1965, p.3).

Chomsky (1965) also declares that Linguistic competence is the tacit knowledge of language structure, it is not conscious or available for spontaneous report, but implicit in what the ideal speaker listener can say. Communicative competence is just the actual use of language in concrete situations. On the other hand, performance is postulated by Chomsky as the observable behavior and it is very important because such an aspect is a set of processes often termed with encoding and decoding. (p.3-4). Additionally, Chomsky claims that on the idea of performance, the competence is reflected so it is crucial to state the difference between competence and performance. Therefore, competence is just the unconscious knowledge that helps anyone to produce and understand an infinite number of sentences, whereas performance deals with the sociocultural factors, it is concerned with psychological by-products of the analysis of grammar and does not have a social interaction.

Also, Labov (1966-1969) refers to communicative competence in children and he claims that the child not only acquires sentences and grammar in a grammatical way, but also he is capable of use “speech acts” or silence in an appropriate way. All this involves linguistic competence and linguistic performance as defined below:

Competence: It is the unconscious knowledge that enables the speaker to produce and understand an infinite set of sentences; this is the meaning of the expression “creative” when applied to language and it is isolated from individual and cultural variables.

Performance: It means having a sociocultural content, concerned with psychological by-products of the analysis of grammar, not with social interaction. In other words, Performance is the process of encoding and decoding.

Later Hymes (1971-1972) uses Chomsky’s concept of competence and performance. Therefore, He claims that communicative competence is the communicative capacity of a person so a normal child acquires knowledge of sentences to know when to speak and when not, and what to talk about with whom, when, where, and in what manner appropriately and accurately. Hymes declares the ability that any human being has to produce language because with language we can lament, rejoice, beseech, admonish, aphorize etc. and this model of language must go to a communicative conduct and social life. All this leads to Hymes’ famous quote: *“The image is that of a child, born with the ability to master any language with almost miraculous ease and speed; a child who is not merely molded by conditioning and reinforcement, but actively proceeds with the unconscious theoretical interpretation of the speech that comes its way, so that a few years and with a finite experience, it is master of an infinite ability, that of producing and understanding in principle any and all the grammatical sentences of language.”* (Hymes, 1970-1972, p.270).

Therefore, Hymes suggests that any person acquires a language due to the innate abilities of producing and understanding several utterances, but also due to the sociocultural factors that involve the speaker when interacting in a determinate environment. In addition, speech abilities can not be explained without reference to communicative competence because it considers sociocultural factors. There are 4 judgements that determine the adequate theory of language uses, as being stated by Hymes: *“(1) whether (and to what extend) **Something is formally possible.** (2) whether (and to what extend) **Something is feasible in virtue of the means of implementation available.** (3) whether (and to what extend) **Something is appropriate in relation to a context in which it is used and evaluated.** (4) whether (and to what extend) **Something is done.**”* (Hymes, 1967,1964, 1971).

In the same way, Tripp, Cazdem (1966, 1970, 1972); Bloomfield (1933), Goodenough (1957) & Searle (1967) postulate that a person has the innate knowledge that becomes in a ideal fluency owing to social life and ability for use. As a consequence, this knowledge allows speaking accordingly in several contexts, between different social situations, but also it let us controlling linguistic forms, speech acts, and using other codes of communication. Later, Canale & Swain (1980) distinguish Communicative Competence by excluding psychological factors and They describe 3 levels of this one: Grammatical Competence, Sociolinguistic Competence, and Strategic Competence.

Grammatical Competence is the competence which is understood to include knowledge of lexical items and rules of morphology, syntax, sentence, grammar, semantics and phonology.

Sociolinguistic Competence that includes sociocultural rules of use and rules of discourse.

Strategic Competence that has verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

Also, Gadamer (1976) suggests that a person develops communicative competence taking into account the social class that he/she belongs; the family, the friends, the teachers, coworkers, acquaintances and strangers who are involved. This depending on the totality of success and failure being experimented in the interaction. Gadamer (1976) also states that someone's communicative competence can be extended and enriched no matter if there is not a perfect communicative competence. The communicative conflicts are the performers of communicative competence, it is a set of objectives to avoid the insufficiencies of the real human interaction so then we will get a big flexible concept, which covers the psychological therapy, the politic education and the types of mother tongue and foreign languages.

In summary, it is not only necessary to have a knowledge of rules of use such as syntax, morphology, etc. To acquire a language; there must be the appropriate use of language in a context as well as the correct use of the rules of grammar and pronunciation. All this together will let speakers avoid miscommunication in language. (Hymes 1972). That is the reason why communicative competence is important when a child is acquiring the mother tongue or when a speaker is learning a second language.

Pragmatics and Pragmatic Competence

As it was mentioned before, second language learners besides having the grammatical knowledge; they need the knowledge of the appropriate use of language in a context and the sociolinguistic rules of a speech community, all this is concerned with the study of Pragmatics. Additionally, if a L2 speaker wants to understand an utterance in the target language, he/she needs pragmatic competence that is the knowledge needed to determine what sentences mean when they are spoken in a certain way and context. (Fraser & Rintell 1980).

Pragmatics is the study of linguistic interaction between people (Wierbicka, 1991). Pragmatics analyzes the conversation and the speech acts. In a general way, it studies the functions of the linguistic sentences and their characteristics in the communication processes as well as the language use in a context and in particular situations. (Van Dijk, 1978 p.79 and 81).

Pragmatic Competence

After having defined Pragmatics, it is essential to define Pragmatic Competence. Fraser & Rintell explain pragmatic competence as the knowledge to determine the meaning of any sentence depending on when it is spoken, the way and the specific context, (p.77). Also, any time a speaker uses the language in a social context, he/she is performing one or more speech acts such as: requesting, complimenting, declaring, apologizing, criticizing, etc. So when they are expressing such speech acts, they are showing their pragmatic competence. (Fraser & Rintell 1980) and (Kasper 1992).

In addition, Fraser, Rintell & Kasper claim that when any speaker pronounces a sentence, the meaning of the utterance depends on what the sentence means, how it is spoken, intonation, stress, pauses, the content in which it is spoken, status, relationship, background of the participants and the topic.

According to Bialystok (1993), pragmatic competence is: *"the ability to use and interpret language in contexts"* (p.43).

Bialystok also mentions the speaker's ability to use language for different purposes and the listener's ability to understand the real intention of the speaker. Thomas (1983) postulates that: *"it is the ability to use language successfully in order to achieve a specific purpose and to understand language in context"* (p.92).

Thomas also concerns that pragmatic competence in these situations is very important because without this, speakers would have pragmatic failure. It is when a L1 speaker perceives the purpose of a L2 utterance as other than the L2 speaker intended, pragmatic failure has occurred because the utterance totally failed to achieve the speaker's goal. Consequently, the results are misunderstanding, communication breakdowns, frustration etc. (Beebe & Takahashi 1989).

Thomas (1983) states that pragmatic patterns are important to be able to use the appropriate utterances in a context, in addition if a hearer wants to understand and interpret what the speaker intended

through his utterance, such a hearer must take into account both “contextual and linguistic cues”.(p.99). According to Thomas, there are 2 kinds of pragmatic failure:

Pragmalinguistic failure that occurs when speech acts are inappropriately transferred from L1 to L2 (Thomas 1983, p.99).

Sociopragmatic failure which refers to the social conditions placed on language in use, it also covers patterns such as social distance, gender and intimacy of relationship (ibid).

Wolfson (1989) refers that all the situations which cause misunderstandings, are transferring the inappropriate form of language from L1 to L2, or probably overgeneralizing the use of a L2 form to inappropriate settings etc. That is the reason why speech acts, speech events and pragmatic competence are important to understand the reasons which provoke pragmatic failure and it is helpful to conduct cross-cultural research to investigate student’s L1 strategies.

Finally, pragmatic competence plays an important role in the acquisition of a language because speakers avoid pragmatic failure and it helps to understand the meaning and purpose of the utterance in any context.

Speech Acts

Searle (1969) considers that “a speech act is the basic or minimal unit of linguistic communication” (p.16). Speech acts play an important role in the communication because they are helpful to understand the rules of speaking in a language and they allow us to make sociolinguistic studies such as the present study about compliments. Cohen (1995) defines speech acts as the functional unit of communication; those include: making refusals, making statements, asking questions, apologizing, leave-taking, making introduction and giving compliments. Also, Austin defines speech acts as: *“Those components of language that try to establish if something is valid or not, whether or not it constitutes an agreement in where each part knows what the other has in mind, how this affects them so speech acts try to formulate an explicit and formal procedure for achieving such consensus and understanding the truth.”* (p.249-251).

In addition, Austin makes a distinction of the 3 main kinds of speech acts: locutionary, illocutionary and perlocutionary acts.

Locutionary acts – the utterance of a sentence with determinate sense and reference. Take for example the following sentences:

1) “be careful” or “John is at home”, in those examples, such utterances involve rhythm, intonation, pace, and volume to give meaning.

Illocutionary acts – an act that is performed in the uttering of a meaningful utterance; it is using a sentence to perform a function. Austin (1990) describes this act as the act we perform when we say something, in other words this reflects the intent of the speaker in uttering a sentence: promising, confirming, suggesting, advising, baptizing, etc. Take for example the following sentences:

2) “I promise to give you back your bag next Friday” or “She told me to be careful”, in those examples it is performed an act that is different from the act of pronouncing it; in those cases, the acts being performed are promising and warning.

Perlocutionary acts – the effects of the audience by means of uttering the sentence, such effects are special according to the circumstances of the utterance. In other words, it is the consequence of another act. Take the following examples:

3) “it was very kind for you to helped me”, that is the listener’s effect. Another example is ordering someone to be quiet that is an illocutionary act where the result of that same person becoming angry would be the perlocutioary act. (Bennett 1994).

Austin (1962, as cited in Chaika 1989), postulates these 3 categories briefly; the locutionary act is which has meaning, the illocutionary act which has certain value and the perlocutionary act which obtains the effects of the words uttered.

The 3 different speech acts are categorized in the table 1.

Table 1. Locutionary, Illocutionary and Perlocutionary acts.

<i>Utterance / Locutionary</i>	<i>Illocutionary</i>	<i>Perlocutionary</i>	
Shouting	Promising	Reporting	Intimidating
Whispering	Asking	Threatening	Persuading
Murmuring	Stating	Telling	Deceiving
	Suggesting	Requesting	Scaring
	Proposing	Ordering	Convincing
	Complimenting	Arguing	Inspiring
	Describing	Asserting	
	Warning	Commenting	
	Criticizing	Approving	

Moreover, O’Grady (1989) gives an excellent example that provides an analysis of the use of the 3 type of acts. Let’s suppose that a teacher who is having trouble maintaining the order in the classroom utters the sentence: *“I’ll keep you: in after class”* (as stated in Aceves, 1996, p.12), when the sentence was uttered, the teacher is at the same time producing 3 speech acts: a locutionary act (involving utterance of a sentence with meaning ‘I’ll make you stay in school later than usual’); an illocutionary act (a warning); and a perlocutionary act (silencing the students).

Austin has described good definitions of the 3 categories of the speech acts (locutionary, illocutionary and perlocutionary) but also Mulholland (1991), explains in the following quote how such categories take place at the same time: *“Every time someone speaks, 3 events take place: an utterance is made (a locution); a speech act of discursive power and intended influence over others occurs (with illocutionary force); and an effect on the listener is generated (a perlocutionary effect).”* (p.11).

In addition, Searle (1956, 1989, p. 249-251) divides illocutionary acts into 5 categories.

Representatives – which commit the speaker to the truth of the expressed proposition (paradigm cases: asserting, concluding).

Directives – attempts by the speaker to get the addressee to do something (requesting, questioning).

Commissives – commit the speaker to some future course of action (promising, threatening, offering).

Expressives – express a psychological state (thanking, apologizing, welcoming, congratulating).

Declarations – effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extralinguistic institutions (excommunicating, declaring war, christening, firing from employment).

In a similar way, Habermas (1984) defines speech acts as the action oriented to success (real sincere communication). Additionally, Habermas in his theory of communicative action and speech acts; mentions that the plans and communication of individual speakers are coordinated by the illocutionary effects of speech acts and the objective of this is finding the common understanding. Moreover, speech acts must be successful and see if these ones work or not because any conversation is found on criteria of “truth”. In any conversation, there must be a principle of right and wrong, if the action performed is justified or not; or if this is sincere.

Finally, it has to be mentioned that speech acts are very important because they let people express in universal ways and with appropriate knowledge; therefore knowing how to use speech acts, allow the speaker to have “communicative competence”.

Compliments Justification

The speech act of complimenting in this study was selected because American and Ukrainian L2 learners of Ukrainian, Russian and English, get confused when they try to make or understand a compliment in the target language. Also, the misunderstanding of compliments carries false interpretations leading to Pragmatic failure. Another important aspect to consider was to investigate how semi-fluent and fluent Ukrainian speakers of English can use compliments appropriately, but also to see how their interlanguage takes place in the production of this speech act.

The research questions for this study are presented as follows:

- What are the similarities and differences between the two speech communities (Ukrainians speaking English, and Americans speaking English) in their expression of compliments?
- What are the patterns (structures) that American English speakers use to realize a compliment?
- What are the patterns (structures) that Ukrainian [Russian/Ukrainian] speakers use to realize a compliment in English?
- What possible factors contribute to the production of compliments in English from the Ukrainian speakers?
- What strategies can be taken from this study in order to teach English compliments to Ukrainians and to teach Ukrainian/Russian language compliments to foreigners in the second language classroom?

Compliments

Aceves (1996) in her study of compliments, states that the study of the compliment speech act contributes valuable information that concerns when and how and to whom, one may offer a compliment as well as how to interpret implicit social and cultural meanings; and how to respond appropriately when one receives a compliment. Compliment as a general term means giving praise, credit, eulogy, to a person for any possession, characteristics, skill, etc. and sometimes such an expression has sexual or flattery connotations.

Holmes (1988, as cited in Chung-Hye 1992) defines a compliment as: “A speech act which explicitly or implicitly attributes credit to some one other than the speaker, usually the person addressed, for ‘good’ (possession, characteristics, skill etc.) which is positively valued by the speaker and the hearer”. (p.446).

Manes (1983) defines compliments as those speech acts which have the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another’s work, appearance or taste.

Manes postulates that the objective of the compliments is to establish or to reinforce solidarity. Many of the values reflected through compliments are personal appearance, new acquisitions, possessions, talent and skill.

A different variation of compliment expressions are *pick up lines*, being categorized in the way of flattery, Montoya (1996, 1998) in his compilation of more than 500 pick up lines defines them as: “An expression that is used to meet another people, usually of the opposite sex, a pick up line is only as useful as the conversation that follows it”. “Pick up lines are usually humorous and witty and some of them fail to generate useful conversation” (p.1).

Montoya (1996) concerns that pick up lines have many classifications, and most of these expression are told in a sexual manner from one gender to another. Consequently, Montoya states that *flattery pick up lines* are usually told by a man to a woman and many of them have sexual connotations. He defines them as: “these lines are honest attempts at breaking the ice through complimenting but others, just seem to be quite the affront” (p.2).

In the same way Montoya (1996) refers to *innuendo pick up lines* because they have the same characteristics than the *flattery pick up lines* but they are deeper because they are formed in a metaphoric way. Take for examples of pick up lines in the following sentences: “are you as beautiful on the inside as you are on the outside”, “I just wanted to show this rose how incredibly beautiful you are”.

Importance and Function of Compliments

Holmes (1987) suggests 3 functions of compliment exchanges. (1) that compliments are usually used as mean of expressing liking when used as positive affective speech acts. In other words, compliments allow increase solidarity between people. Example: How nice you look today! (2) that compliments can serve as positive politeness strategies before a face threatening act (FTA). All this means that a compliment can be used in a very stressed situation in order to obtain something; a compliment is used before asking what you want. Example: “Doesn’t your hair look wonderful! by the way, could I borrow your Spanish book?”. (3) that compliments may be face threatening acts themselves as they indicate an intrusive desire on the speaker’s part towards the hearer’s possessions. As a consequence, the compliment will be included in the request. Example: “can I borrow your wonderful Spanish book?”.

Another author who states the importance of the compliments is Bolton (1994), and She proposes 3 conditions based on the format of Searle (1969) for a compliment to be performed:

1. Hearer has certain quality Q.
2. Speaker believes Q is admirable.
3. Speaker wants hearer to know/believe that speaker admires Q.

In addition, Manes (1983) claims that the major function of the compliments is the establishment or reinforcement of solidarity between the speaker and the addressee as well as they play an important role because make possible judgements, expressions of approval or admiration of another's work. Finally, Wolfson concludes that compliments are also windows through which we can view what is valued by a particular culture, for instance: In the United States, Americans compliment each other on personal appearance, new acquisition and work (Wolfson 1981), suggesting that Americans value these attributes. In Japan, people are more apt to compliment skill and study (Barnlund & Araki), suggesting that Japanese people value skill and study. However, in other countries such as Mexico, people is less expressive than Americans (Aceves 1996), suggesting that Americans were more expressive than Mexicans. Same situation happens in Ukraine (Perea et al, 2018).

Previous Studies

Using ethnographic methodology Wolfson (1981) & Manes (1980), collected more than 1000 American compliments in several situations. The results showed that 80% of the American compliments were categorized into 3 syntactic patterns:

NP+BE/look+(intensifier)+ADJ ex: Tom's tie is beautiful

I+like/love+NP ex: I love your shirt

PRO+be+ADJ+NP ex: This is a great party

They said that most of these patterns depend on adjectives for their positive semantic value, also they found that the most predominant adjectives were: *nice, beautiful, good, great, and pretty*. Americans praised more appearance more than any other attribute.

Wolfson (1981) also noted different cultural differences in complimenting and observed that Iranians and Arabic speakers tend to use proverbs and other ritualized expressions when complimenting. She gives the example of an Arabic speaker complimenting a friend's child, the English equivalent is: "She is like the moon and She has beautiful eyes".

Barnlund & Araki (1985) compared Japanese and American compliments using interviews for collecting their data, They asked people to describe:

- 1) The most recent compliment they had given and received.
- 2) The relationship between the giver and the receiver of the compliment.
- 3) The attribute praised.
- 4) The exact words used in the compliments.
- 5) The day the compliment was given.

Both Americans and Japanese complimented: appearance, work/study, personality/traits, skill and taste. Japanese praised skill and work/study whereas Americans praised appearance. The compliments reported by Japanese people occurred 13 days before the interview approximately, and the compliments reported by American people occurred 16 days earlier.

Holmes & Brown (1987) state than American people liked to compliment in a very frequent way so it provoked that non-native speakers of English got embarrassed. They conducted a study of compliments and used an ethnographic methodology, they collected 200 compliments in New Zealand. These results were similar to those of Wolfson & Manes. 80% of the compliments belonged to one of the syntactic patterns mentioned by Wolfson and Manes; 2 thirds used these adjectives: *nice, good, beautiful, lovely and wonderful*; one more time the attribute praised was appearance.

In a comparative study of South African English and American English compliments, Herbert & Straight (1989 as cited in Ylanne, 1993) found that a high frequency of American English compliments reflected a more democratic society compared with the South African society. In South Africa, English compliments were infrequent, but the few ones given, they were accepted. According to Herbert (et.al.) it reflected a more elitist society where negotiation of solidarity was performed less frequently.

Tomaszcyk (1989 as cited in Ylanne, 1993) investigated the complimenting behavior in Polish and British English. He found that although both complimenting and responding to compliments were syntactically and functionally very similar in the 2 languages; a different preference hierarchy for compliment responses was predominant. Compliments were more frequently acknowledged and accepted in British English than in Polish, consequently it showed a preference for “downgrading responses” or responding with justifications, example:

A: ‘great shirt’,

B: I look like a haystack’.

Nelson, El Bakary & Al Batal (1995) compared Egyptian Arabic and American English compliments by using a similar methodology used by Wolfson & Manes (1980,1981). They found that American compliments were shorter and less complicated than Egyptian compliments. Egyptians used a lot of similes and metaphores and long series of adjectives in complimenting as well as their compliments were less frequent than the American ones. Take for example the following compliment: “*inti insaana ‘add eeh Kwayyisa wi sarifa wi ‘a’la wi Hakiima wi razina wi sakiyya wi labiqa wi mish na’ Sik haaga.*” (you are such a good and nice and sensible and wise and serious and intelligent and diplomatic person and don’t lack a thing).

In this study, appearance, personality, traits and skill/work were the principal factors being complimented by both cultures. Egyptians complimented personality traits more than Americans, and Americans complimented skill/work more than Egyptians.

Aceves (1996) conducted a study on Mexican Spanish compliments using the methodology employed in Barnlund & Araki (1985). The most important attributes complimented in this study were: appearance (62%), traits (22%), and skill/work (16%). Mexican females praised both males and females. Also, Mexican men praised women and not men, none of the Mexican men complimented another man on appearance or on skill/work. The adjectives found here were: *bonito(a)* (pretty); *simpatico(a)* (nice); *guapo(a)* (handsome) and *padre* (cool). Such compliments were given on the average of 11.2 days before the interview.

Nelson (et.al.) (1997), conducted a study of Mexican Spanish and American English compliments; 30 Mexican and 35 American university students were interviewed in their own language. Over 65% of both Mexican and American compliments were adjectival and used a limited number of adjectives. The 2 nationalities praised more: personal appearance, personality/traits, skill and work.

The differences found here were related to gender. Also, American males complimented another male on appearance even more than Mexican males; Another factor was the fact that Mexican females were more frequently complimented more than American females by males. American females and males complimented acquaintances more than Mexicans. Also, intimates were complimented by Mexican females even more than intimates being complimented by American females. Finally, the great difference found was the syntactic formula of the Spanish pattern. “QUE+A (+)” (p.27) which was not seen in the American patterns.

Similarly, Perea (1999), in a comparative study of American English and Mexican Spanish compliments found out that these expressions share similarities and are rather formulaic syntactically talking. The most important American compliment formulas found in this study were:

Syntactic pattern	%	Example
<i>NP+be/look+(intensifier)+ADJ 2</i>	(20%)	This soup is delicious
<i>PRO+be+ADJ+(complement)</i>	(19%)	You are intelligent
<i>ADJ+Sust(+)</i> ⁴	(17%)	Nice skirt

Similarly, the most important Mexican compliment formulas found were:

Syntactic pattern	%	Example
<i>(NP)+Ser/Estar/Ver+(intensifier)+ADJ</i>	(28%)	Esta muy bonita tu camisa
<i>Que+A3(+)</i> ⁴	(23%)	Que guapo

In terms of studies done in Ukrainian and Russian languages vis-à-vis American English compliments, Perea, Solodka, & Romanchuk (2018) and Perea et al (2018) analyzed compliments from native speakers of English from the USA in correlation with compliments from native speakers of both Russian (as spoken in Ukraine), and Ukrainian languages. Results also suggested that compliments in

these three languages were syntactically formulaic, but also, they found similarities across the three languages. Following are the similarities across these languages based on their study.

RUSSIAN

PRON+HAVE+ADJ+N/NP

У тебя красивые глаза. (You have beautiful eyes.)

PRO+ADV(intensifier)+ADJ

Ты очень умный. (You are very clever.)

PRO+ADJ

Ты красивая. (You are beautiful.)

PRO+LOOK+ADV

Она выглядит изумительно. (She looks gorgeous!)

ADJ

Милая. (Pretty.)

I like/love+(intensifier)+ your +N

Мне нравится твоя обувь. (I like your shoes.)

Я очень люблю твой голос. (I love your voice very much.)

PRO+ADV+V

Ты приятно пахнешь. (You smell good.)

Вы хорошо поработали. (You did a good job.)

PRO+HAVE+(intensifier)+N

You are (my)+the most+ADJ+N

PRO+my+N

UKRAINIAN

PREP+PRO + HAVE + (intensifier) ADJ + N/NP

В тебе такі хороші парфуми (You have very good perfume)

Якуй (how)+HAVE+(intensifier) ADJ+N

Який у тебе гарний парфум! (How good perfume you have)

PRO + (intensifier) + ADJ

Він дуже влучний (He is very accurate)

PRO/ADV+LOOK

Класно виглядаєш (You look cool)

ADJ(+)

Розумний (Smart)

I LIKE (YOUR)+N

Мені дуже подобається твоя зовнішність (I like your appearance so much)

PRO+ADV+V

Ти гарно посміхаєшся (You smile beautifully)

ENGLISH

PRO+HAVE+ADJ+NP

Wow, you have very white teeth.

PRO+BE+ADJ+COMPLEMENT

You will be successful anywhere you go

PRO/NP+LOOK+ADJ+COMPLEMENT

You look beautiful today. Like a model!

ADJ+NP

Great job!

I+like/love+NP

I really like your neighborhood!

I love the color of your hair!

PRO+VERB+COMPLEMENT

They did really well.

I wish I had your legs. You are all legs!

The aforementioned results are pivotal for the results of the present study, which will be discussed later in the conclusions section of this article. We argue that syntactic similarities are important across these three languages but also, they offer an explanation for possible patterns in interlanguage. Also, those syntactic structures in the production of this speech act can also explain why Ukrainian second language learners of English produce English compliments in specific way, which may seem as a negative transfer by native speakers of English.

Methodology

The methodology employed in the present research is an ethnomethodology approach since the idea is to work with people in their natural contexts. Thus, researchers are concerned with describing a group, asking questions, etc. The method of data collection used was similar to that of previous studies on compliments such as those from Barlund & Araki (1985), Nelson (1985 & 1997), Perea (1999), and Perea, Solodka, Romanchuk, Kushnirenko and Oganessian (2018).

The number of participants in this study included 81 American Native Speakers of English as the control group and 157 Ukrainian speakers of English (semi fluent to fluent) who participated in an online

and paper and pencil survey. It is important to note that the Ukrainian participants consisted of university students, teachers and professors of English, and people who knew English from all over Ukraine including cities from Mykolaiv, Kherson, Lugansk, Crimea, etc. Simultaneously, the American participants were university students, professors and people from all over the USA and some other living overseas. The universities they belonged to came from Portland State University, George Fox University, University of Texas at San Antonio, University of the Incarnate Word, and several other cities within the USA.

Our results indicate 300 compliments in English (control group – American participants) and 250 compliments in English also (experimental group – interlanguage Ukrainian participants) were collected. The following sections discuss in detail each variable under investigation.

Once the data was captured via the online and paper and pencil survey, we established a coding system in order to accurately analyze and filter all the expressions. As noted in the figure 1 below, first we trained 10 coders to analyze each expression and codify each one with all the variables we wanted to investigate. After this, three of the main investigators analyzed in depth the variables, the coding system, and did a deeper analysis on the semantics of the expressions. Then, the final stage consisted of verifying the categories and the coding with the two PIs who were the professors at the Faculty of Foreign Languages and Literatures and the Head of the Translation Department at V.O. Shukhomlinsky National University of Mykolaiv.

Figure 1. **Process of Data Coding and Analysis.**



Instrument of Data Collection

In order to investigate and analyze the variables under consideration for this study, we have implemented a survey, similar to the one used in previous studies in the collection of English compliments (Aceves, 1996; Nelson et al, 1997; Perea & Solodka, 2018; Perea et al, 2018; Perea, 1999; Perea, 2004; and Perea, Solodka, & Romanchuk, 2018). As noted in table 1 below, we can observe the number of questions for each survey. The survey for the control group (American Native English Speakers) had a total of 26 questions while the survey for the experimental group (Ukrainian English Speakers) had a total of 23 questions. The explanation for this discrepancy can be noted in the appendixes section for the complete surveys of data collection. Thus essentially, for the American participants we asked 1) the last compliment they had told to someone, 2) the last compliment they had received from someone else and 3) the last compliment they had listened to from other people tell each other. In this case, these scenarios were realistically possible since the participants all lived in the US or in an English-speaking environment. On the other hand, for the Ukrainian participants, this was not the case. Because all of them during the time of the study were living in Ukraine, they only had the opportunity to use English naturally during their time at work (if the job allowed for an English-speaking situation) or at the university. Therefore, Ukrainian participants were asked the following questions: 1) last compliment was they had told to someone, 2) the last compliment they had received from someone else.

An additional discrepancy as noted in the table below included additional variables not asked for the Americans but addressed to the Ukrainian participants. These included: their profession type, the

number of years studying English, the context or situation where they use English on a regular basis, what skills they use in English (writing, speaking, listening or reading), and the percentage of time they use English per week.

Table 2. Instrument of data collection and correspondence of variables to the questions of the interview.

Interview for American participants		Interview for Ukrainian participants
Variable	Question #	Question #
Compliment form	5,12,19	10, 17
Attributes praised	6,14,20	11, 19
Relationship between giver and receiver	9,18,23	16, 23
Gender of the compliment giver and receiver	10,16,22,24,25	14, 21
Frequency of compliments	8,15,22	13, 20
Tone used	7,13,21	12, 18
Age	3, 11, 17, 26	15, 22
Profession	NA	5
# of years studying English	NA	6
Context used for English	NA	7
Skills used	NA	8
% of time per week using English	NA	9

Notice that the remainder of the questions tapped at the variables under investigation: the compliment form or syntactic formula, the attributes praised, the relationship between the giver and receiver of the compliments, the gender between the interlocutors, the frequency to which each group tells compliments, the tone used in the compliments and the overall age of participants.

The expected responses in the survey were open ended and were delivered on an online survey using the platform “survey monkey.” The instruments for both American and Ukrainian participants were delivered in English. In some cases, researchers were able to provide a paper and pencil version of the survey to those Ukrainian participants willing to answer it in this format.

Results

1. Compliment Form in Interlanguage & American Compliments.

Table 3. Compliment form in Interlanguage compliments.

Syntactic pattern	%	Example
<i>ADJ+NP</i>		
15%		Beautiful Bright-coloured eyes
<i>PRO+BE+ADJ+COMPLEMENT</i>		
33%		you are beautiful it's true you are beautiful, my sun You are very beautiful today you have a beautiful hairstyle

DEM ADJ+BE+ADJ/NP 2%	This flowers is fine This soup is delicious That color looks great on you
INTENSIFIER/ADJ+COMPLEMENT 3%	Very well (about help) Very tasty cake "Thank you" Well done, you are right
PRO/NP+LOOK+ADJ+COMPLEMENT 10%	Marina, you look wonderful today You look good in that color hair Thank you, very nice You look amazing! You have a nice dress!
POSS ADJ+N+BE+ADJ/COMPLEMENT 8%	Your look is pretty good today Your english is well Your hair is beautiful and long Wow! Your program is so awesome, you've made a great job.
I+like/love+NP 5%	I like your look today! Heheh, I like your sense of humour, you always know how to make me laugh. I love your dress! - Thank you so much!
PRO+HAVE+ADJ+NP 9%	You have an impeccable taste! You have a good hairstyle You have beautiful eyes! - Thank you!
PRO+VERB+COMPLEMENT 7%	I missed you. I translate some texts very good It is needed to be a man to see just how marvelous you are You advised me to watch a great film, thank you. Your bright smile reminds me of those exciting summer days, miss you so much!
NP+BE+ADJ+COMPLEMENT 0.80%	Oh, it was wonderful!
IMPERATIVE VERB+COMPLEMENT 0.80%	Look nice and optimistic just buy beer for friends
IDIOMATIC EXPRESSION (What a ADJ+N) 1.60%	what a beautiful parfume What a terrific look! What a wonderful sash! What is a grief for a such good student!
NP (Det+ADJ+N+Complement) 3%	A good answer to the question a great jacket. A nice look my beautiful flower My bunny, a cat, my beloved My dear.
Other NO PATTERN 1.60%	about how good his wife looks about a beautiful hairstyle a photo has sharp focus
Total (100%)	

Table 4. **Compliment form in American compliments.**

Syntactic pattern	%	Example
<i>ADJ+NP</i> 14%		Great job! Awesome students, people, activities, and party at America House, Kiev!!!
<i>PRO+BE+ADJ+COMPLEMENT</i> 26%		You're awesome You will be successful anywhere you go You're a 10/10, for real, you're so beautiful
<i>DEM ADJ+BE+ADJ/NP</i> 9%		That was an insightful answer Hey that's a nice shirt, I like the style and the color is awesome This is really cute!!!
<i>INTENSIFIER/ADJ+COMPLEMENT</i> 2%		Very good, I'm very proud of you So honored to work with such great and talented future English teachers, translators, interpreters and philologists from Ukraine!!!)))
<i>PRO/NP+LOOK+ADJ+ COMPLEMENT</i> 26%		You look really professional in that outfit-I love the cardigan. You look beautiful today. Like a model! You look fucking hot.
<i>POSS ADJ+N+BE+ADJ/COMPLEMENT</i> 3%		Your hair is so cool Your home is lovely. What a great apartment Our grandchild is so adorable! Oh honey, your grades are so awesome! Great job!
<i>I+like/love+NP</i> 10%		I really like your neighborhood! I love the color of your hair! Sasha, I really liked your video presentation, it was very good!
<i>PRO+HAVE+ADJ+NP</i> 5%		You have perfect marketing skills and you are not afraid to speak to anyone You have a good memory. What's your secret? Wow, you have very white teeth.
<i>PRO+VERB+COMPLEMENT</i> 13%		They did really well I wish I had your legs. You are all legs! You need to go back to the store where you bought these pants and buy every single color they come in because they look great on you. Your grades have improved greatly. I'm proud of you!
<i>NP+BE+ADJ+COMPLEMENT</i> 1%		The food was great! The pastor is a wonderful preacher
<i>INTERJ+INTENSIFIER+COMPLEMENT</i> 2%		Thanks so much for your very kind words! Thanks so much. It was great to have you. Thank you for sharing nicely with your sister
<i>IMPERATIVE VERB+COMPLEMENT</i> 1%		Keep posting the amazing photographs Look at you!!! Go Luis! Great job, keep up the good work!

IDIOMATIC EXPRESSION 1%	Way to go Congrats
QUESTION+COMPLEMENT 1%	Can you try not to be so awesome, you are making the rest of us look bad A multi-lingual child! Amazing! who said that teaching a second, third, fourth, etc. language is bad for children??)))
INTERJECTION+NP 1%	Bravo, my intellectual friend! Thanks, friendo
Other NO PATTERN 1%	Without your help we would be in trouble
Total (100%)	

Table 3 demonstrates in detail the syntactical patterns used by the Ukrainian language speakers producing compliments in English. The most frequently used patterns (in bold) include PRO+BE+ADJ+COMPLEMENT (33%), ADJ+NP (15%), PRO/NP+LOOK+ADJ+COMPLEMENT (10%), and PRO+HAVE+ADJ+NP (9%). These formulas were compared with the ones used by the American native English speakers (Table 4). Thus, the most common syntactical patterns in American compliments are PRO+BE+ADJ+COMPLEMENT (26%) correlates with the one used by Ukrainians. Such pattern as ADJ+NP is used almost equally among American (14%) and Ukrainian (15%) speakers. We also revealed some syntactical patterns peculiar to American compliments, which include PRO/NP+LOOK+ADJ+COMPLEMENT (26%) and I+like/love+NP (10%). Besides, a certain percentage (1-1.6%) of all the collected data belongs to idiomatic expressions in the both languages. A final pattern seen frequently amongst Americans was PRO+VERB+COMPLEMENT (13%). In the interlanguage data, we can see the types of mistakes (spelling, of usage) done and the presence of British English as these participants were mainly exposed to this English variety.

2. Compliment Length in Interlanguage & American Compliments.

Table 5. Compliment Length.

Interlanguage English compliments	American English compliments
4.4 words (251 compliments – 1112 words)	5.5 words (245 compliments – 1360 words)
Simple compliments: Clever Soft hair My bunny, a cat, my beloved My dear	Simple compliments: Nice! Hey beautiful! Excellent report! Way to go
Complex compliments: Your bright smile reminds me of those exciting summer days, miss you so much! Hohoho! You're sooo pretty! Looks like I'm falling in love! You are very beautiful and intelligent, thank you very much I can't remember it, but sometimes i say, that my friend look perfect Wow! Your program is so awesome, you've made a great job. You have beautiful eyes. They are like an ocean.	Complex compliments: So honored to work with such great and talented future English teachers, translators, interpreters and philologists from Ukraine!!! Got the privilege to visit and listen to the awesome presentations from these bright kids!! I feel excited to work with them and I look forward to it! You need to go back to the store where you bought these pants and buy every single color they come in because they look great on you.

As noted in Table 5 above, English compliments produced by the Ukrainians and the Americans differ in length, i.e. an average American English compliment comprises 5-6 words, while an average interlanguage English compliment consists of 4-5 words. As a rule, simple compliments include several

words and they form the majority of compliments in both the languages. Notice also that the Ukrainian compliments seems to be more metaphorical and expressive, while the American compliments are richer in vocabulary and more descriptive (more intensifiers, adjectives, adverbs, etc.).

3. Adjectives used in Interlanguage & American Compliments.

Table 6. Adjectives.

INTERLANGUAGE ADJECTIVES	ENGLISH ADJECTIVES
Beautiful – 67 (27,6 %) Good – 29 (12 %) Nice – 21 (8,6 %) Great – 10 (4,2 %) Smart – 10 (4,2 %) Pretty – 10 (4,2 %) Well – 9 (3,7 %) Cute – 8 (3,3 %) Amazing – 7 (2,7 %) Wonderful – 6 (2,5 %) Total – 177 (73 %)	Good (+the best) – 19% Great – 14,9% Nice – 12,3% Beautiful – 9,2% Awesome – 5,1% Amazing – 3,6% Cute – 3% Wonderful – 2,6% Pretty – 2,6% Handsome – 2% Smart – 2%
49 different adjectives (243 – 22 %) 10 adjectives – 73 % 39 adjectives – 27 %	44 different adjectives (194 – 14%) 11 adjectives – 76,3 % 33 adjectives – 23,7 %

The result of adjectives analysis (Table 6) as a part of interlanguage and American English compliments show that Ukrainians operate a slightly bigger variety of adjectives (49 different adjectives) than Americans (44 different adjectives). The most prominent adjectives in the interlanguage compliments are *beautiful* (27,6 %), *good* (12 %), and *nice* (8,6 %); in American compliments – *good/the best* (19 %), *great* (14,9 %), *nice* (12,3 %), *beautiful* (9,2 %). This data yields important information for second language speakers of these languages to not overuse or underuse adjectives that may cause negative transfer in the second language context.

4. Adverbs used in Interlanguage & American Compliments.

Table 7. Adverbs.

INTERLANGUAGE ADVERBS	ENGLISH ADVERBS
Exclamations Wow Ho-ho-ho Nouns My cat My sun My bunny My beloved My soulmate My beautiful flower Eyes like the ocean The woman of any man's dream	Really 20 (71,3 %) Very 4 (14,3 %) Great/Greatly 2 (4,8 %) Other adverbs – 9,6 % Nicely 1 (4,8 %) Lovely 1 (4,8 %)
	5 different adverbs (28 – 2 %)

As for other parts of speech, we revealed 5 different adverbs used in American English compliments: *really* (71,3 %), *very* (14,3 %), *great/greatly* (4,8 %) and others. On Table 7 we can see that Interlanguage English compliments lack adverbs, although they are frequently substituted by exclamations (*wow*, *ho-ho-ho*) or nouns with possessive pronouns (*my cat*, *my sun*, *my bunny* etc.).

5. Tone employed in Interlanguage & American Compliments.

Table 8. **Tone employed.**

INTERLANGUAGE COMPLIMENTS		ENGLISH COMPLIMENTS	
TOTAL SINCERE	247 (96,5 %)	TOTAL SINCERE	240 (98 %)
TOTAL SARCASTIC	9 (3,5 %)	TOTAL SARCASTIC	5 (2 %)
FEMALES	209 (82 %)	FEMALES	152 (100%)
TOTAL SINCERE	205 (98 %)	TOTAL SINCERE	149 (98 %)
TOTAL SARCASTIC	4 (2 %)	TOTAL SARCASTIC	3 (2 %)
MALES	46 (18 %)	MALES	93 (100%)
TOTAL SINCERE	42 (91 %)	TOTAL SINCERE	91 (97,8 %)
TOTAL SARCASTIC	4 (9 %)	TOTAL SARCASTIC	2 (2,2 %)

Second language learners should bear in mind the tone of a received or produced compliment. As demonstrated in Table 8, American English compliments (98 %) are more sincere than the Interlanguage ones (96,5 %). Moreover, Ukrainian males are more likely to produce sarcastic compliments, while Ukrainian and American women equally produce and receive sincere compliments.

6. Compliment Frequency in Interlanguage & American Compliments.

Table 9. **Compliment Frequency.**

Ukrainian Speakers (Interlanguage English)	Native English Speakers (American English)
8 days 18 hours	2 days and 10 hours

The results in the frequency of compliment production, indicates that American English speakers tend to compliment more frequently their addressees with an average of 2 days and 10 hours, while the Ukrainian speakers complimented a longer average of 8 days and 18 hours approximately in the present study.

7. Attributes Praised According to Language & Gender of the Giver and Receiver of the Compliment in Interlanguage & American Compliments.

Table 10. **Attributes Praised According to Interlanguage and gender of the giver and receiver of the compliment.**

GENDER	APPEARANCE	TRAITS / PERSONALITY	SKILL / WORK	PERSONAL PROPERTY	OTHER	TOTAL
Female – Female	49 (26,3 %)	35 (18,8 %)	2 (1 %)	16 (8,5 %)	4 (2 %)	106 (57 %)
Female – Female	7 (3,8 %)	15 (8 %)	0 (0,0 %)	1 (0,5 %)	3 (1,5 %)	26 (14 %)
Female – Male						
TOTAL	56 (30,1 %)	50 (26,8 %)	2 (1 %)	17 (9,1 %)	7 (4 %)	132 (71 %)
Male – Female	21 (11,3 %)	11 (5,9 %)	2 (1 %)	4 (2 %)	3 (1,5 %)	41 (22 %)
Female – Female	0 (0,0 %)	3 (1,5 %)	1 (0,5 %)	2 (1 %)		
Male – Male					2 (1 %)	8 (7 %)
TOTAL	21 (11,3 %)	14 (7,5 %)	3 (1 %)	6 (3,2 %)	5 (3 %)	49 (29 %)
GRAND TOTAL	78 (42 %)	70 (37,6 %)	4 (2 %)	21 (11,4 %)	13 (7 %)	186 (100 %)

As it can be observed in the aforementioned table 10, it was interesting to see more females complimenting other females in appearance and traits/personality (26% and 19% correspondingly). Also notice that this group was the biggest with a 57% from females praising other females. Similarly, males complimented other females with a 22% and mainly in their appearance and with some degree in their personality (11% and 6% consistently).

Table 11. Attributes Praised by Interlanguage Compliments.

Appearance	Traits/ personality	Skill/ Work	Personal property	Other	Total
78 (42 %)	70 (37,6 %)	4 (2 %)	21 (11,4 %)	13 (7 %)	186 (100 %)

As noted in the table 11 above, we can see Ukrainian compliments were mostly addressed to appearance and personality and traits. Personal property was the third most valued attribute when compliments were uttered in English.

Table 12. Attributes Praised According to language (English-native) and gender of the giver and receiver of the compliment.

AMERICAN ENGLISH-SPEAKING PARTICIPANTS						
Gender	Appearance	Traits / personality	Skill/work	Personal property	Other	Total
F-F	28 (11,5 %)	15 (6,1 %)	28 (11,5 %)	17 (6,9 %)	6 (2,4 %)	94 (38,4%)
F-M	9 (3,65 %)	9 (3,65 %)	19 (7,85 %)	4 (1,6 %)	9 (3,65 %)	50 (20,4 %)
F-GROUP	0 (0,0 %)	0 (0,0 %)	4 (1,6 %)	1 (0,4 %)	0 (0,0 %)	5 (2 %)
TOTAL	37 (15,15 %)	24 (9,75 %)	51 (19,75 %)	22 (8,9 %)	15 (6,05 %)	149 (60,8 %)
M-F	11 (4,45 %)	11 (4,45 %)	17 (6,9 %)	7 (2,9 %)	6 (2,5 %)	52 (21,2 %)
M-M	2 (0,8 %)	5 (2 %)	13 (5,4 %)	7 (2,9 %)	5 (2 %)	32 (13,1 %)
M- GROUP	0 (0,0 %)	0 (0,0 %)	5 (2 %)	0 (0,0 %)	0 (0,0 %)	5 (2 %)
M-EVENT	0 (0,0 %)	0 (0,0 %)	2 (0,8 %)	0 (0,0 %)	1 (0,4 %)	3 (1,2 %)
Group- Mixed group Not identified	0 (0,0 %) 0 (0,0 %)	0 (0,0 %) 0 (0,0 %)	1 (0,4 %) 3 (1,2 %)	0 (0,0 %) 0 (0,0 %)	0 (0,0 %) 0 (0,0 %)	1 (0,4 %) 3 (1,2 %)
TOTAL	0 (0,0 %)	0 (0,0 %)	4 (1,6 %)	0 (0,0 %)	0 (0,0 %)	4 (1,6 %)
Grand total	50 (20,4 %)	40 (16,2 %)	92 (36,45 %)	36 (14,7 %)	27 (10,95 %)	245 (100 %)

As noted in the aforementioned table for the English native speakers, they tended to compliment more appearance, skill/work and thirdly, people's personality. What is even more interesting in the results is to see that mostly women did praise more than men. Another interesting fact in this study was to see a new trend different from other studies. This was an individual praising an entire group of people (e.g. in a classroom setting). This could be the situation of a teacher praising her students, or an individual praising at their colleagues or an office manager praising their employees.

Table 13. Attributes Praised by English-native Compliments.

Appearance	Traits/ Personality	Skill/ work	Personal property	Other	Total
50 (20,4 %)	40 (16,2 %)	92 (36,45 %)	36 (14,7 %)	27 (10,95 %)	245 (100 %)

In this table 13, we can see the breakdown by traits as done by American participants. Thus, it is interesting to see that most Americans hierarchically praised: skill & work (37%), appearance (20%), traits & Personality (16%), someone's personal property (15%), and Other (11%). Consequently, as noted

in previous studies, Americans culturally tend to praise more people's skills and work and people's personality more than appearance or someone's personal property.

8. Relationship between the Compliment Giver and Receiver in Interlanguage & American Compliments.

Table 14. Relationship between the Interlanguage Compliment Giver and Receiver.

SPEAKERS OF ENGLISH (INTERLANGUAGE SPEAKERS)								
GENDER	RELATIVES	FRIENDS	ACQUAINTANCES	STRANGERS	INTIMATES	COWORKERS	OTHER	TOTAL
Female – Female	13 (5,3 %)	30 (12,2%)	22 (9 %)	8 (3,3 %)	0 (0,0 %)	20 (8,2%)	1 (0,4 %)	94 (38,4%)
Female – Male	5 (2 %)	15 (6,1 %)	8 (3,3 %)	3 (1,2 %)	8 (3,3 %)	7 (2,9 %)	4 (1,6 %)	50 (20,4 %)
Female – Group	0 (0,0 %)	1 (0,4 %)	4 (1,6 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	5 (2 %)
TOTAL	18 (7,3 %)	46 (18,7 %)	34 (13,9 %)	11 (4,5 %)	8 (3,3 %)	27 (11,1 %)	5 (2 %)	149 (60,8 %)
Male – Female	5 (2 %)	12 (4,9 %)	10 (4,1 %)	5 (2 %)	10 (4,1 %)	7 (2,9 %)	3 (1,2 %)	52 (21,2 %)
Male – Male	6 (2,5 %)	11 (4,5 %)	5 (2 %)	4 (1,6 %)	0 (0,0 %)	6 (2,5 %)	0 (0,0 %)	32 (13,1 %)
Male – Group	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)	2 (0,8 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	5 (2 %)
Male – Event	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)
TOTAL	11 (4,5 %)	23 (9,4 %)	18 (7,3 %)	14 (5,6 %)	10 (4,1 %)	13 (5,4 %)	3 (1,2 %)	92 (37,5 %)
Group – Mixed	0 (0,0 %)	1 (0,4 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)
Group	0 (0,0 %)	0 (0,0 %)	2 (0,8 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)	0 (0,0 %)	3 (1,2 %)
Not identified							0 (0,0 %)	

No.2: Spring - Summer 2020

As we can see in this data, the Ukrainian participants tended to compliment mostly relatives, friends and acquaintances more than any other people related to them. For instance, females highly complimented friends (19%), acquaintances (14%), coworkers (11%) and relatives (7%). Similarly, male Ukrainian members praised more friends (9%) and acquaintances (7%) respectively.

Table 15. Relationship between the American English Compliment Giver and Receiver.

American English-Speaking Participants						
GENDE R	RELATIVE S	FRIENDS	ACQUIANTA NCES	STRANGER S	INTIMATE S	COWORKER S
Female – Female	13 (5 %)	88 (34,2 %)	27 (10,4 %)	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)
Female – Male	2 (0,8 %)	23 (9 %)	4 (1,6 %)	5 (2 %)	10 (3,9 %)	0 (0,0 %)
TOTAL	15 (5,8 %)	111 (43,2 %)	31 (12 %)	5 (2 %)	10 (3,9 %)	3 (1,2 %)
Male – Female	4 (1,6 %)	29 (11,2 %)	4 (1,6 %)	16 (6,1 %)	18 (7 %)	3 (1,2 %)
Male – Male	0 (0,0 %)	5 (2 %)	2 (0,8 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)
TOTAL	4 (1,6 %)	34 (13,2 %)	6 (2,4 %)	16 (6,1 %)	18 (7 %)	4 (1,6 %)
GRAND TOTAL	19 (7,4 %)	145 (56,4 %)	37 (14,4 %)	21 (8,1 %)	28 (10,9 %)	7 (2,8 %)
257						

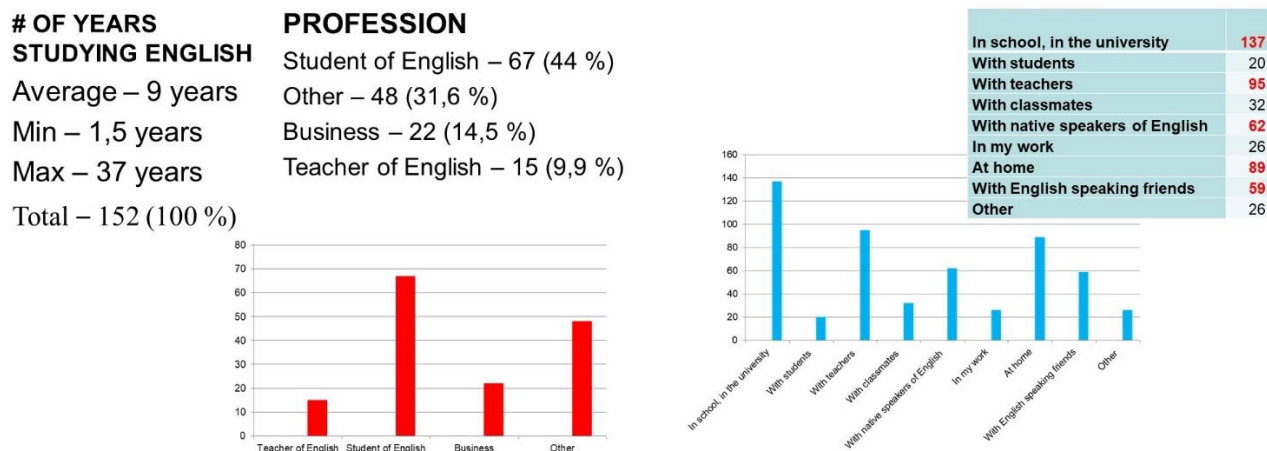
TESOL-UKRAINE

In this table 15, we can observe that Americans overall, tended to praise more friends (56%) of all data and acquaintances (14.4%). If we look at the disaggregated data, we can see that females preferred to compliment more friends (43%), but mostly between females. Conversely, males also tended to praise

more friends (13%), especially when the friend was a female. Likewise, other relationships targeted by males were strangers (6%) interestingly females, and intimates (spouses, boyfriend-girlfriend, etc.).

9. Characteristics of Interlanguage (Ukrainian) Participants.

Figure 2. Characteristics of the Interlanguage Ukrainian Participants.



As noted in figure 2 above, it was important for this study to research the experimental group (Ukrainian participants) to figure out what background they had. Thus, we can see that from 152 participants, the mean was about 9 years learning English with a minimum of 1.5 and a maximum of 37 years being exposed to the acquisition of English language. In terms of the professions in which they reported they used English, the choices were students of English (44%), teachers of English (10%), business related professions (15%) and other professions (32%). Another interesting piece of information was the situations under which the participants used or practice English. These include in school, at the university, when interacting with teachers, with native English speakers, at home and with English speaking friends.

10. Similarities in the Grammar of the Compliments in Interlanguage & American Participants.

As we can see in table 16 below, we have identified the similarities between the American English and Interlanguage English formulas to produce compliments, but in addition, we also inserted the syntactic formulas produced by the native speakers of Ukrainian from the study from Perea, Solodka, Romanchuk, Oganesyanyan and Kushnirenko (2018) in order to establish the connections from the Ukrainian participants' first language to their use of the second language (Interlanguage English).

Table 16. Similarities in Compliment Form between Interlanguage and American English Compliments.

UKRANIAN	ENGLISH	INTERLANGUAGE
<p>PREP+PRO + HAVE + (intensifier) ADJ + N/NP В тебе такі хороші парфуми (You have very good perfume) Якуй (how)+HAVE+(intensifier) ADJ+N Який у тебе гарний парфум! (How good perfume you have)</p>	<p>PRO+HAVE+ADJ+NP Wow, you have very white teeth.</p>	<p>PRO+HAVE+ADJ+NP You have a very good pronunciation. about how good his wife looks What a terrific look!</p>
<p>PRO + (intensifier) + ADJ Він дуже влучний (He is very accurate)</p>	<p>PRO+BE+ADJ+COMPLEM ENT You will be successful anywhere you go</p>	<p>PRO+BE+ADJ+COMPLEM ENT You are very brave! You are very tasty prepared</p>

Interestingly, as noted in the figure 3 above, we have established a correlation of the syntactic formulas between the production of compliments by the American English native speakers and the Interlanguage Ukrainian speakers. Thus, as it can be observed, there was a strong correlation of syntactic formulas in the NP (Det+Adj+Complement), Idiomatic expressions, PRO+have+Adj+NP, I like/love+NP. This in turn demonstrates a good acquisition of this speech act in English. Nevertheless, the remaining syntactic formulas, but especially: Interj+intensifier+complement, Question+complement, and Interjection+complement did not get a good correlation. Therefore, Ukrainian users of English need to look at these other grammatical formulas and work on them in order to avoid pragmatic failure and polish their interlanguage process.

Interlanguage Semantic Results

Based in our data, we have observed some examples that could explain the manner in which Ukrainian participants expressed compliments in English, namely Pragma-linguistic Failure as they may have been transferring elements from their first languages (either Ukrainian or Russian) into English. For instance, we noticed some expressions uttered in English in this way: *very beautiful, very well, well done*, etc. which imply the Russian/Ukrainian transfer of a common idiomatic expression *очень + adjective* as in *очень красивая*. Another typical expression that is transferred into English to praise someone's good on an activity, skill, etc. is the equivalent in English "good job" (Молодец) from Russian.

A different set of examples we found where reported speech compliments: *I said my mother that I love her, I said that my friend painted hair in a beautiful color, I told my girlfriend "very good" because she, in my opinion, answered the questions well, I told the boy to another country that he has beautiful eyes, I told my mother that she is so beautiful*. Thus, in these particular examples, we can tell participants misunderstood the task and simply reported their answers. Other examples include: *about a beautiful hair style, about how good his wife looks*. This could be a typical manner in which Ukrainians speak and may answer or simply a pragmatic failure mistake in understanding how to answer the questions in our survey questionnaire.

Other expressions included the use of a determiner + either an adjective, a noun, or a complement such as in the following: *A good answer to the question, a great jacket, a nice look*. Others contained a noun phrase construction: *my beautiful flower, my bunny, a cat, my beloved, my dear*. So, in these constructions we can tell native speakers of American English would be very unlikely to respond to a compliment in this way. Typically, NS of English would add a demonstrative adjective (this, that, those, these, etc.) or will simply state an Adjective + Noun construction such as in: *Great jacket, or Good Job*. Consequently, what we can assume in these types of constructions is that Ukrainians whether they speak Ukrainian or Russian as their native language, in their grammar, they typically do not use or have determiners (a, an, the). In turn, we could assume speakers overgeneralize the rules of articles. Other expressions seem rather metaphoric or poetical as in: *my beautiful flower; my bunny, a cat, my beloved, or my dear*. In these cases, Ukrainian speakers may be culturally transferring typical idiomatic expressions of endearment which are typically use in either Russian or Ukrainian (*моя дорога, моя дорогая, дорогой, дорогой*). Another typical expression uttered from Ukrainian/Russian is: *my bunny (мій зайчик)*.

A final set of examples we found, were expressions such as: *what a beautiful perfume, what a terrific look!, what a wonderful sash!, what a grief for a such good students!* These expressions in turn denote a possible transfer not too frequent in American English compliments through the use of formula "what a + adjective + complement". Both Russian and Ukrainian use a very idiomatic expression that takes the place of "what a" in English. The particles used in Russian are: *какая* (feminine singular), *какой* (masculine singular), and *какие* (plural for both genders). Conversely, the particles used for Ukrainian are: *яка* (feminine singular), *який* (masculine singular), and *які* (plural for both genders). See the following examples in table 17 from English into both Russian and Ukrainian languages.

Table 17. Sample Particle-Formulas for Compliments in Three Languages.

English examples	Russian examples	Ukrainian examples
what a beautiful girl	какая красивая девушка	яка красива дівчина
what a handsome boy	какой симпатичный мальчик	який симпатичний хлопчик
what/such beautiful girls	какие красивые девушки	які красиві дівчата
what/such handsome boys	какие симпатичные мальчики	які симпатичні хлопці

These, we believe, have important implications for the teaching of English to Ukrainian students whose first language is either Russian or Ukrainian. Let us take as examples the syntactical formulas from Perea et al (2018):

a) **Якуй(how)+HAVE+(intensifier)ADJ+N** Який у тебе гарний парфум! (How good perfume you have)

b) **Яка (how) + ADJ + N** Яка чудова погода (How great weather is)

c) **Яка (how)+ADJ/PRO+N** яка ти розумна (How smart you are)

Notice these are typical idiomatic formulas used by Ukrainians, for instance in how to produce specific compliments. Therefore, we can assume that some of the sample expressions produced and discussed in English above, are a consequence of transferring the idiomatic formula from the compliment as noted in a, b, and c, above (**Якуй, Яка = how**).

Finally, in some other examples we can see the influence of British English as students are taught this English language variation, yet these do not constitute paralinguistic failure or part of their interlanguage process. Thus, at the end, we can see some mistakes as part of the grammar acquisition which are normal of the second language learners, but also, we can see idiomatic expressions as noted above from either Russian or Ukrainian languages which transferred into English.

Cultural Implications for Teaching in the L2 Classroom.

After having discussed our results in this paper, we would like to point out the cultural implications from our study in the teaching of the second language (English) in the Ukrainian context.

- For Ukrainians, Natural Human Traits is a physical characteristic people are born with. On the other hand, Appearance is a characteristic that can be changed.

- Ukrainian speakers are very sincere in their production of compliments. In other cultures, speakers are more sarcastic. However, Americans tend to be sincerer than Ukrainians.

- American males tend to compliment other males, which can cause misunderstanding in other cultures.

- Males praise more Appearance in females.

- Emotions are reflection of language as perceived in compliments, thus, it is important to be aware of them.

We suggest identifying the Ukrainian formulas to produce a compliment and avoid transferring these into English. Paying more attention to the English syntactical formulas is also helpful in the ESL classroom. Teachers and students can also compare and contrast both languages in their syntax and semantics. Take as an example the following formulas:

a) **Prep+PRO+have(intensifier)+ADJ+N/NP** У тебе дуже гарні очі (You have very beautiful eyes)

b) **PRO+(intensifier)+ADJ** Він дуже влучний (He is very accurate)

Some Formulas Worth Paying attention to avoid pragmatic failure:

a) **PRO+(intensifier)+Suit+N** Тобі дуже личить цей піджак (This jacket suits you much)

b) **Якуй(how)+HAVE+(intensifier)ADJ+N** Який у тебе гарний парфум! (How good perfume you have)

c) **Яка (how) + ADJ + N** Яка чудова погода (How great weather is)

d) **Яка (how)+ADJ/PRO+N** яка ти розумна (How smart you are)

e) **PRO+(my)+N** Ти моє золото (You are my gold)

Pay attention to formulas to produce American compliments:

a) **PRO/NP+LOOK+ADJ+COMPLEMENT** You look really professional in that outfit! I love the cardigan.

- b) **PRO+BE+ADJ+COMPLEMENT** You will be successful anywhere you go.
 c) **ADJ+NP** Good job dude
 d) **PRO+VERB+COMPLEMENT** You did a great job
 e) **I+like/love+NP** I love the dinner you made!

Some Formulas Worth Teaching:

- a) **INTERJ+INTENSIFIER+COMPLEMENT** Thanks so much for your very kind words!
 b) **IMPERATIVE VERB+COMPLEMENT** Keep posting the amazing photographs

Teaching Ideas

Finally, we would like to conclude this paper by proposing some teaching ideas where English teachers can use to address Ukrainians in their teaching of English:

- a) Have Ukrainian students learning English (spoken in Ukraine), practice and produce compliment expressions by following the most important syntactic formulas.
 b) Have students in the L2 classroom understand and use the most usual adjectives in the production of compliments.
 c) Have student analyze how Gender relationships occur across these 2 languages and discuss under what contexts/situation is appropriate to compliment people.
 d) Have students in the L2 classroom practice their oral production of compliment expressions considering the different attributes praised as noted in this study.
 e) Have students role play orally the use of compliments across different contexts, with different people, in different situations and with different attributes praised. Then discuss their implications and whether or not certain situations are appropriate.

Conclusion

As we have observed in these results, there exist numerous implications from this study into the teaching of pragmatics in the ESL, Russian and Ukrainian as a Second Language classroom. We can see the importance of understanding the syntactical formulas in English and in the participants' interlanguage as means to teach compliments in the classroom and avoiding pragma-linguistic failure. Students wishing to produce this speech act, can better understand the structure of the expressions and follow the aforementioned formulas. Adjectives are also important to consider as part of the cultural lexicon used within those languages and utilize those that are the most familiar in the second language context. Another important aspect is paying attention to the attributes praised and see how native speakers of English (living in the USA), and reflecting how the Ukrainian participants (living in Ukraine), tend to compliment people in their second language. These results also allow us to take a glance through a window into the cultures where these languages are utilized. We can see what is valued by different speakers in different situations. A final aspect worth mentioning is the fact that by looking at the Ukrainian formulas (L1) we can establish relationships to the Interlanguage formulas in English and see and predict why and how certain expressions are similar in both English and the Interlanguage sets as a result of the Ukrainian formulas and how Ukrainian think in the second language when producing compliment expressions.

Further recommendations for future studies would be interesting in responses to compliments (perlocutionary speech act) to see how native speakers of these languages respond to these expressions. Also, studies aiming to more naturalistic methods of data collection would allow more valid and reliable data to make more accurate generalizations.

References

1. **Barnlund D. C. & Araki, S. (1985)**. Intercultural encounters: The management of compliments by Japanese and Americans. *Journal of Cross-Cultural Psychology*, 16 (1), 9-26.
2. Hudson, R. (1980). *La sociolinguistica*. Great Britain: Cambridge University Press. Anagrama.
3. Hymes, D. (1970). *Competence and Performance in Linguistic theory*. University of Pennsylvania.
4. Hymes, D. (1972). On communicative Competence. In J.B. Prides & J. Holmes (Eds.), *Sociolinguistics: Selected readings*. Philadelphia Editors. Harmondsworth: Penguin.
5. Leech, G. (1983). *Principles of Pragmatics*. London: Longman.

6. **Manes, J. (1983).** Compliments: A mirror of cultural values. In N. Wolfson and E. Judd (Eds.), *Sociolinguistics and Language Acquisition* (pp. 82-95). Rowley, MA: Newbury House.
7. **Manes, J. & Wolfson, N. (1981).** The compliment formula. In F. Coulmas (Ed.), *Conversational Routine: Explorations in Standardized Communication Situations and Prepatterned Speech* (pp. 116-132). The Hague, the Netherlands: Mouton Publishers.
8. Montoya, M. (1996). *The most complete and Most useless List of Pick-up Lines*. Berkeley California: Available E-mail address: montymex@ocf.berkeley.edu or <http://www.ocf.berkeley.edu/~montymex/pickup/intropickup.html>
9. Nelson, G. (1993). "Egyptian and American Compliments: A cross-cultural study". *International Journal of Intercultural Relations*, 17, 293-313.
10. Nelson, G.; Al-Batal, M.; & Echols, E. (1996). Arabic and English Compliment responses: Potential for Pragmatic failure. *Applied Linguistics*, 17, 4, 411-432.
11. Nelson, G.; Alcantar, J.; Ferrante, A.; Gupton, H.; Long, W.; Mc Farland, K.; Lopez, M.; Ricano, E.; Campana, E.; Steblein, C.; Flores, E.; Shumway, B.; & Troughton, T. (1997). Que guapo!: A Comparative study of Mexican Spanish and American English Compliments. *MEXTESOL JOURNAL*, 21, 1, 11-30.
12. Perea, L. & Solodka, A. (2018). The Speech Act of Complimenting as Part of the Ukrainian, Russian, and English-Speaking Communities: Ukraine and the USA. *Arab World English Journal (AWEJ)*. Volume 9. Number 4. December 2018. Pp. 39-55. DOI: <https://dx.doi.org/10.24093/awej/vol9no4.3>
13. Perea, L. Solodka, A., Romanchuk, N., Oganesyanyan, Z., & Kushnirenko, S. (2018). The Pragmatics of Compliment Expressions Between Native Speakers of English, Russian, and Ukrainian. IV International Spring Symposium Alecu Russo State University of Bălți, Moldova.
14. Perea, L. Solodka, A., Romanchuk, N., Oganesyanyan, Z., & Kushnirenko, S. (2018). У тебе добре серце!: A Comparative Study of Compliment Expressions Between Native Speakers of English, Russian, and Ukrainian. Paper presented at the 2018 TESOL Ukraine Conference, Lviv, Ukraine.
15. Perea, L. Solodka, A., & Romanchuk. (2018). Interlanguage versus Nativeness: A Comparative Study of the Pragmatics of Compliments between Ukrainian and American Speakers. International Scientific Conference "Teaching and Learning Languages in the 21st Century: Linguistic, Educational, and Cultural Aspects." Vilnius, Lithuania.
16. Perea, L. Solodka, A., & Romanchuk. (2018). The Speech Act of Complimenting as Part of the Ukrainian, Russian, and English-Speaking Communities: Ukraine and the USA. International Scientific Conference "Teaching and Learning Languages in the 21st Century: Linguistic, Educational, and Cultural Aspects." Vilnius, Lithuania.
17. Perea, L. & Solodka, A. (2018). Ukrainian Politeness in English: How Ukrainians Transfer Compliments into English. Paper presented at the Language Research and Teaching Methodology in Ukraine: A Scientific and Practical Methodology Seminar. V.O. Shukhomlinsky National University of Mykolaiv, Ukraine.
18. Perea, L. (1999). *What a Catch!: A Comparative Study Between Mexican Spanish and American English Compliments*. Puebla: Benemérita Universidad Autónoma de Puebla.
19. Perea, L. (2004). Avoiding Pragmatic Failure: Mexican Spanish and American English Compliments. Paper presented at the 2004 ORTESOL Fall Conference, Portland, OR.
20. Perea, L. (2004). A Comparative Study Between Mexican Spanish and American English Compliments. Paper presented at the COFLT/WAFLT Fall Conference (Confederation in Oregon for Language Teaching / Washington Association for Language Teaching), Portland, OR.
21. Perea, L. (2004). Avoiding Pragmatic Failure: Mexican Spanish and American English Compliments. Paper presented at the XXXI MEXTESOL National Convention, Morelia, México.
22. Perea, L. (2017, December). *You are like steel wrapped in silk!:* A Comparative Study of Conceptual Metaphor in Peninsular & Latin American Spanish *Piropos* and English *Pick Up Lines*. Pp. 122-165. Monography: **Культурно-детерміновані фактори у практиці перекладу: монографія / за наук. ред. А. К. Солодкої. – Миколаїв: ФОП Швець В.М., 2017. – 232с.**
23. Rall, M. (1882). Competencia Comunicativa. *Casa del Tiempo*, 2, 19/20, 39-52.

24. Romanchuk, N. & Perea, L. (2019). Teaching Compliments in the Foreign Language Classroom. Workshop presented at the Practical Strategies for New Generation English Teachers in Ukraine Seminar. V.O. Shukhomlinsky National University of Mykolaiv, Mykolaiv, Ukraine.
25. Romanchuk, N. & Perea, L. (2019). Teaching Compliments in the Foreign Language Classroom. **TESOL-Ukraine Newsletter**. No. 2, Spring 2019. Kharkov, Ukraine.
26. Searle, J. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge University Press.
27. Thibault, P.; & Leeuwep, T. (1996). Grammar, Society, and the Speech Act: Renewing the connections. *Journal of Pragmatics*, 25, 561-585.
28. Van Dijk, T. (1978). *La ciencia del texto*. Barcelona: Ediciones Paidos.
29. Wierzbicka, A. (1991). Cross-cultural Pragmatics: The Semantics of Human Interaction. Issue 53, Vol 53 of Trends in Linguistics: Studies and Monographs. Walter de Gruyter, 2003.

Appendix 1.

COMPLIMENTS (Survey for Native Speakers of English)

1. Interviewed person - Do not include your real name (Please use a pseudonym that identifies your gender; e.g. Mary or John, etc.)
2. Please select your gender
3. Place of birth (state or region and city) and Age.
4. To what socio-economic level do you consider yourself? (Upper level class, middle class, etc.) and where do you currently live?
5. What is the last compliment that you have given to somebody else? What were your exact words?
6. About what did you comment on?
7. What tone did you use? Was it sarcastic, sincere, funny, surprised, etc.?
8. How long ago did you say the compliment (since today)? (6 hours, 1 day, 3 hours, etc.)
9. Which is your relationship with the person who received the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).
10. The person who received the compliment was male, female or a group of people?
11. What was the approximate age of the person who received the compliment?
12. What is the last compliment that you have received, and what were the exact words?
13. What kind of tone did the person who told you the compliment use? Was it sarcastic, sincere, funny, surprised, etc.?
14. What was the point of the person who told you the compliment? What did the person comment on?
15. How long ago did you receive the compliment (since today), (6 hours, 1 day, 3 hours, etc.)?
16. The person who told you the compliment was male or female?
17. What was the approximate age of the person who told you the compliment?
18. Which is your relationship with the person who told you the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).
19. What is the last compliment that you have heard someone else tell to someone else? What were the exact words?
20. About what did those persons comment on?
21. What tone was used? Was it sarcastic, sincere, funny, surprised, etc.?
22. How long ago did you listen to the compliment (since today), (6 hours, 1 day, 3 hours, etc.)?
23. Which was the relationship between those persons? (friends, acquaintances, strangers, coworkers, family members, spouses, significant others, etc.).
24. The person who received the compliment was male, female or a group of people?
25. The person who gave the compliment was male or female?
26. What were the approximate ages of the people who complimented each other?

Appendix 2.

COMPLIMENTS (Survey for Non-Native Speakers of English)

1. Interviewed person - Do not include your real name (Please use a pseudonym that identifies your gender; e.g. Mary or John, etc.)
2. Please select your gender
3. Place of birth (state or region and city) and Age.
4. To what socio-economic level do you consider yourself? (Upper level class, middle class, etc.) and where do you currently live?
5. Please select the profession that identifies you best (Teacher of English, Student of English, Business, Other)
6. How many years have you been studying English?
7. In which situations do you currently use English? (in school/university, with my students, with my teachers, with my classmates, with native speakers of English, in my work (with other users of English), at home (watching movies, TV, reading a book, surfing the internet, listening to music), with my English speaking friends (at school, online, etc.), other
8. What skills do you currently use in English? (reading, writing, speaking, listening)
9. In a typical week, what percentage of time do you use English in any skill category?
10. What is the last compliment that you have given to somebody else? What were your exact words?
11. About what did you comment on?
12. What tone did you use? Was it sarcastic, sincere, funny, surprised, etc.?
13. How long ago did you say the compliment (since today)? (6 hours, 1 day, 3 hours, etc.)
14. Which is your relationship with the person who received the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).
15. The person who received the compliment was male, female or a group of people?
16. What was the approximate age of the person who received the compliment?
17. What is the last compliment in English that you have received from a fellow Ukrainian who speaks English as a second language, and what were the exact words?
18. What kind of tone did the person who told you the compliment use? Was it sarcastic, sincere, funny, surprised, etc.?
19. What was the point of the person who told you the compliment? What did the person comment on?
20. How long ago did you receive the compliment (since today), (6 hours, 1 day, 3 hours, etc.)?
21. The person who told you the compliment was male or female?
22. What was the approximate age of the person who told you the compliment?
23. Which is your relationship with the person who told you the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).

VOCABULARY ACTIVITIES TO BRISK YOUR CLASSROOM



NATALIIA MOCHALOVA

Senior Lecturer,

Admiral Makarov National University of Shipbuilding

Vocabulary is central to teaching and learning a language. Without sufficient vocabulary, language learners cannot express themselves and understand others. Two processes, language learning or language acquisition, can be applied in the class environment. Both have their advantages and benefits. English language acquisition requires meaningful, contextualized and communicative language practice (Criado 2009). The most important principles that can enhance language acquisition are constant repetition, hands-on practical usage, and progress from simple to complex.

Getting the new vocabulary into long-term memory of the students requires a teacher to choose activities that help learners be exposed to multiple repetitions of the vocabulary units. Multiple repetitions, especially given apart in time, will help learners memorise and then reproduced the vocabulary units under consideration. In addition, intelligent learning also requires learners to understand several layers of information about a word, the so-called MPF (meaning, pronunciation, and form): “There are numerous things to know about a word, namely its form (spoken, written, and its component affixes and stem), its meaning (underlying concept, particular instantiations, and associations), and its use (**collocations**, grammatical patterns, and constraints on its use)” (Nation 2013:682).

To find their own way of learning a word in its complexity and to build independence and individual responsibility for educational results, learners should be given a chance to work with the new words in their own way, in multiple contexts, in reading, listening, speaking and writing, in order to develop language competency. Associations, as well as contextualization of words as we use them in communication is a key principle of vocabulary acquisition (Criado 2009). Vocabulary building is not a quick and simple process; it requires engaging and challenging activities. To keep learners engaged, the

teacher moves from simpler tasks to more complex assignments. Increasing familiarity with a word allows teachers to vary types of tasks and add complexity.

One more important aspect of vocabulary building is interaction: “learners build knowledge and make meaning through their interactions with each other and with words”. (Bruyere 2019). Word wall is a vocabulary-teaching technique that helps to implement all the abovementioned principles. It is a collection of words displayed on a wall, a separate board, a large sheet of paper in a classroom. It serves as an interactive tool, a stock of words for using during a lesson: “Word walls serve as visual scaffolds and are a classroom strategy used to reinforce reading and language arts instruction” (Jackson, Narvaez, 2013:43).

Being pressed in time, a teacher can add necessary words to the word wall, but students will really benefit from discussing which words are worth putting on it, so teachers and students should work together on choosing the words for the word wall and adding them gradually because active interaction and creation of word walls is crucial to students. Chanting, tracing, unscrambling words, giving definitions, relating words, easily confused words, commonly misspelled words, making plurals, associations, contextualizing, word guessing games will help students be engaged in repetitive activities with the vocabulary items. To make a word wall an effective tool, words should be chosen according to the content-area material from the curriculum (unit or topic-based principle), new information should be added on a regular basis, and words should be referred to often so students repetitively use them and understand their relevance.

Apart from interaction, word wall is also a productive tool for reflection and assessment. So teachers can use them while revising for exams. Word walls are not for primary students only—as vocabulary gets more difficult, word walls should include more complicated units and concepts and help enhance learning.

To create a powerful interactive word wall, teachers should take the following steps:

- 1) Plan the word wall by determining vocabulary needs and core concepts and ideas.
- 2) Create students’ worksheet to be completed during the unit.
- 3) Place the word wall so students can interact with it.

4) Build the wall in the class by strategically introducing target vocabulary. Let students contribute: explain, draw, connect, organize etc.

5) Complete student worksheet and word wall together (Jackson, Narvaez 2013).

Here are some examples of activities using the word wall.

Introducing new vocabulary.

Activity 1 (intermediate): Work in pairs. Explain (give definition and examples) of the words from the list. Put the words in the gaps in the text below.

Activity 2 (intermediate): Work individually, try to guess the meaning of the words in bold from the context. Move around the classroom, talk to at least 3 people, ask them for help with the meanings. Answer their questions about the words you know.

Activity 3 (elementary): Work in small groups, match the pictures to the words. Put the words into groups: nouns, verbs, adjectives etc.

Activity 4 (all levels): Look at these topic words. Add one more to any group.

Activity 5 (elementary): Look at these words. Choose one and draw a picture that shows it.

Writing

Activity 1 (Intermediate): Use 1 word from each category to write an instruction/description etc.

Activity 2 (elementary): Use 1 word from each group to write 3 sentences in Present Simple about your best friend.

Activity 3 (all levels): Add the following prefixes to the words and make their opposites.

Activity 4 (intermediate): Write a story using as much words from the wall as possible within a given time frame.

Reading

Activity 1 (elementary): Read the text. Write 1 topic word on the wall. Open-class discussion of the text and words.

Activity 2 (intermediate): Read the text and replace the words in bold with their synonyms from the word wall.

Reflection and assessment

Activity 1 (all levels): *3-2-1 activity*: students write three vocabulary units they have learned, 2 vocabulary units they still need to clarify and 1 difficult unit or a question about it.

Activity 2 (all levels): students in turn take one word that they are confident with from the wall. Open-class discussion of the words that are left on the wall.

Here are some examples of *online boards* and apps to use for word wall activities: wordwall.net, padlet.com, conceptboard.com, miro.com, twidlla.com, idroo.com, draw.chat.

References

1. Bruyere, J. (2019). Building a Better Word Wall. *Transferring ownership of the class word wall to the students can increase their engagement and learning*. Retrieved from <https://www.edutopia.org/article/building-better-word-wall>
2. Criado, R. (2009). [The distribution of the lexical component in ELT coursebooks and its suitability for vocabulary acquisition from a cognitive perspective: A case study](http://revistas.um.es/ijes/article/view/99511/95091). *International Journal of English Studies (IJES)*, 9(3), 39–60. Retrieved from <http://revistas.um.es/ijes/article/view/99511/95091>
3. Jackson, J., Narvaez, R. (2013). Interactive word walls. *Science and Children*, September 2013, (pp. 42-49)
4. Kornmeier, J., Spitzer, M., & Sosic-Vasic, Z. (2014). [Very similar spacing-effect patterns in very different learning/practice domains](http://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC3946552&blobtype=pdf). *PLoS ONE*, 9(3). Retrieved from: <http://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC3946552&blobtype=pdf>
5. Nation, P. (2013). Vocabulary learning and teaching. In P. Robinson (Ed.), *The Routledge encyclopedia of second language acquisition* (pp. 682–686). New York: Routledge.
6. Wojcik, E. H. (2013). [Rembering new words: Integrating early memory development into word learning](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3612698/). *Frontiers in Psychology*, 4(151). Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3612698/>
7. World Learning. (2018). Vocabulary instruction in CBI. In “Content-based Instruction”



It's a great professional development opportunity!

TESOL-Ukraine Newsletter invites all of you to submit articles on various subjects of the professional life of the English teachers and TESOL-Ukraine activities in your places.

CALL FOR SUBMISSIONS

Dear TESOL-Ukraine members,

On this page we bring to your attention the main rules set for submissions to the TESOL-Ukraine Newsletter. Following the requirements you will easily choose the field and format for your article. You will save your time and efforts while preparing it and ensure the best result for it as to be accepted for publication either in the TESOL-Ukraine Newsletter or in any other TESOL International journal. The Editorial Board may suggest the author to send the material for partner's TESOL-Hawaii Newsletter. You are always welcome in your articles to share research-based practices, to report on practice at all levels and in all contexts that is grounded in theory and has immediate relevancy to practitioners.

The main requirements to the material submitted:

1. The submission must be original and not a revision or restatement of research in the field.
2. The submission must not have been previously published or be under consideration for publication elsewhere.
3. Authors may use British or American spelling, but they must be consistent.
4. The authors should submit manuscripts electronically to the Editorial Board of the TESOL-Ukraine Newsletter. Submissions should be in Microsoft Word or compatible program. Please submit figures, graphs, and other graphic elements in a standard graphic format (e.g.: JPEG or Excel). Tables should be created in Microsoft Word or compatible program.
5. Authors who want to submit video or music files should contact serge.v.petrenko@gmail.com for further information.



6. All quoted materials must be cited in the text and in the following reference list.

7. All the submissions should be addressed to serge.v.petrenko@gmail.com.

The Editorial Board will be thankful to both the authors of new rubrics and those of the traditional sections of the TESOL-Ukraine Newsletter.

Editorial Board

Executive Editor

Sergii Petrenko, TESOL-Ukraine Newsletter Editor

Editorial Board

Olena Ilienکو, TESOL-Ukraine President

Maryna Tsehelska, TESOL-Ukraine Vice President

Yevheniia Moshtagh, TESOL-Ukraine National Coordinator

Oleksandra Voychyshyn, TESOL-Ukraine National Coordinator for Secondary Schools

Oksana Chugai, TESOL-Ukraine Secretary