



TEACHERS OF ENGLISH TO SPEAKERS  
OF OTHER LANGUAGES IN UKRAINE



# TESOL-UKRAINE WINTER 2020 NEWSLETTER

**Dear TESOL-Ukraine  
members and their friends!**

Welcome to the jubilee  
winter 2020 issue of TESOL-  
Ukraine Newsletter!

This issue presents:

- ✚ TESOL-Ukraine Teacher Development Institutes
- ✚ News from Our Sister-Affiliate;
- ✚ Articles from TESOL-Ukraine Family;
- ✚ Lesson Plans.

*Inspire and be inspired!*

*TESOL-Ukraine Executive  
Committee, February 2020*

## **In this issue...**

Writing in the 21<sup>st</sup> Century (Olena Ilienکو).....2

TESOL-Ukraine Teacher Development Winter Institute in Lviv.....4

Report on the Annual Hawai'i TESOL Conference (Sally La Luzerne-Oi).....6

Ukrainian Speakers' Production of English Compliments: A View into Their Interlanguage (Luis Perea, Anzhelika Solodka, Natalia Romanchuk).....8

Needs Analysis and Perceptual Learning Style Preferences (Serhii Petrenko).....38

TESOL-Ukraine National Convention: Call for Participation.....43

Contribute to TESOL-Ukraine Newsletter.....46



## WRITING IN THE XXI CENTURY

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Economy in Kharkiv

New technologies have been altering writing for thousands of years. Whether it was the invention of a reed stylus, papyrus or the printing press, technology has constantly changed why we write, how we write, and how we learn to write. While each of these technologies, and many more, hold unique importance in the evolution of writing, it can be argued that recent technologies have made the greatest impact. In consideration of the many changes, technology has brought to our writing lives outside the classroom, educators are tasked with the need to examine what implications this presents for in-class practices. However, before embarking on this examination, let us reflect on some of the ways recent technology has changed writing.

To begin, consider recent advancements in word processing, text messaging and speech to text tools. These technologies have made it possible for us to produce text at a rapid pace—more so than any other time in history. The ease in which these technologies allow text to be produced has thus led to greater quantities of writing being published—both in print and digital formats.

As greater quantities of writing are produced, technology has also led to a shift in what we consider writing. Take for example the text conversation between my daughter and me, or perhaps your favorite blog. Most likely, this text conversation or blog contains text; but perhaps, the writer also added additional modes such as videos, audio clips or images borrowed from another source. Through the use of these modes, the writer may take you, the reader, on a journey that starts out like a typical print-based experience. However, by accessing the modes mentioned, you might find yourself somewhere entirely new that is not consistent with where a book or passage might end. It is through these advancements in technology that spaces have widened for writers to explore diverse ways

to communicate their ideas, thoughts and knowledge, and for readers to make sense of this information.

While technology has influenced writing and therefore the writer, we would be remiss if we did not consider the impact technology, specifically the internet, has also had on the reader. As writing has diversified and become easier to produce, any type of writing by any author can be published to a limitless audience, leaving readers with seemingly endless options. With an influx of writing available at our fingertips, readers must utilize high-level reading skills and strategies that support filtering through extensive amounts of text—all while determining legitimacy, accuracy, intentions, and points of view.

Additionally, the writer and reader must learn to apply the underlying rules for the dynamic conversation today's writing often brings about. In other words, no longer is writing a one-way journey, beginning with the writer and eventually ending with the reader. Instead, much of today's writing has become an on-going, purposeful conversation that is not bound by time or distance. Examples of this can be witnessed in the hundreds of texts, social media posts, and emails sent and received daily.

Admitting the importance of teaching writing nowadays TESOL-Ukraine is has launched a new series of Teacher Development Institutes focused on this topic. Teacher Development Institutes are to examine challenges EFL professionals face with the implementation of writing in the curriculum of Ukrainian schools and explore tools for critical thinking development. The program will suggest the following subthemes:

- 21 Century Skills: Focus on Writing
- Collaborative Writing Using Pictures as Catalyst
- Keys to Essay Writing
- How to Teach Journalism
- Using UDL Principles to Plan Writing Lessons
- Strategies for Differentiating Writing activities in the 21st Century Inclusive Classroom
- Process Approach to Writing (Pre-Writing, Drafting, Revising, Editing and Proofreading)
- Using Jungian Archetypes to Tell Stories

# TESOL-UKRAINE TEACHER DEVELOPMENT WINTER INSTITUTE IN LVIV



**LILY KUZNETSOVA**  
*TESOL-Ukraine Treasurer*  
*Ph.D., Associate Professor*  
*Ivan Franko National University of Lviv*



Two very intensive days of TESOL-Ukraine Teacher Development Winter Institute in Lviv gathered the educators of from all areas of Ukraine. TESOL-Ukraine and the U.S. Embassy in Ukraine have been running a number of ELT projects over several years aimed at providing continuous professional

development and sustaining an ELT professional network in Ukraine. The topic for TESOL-Ukraine Teacher Development Institute this year is “Teaching Writing as a 21st Century Skill”. It was the first session of the Institute in 2020.

The program introduced teachers to different types of tools they could use in their teaching writing. The training were provided by Wendy Finlayson – English Language Fellow, U.S. Department of State, Francisco Resto – English Language Fellow, U.S. Department of State and Maryna





Tshehlska – Director, Educational Centre “Interclass”, Associate Professor, Kryvyi Rih State Pedagogical University.

Trainers focused on such important issues as Teaching Writing in the 21st Century, Essay Writing, Collaborative Writing and many others.

They were equipped with the ideas on how to develop writing skills of the students of different levels. On the final day of the Institute participants presented their ideas in groups.

Now they are disseminating the gained knowledge in their institutions and reporting about the events to TESOL-Ukraine community.



# NEWS FROM OUR SISTER-AFFILIATE



## REPORT ON THE ANNUAL HAWAI'I TESOL CONFERENCE

Sally La Luzerne-Oi

Hawai'i TESOL/ TESOL Ukraine Liaison

The annual Hawai'i TESOL Conference was held at Leeward Community College in Pearl City, Oahu, Hawai'i on February 15, 2020. The theme of this year's conference was "Increasing motivation, accelerating language learning."

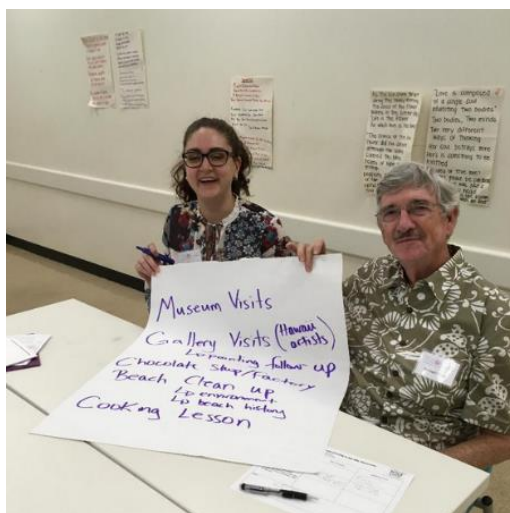
Our conference day began at 8:30 a.m. with registration and a continental breakfast. At 9:00 a.m. everyone headed to the site of the plenary session.

There the approximately 120 conference attendees were first welcomed in Hawaiian with



the Leeward Oli (chant), chanted by Professor of Hawaiian Studies, Momi Kamahale, and Hawai'i TESOL Vice President, Samantha Hume. This chant pays homage to the Kualoa Mountains and the sea. Tony Silva, President of Hawai 'i TESOL, greeted the audience next and made several announcements. He was followed by Dr. Carlos Peñaloza, Chancellor of Leeward Community College, who warmly welcomed everyone and expressed his support for the conference and the teaching of ESL in general.

Our plenary speaker was Dr. Neil Anderson a Professor of English Language Teaching and Learning at Brigham Young University-Hawai‘i and an Associate Director at the Edward D. Smith Center for Learning and Teaching. He also served as President of TESOL International Association from 2001-2002. His talk had several objectives: to justify the importance of discussing motivation with students by looking at their short-term and long-term goals; to explore a four part motivational teaching framework; and to examine practical ideas for implementing the framework. His talk was inspiring, and he challenged all of us to also set goals that would make our teaching better.



The plenary over, the conference sessions began. This year’s presenters came from Hawai‘i and Japan. There were 22 sessions touching on an array of topics—listening, extensive reading, poetry, gamifying language, grading, place-based education and more—all connected to motivating students. Lunch and poster sessions separated the morning and afternoon sessions. At 4:00 p.m. attendees came together again to hear Tony Silva’s farewell, take group photos, and

congratulate organizers on the success of the conference.





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

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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 is 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 a 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 extent) **Something is formally possible.** (2) whether (and to what extent) **Something is feasible in virtue of the means of implementation available.** (3) whether (and to what extent) **Something is appropriate in relation to a context in which it is used and evaluated.** (4) whether (and to what extent) **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.**

Utterance / Locutionary	Illocutionary	Perlocutionary
Shouting	Promising	Intimidating
Whispering	Reporting	Persuading
Murmuring	Asking	Deceiving
	Stating	Scaring
	Suggesting	Convincing
	Proposing	Inspiring
	Ordering	
	Arguing	
	Asserting	
	Warning	
	Commenting	
	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 that 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 that 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 Ylance, 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.

Tomaszyk (1989 as cited in Ylance, 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 metaphors 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</i> (20%)	2 This soup is delicious
<i>PRO+be+ADJ+(complement)</i> (19%)	You are intelligent
<i>ADJ+Sust(+)</i> (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> (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	UKRAINIAN	ENGLISH
<b>PRON+HAVE+ADJ+N/NP</b> У тебя красивые глаза. (You have beautiful eyes.)	<b>PREP+PRO + HAVE + (intensifier) ADJ + N/NP</b> В тебе такі хороші парфуми (You have very good perfume)	<b>PRO+HAVE+ADJ+NP</b> Wow, you have very white teeth.
	<b>Який (how)+HAVE+ (intensifier) ADJ+N</b> Який у тебе гарний парфум!	

**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**

(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)

**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

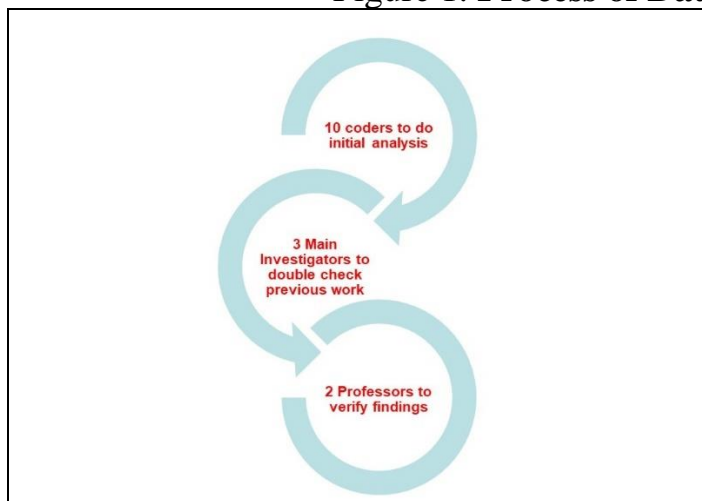
The methodology employed in the present research is an ethnomethodology approach since the idea is to work with people in their natural contexts. Thus, researchers are concerned with describing a group, asking questions, etc. The method of data collection used was similar to that of previous studies 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

<b>DEM ADJ+BE+ADJ/NP</b> 2%	This flowers is fine This soup is delicious That color looks great on you
<b>INTENSIFIER/ADJ+COMPLEMENT</b> 3%	Very well (about help) Very tasty cake "Thank you" Well done, you are right
<b>PRO/NP+LOOK+ADJ+ COMPLEMENT</b> 10%	<b>Marina, you look wonderful today</b> <b>You look good in that color hair Thank you, very nice</b> <b>You look amazing! You have a nice dress!</b>
<b>POSS ADJ+N+BE+ADJ/COMPLEMENT</b> 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.
<b>I+like/love+NP</b> 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!
<b>PRO+HAVE+ADJ+NP</b> 9%	<b>You have an impeccable taste!</b> <b>You have a good hairstyle</b> <b>You have beautiful eyes! - Thank you!</b>
<b>PRO+VERB+COMPLEMENT</b> 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!
<b>NP+BE+ADJ+COMPLEMENT</b> 0.80%	Oh, it was wonderful!
<b>IMPERATIVE VERB+COMPLEMENT</b> 0.80%	Look nice and optimistic just buy beer for friends
<b>IDIOMATIC EXPRESSION (What a ADJ+N)</b> 1.60%	what a beautiful parfume What a terrific look! What a wonderful sash! What is a grief for a such good student!
<b>NP (Det+ADJ+N+Complement)</b> 3%	A good answer to the question a great jacket. A nice look my beautiful flower My bunny, a cat, my beloved My dear.
<b>Other NO PATTERN</b> 1.60%	about how good his wife looks about a beautiful hairstyle a photo has sharp focus
<b>Total (100%)</b>	

Table 4. Compliment form in American compliments.

Syntactic pattern	%	Example
<b>ADJ+NP</b> 14%		<b>Great job!</b> <b>Awesome students, people, activities, and party at America House, Kiev!!!</b>
<b>PRO+BE+ADJ+COMPLEMENT</b> 26%		<b>You're awesome</b> <b>You will be successful anywhere you go</b> <b>You're a 10/10, for real, you're so beautiful</b>
<b>DEM ADJ+BE+ADJ/NP</b> 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!!!
<b>INTENSIFIER/ADJ+COMPLEMENT</b> 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!!! )))
<b>PRO/NP+LOOK+ADJ+ COMPLEMENT</b> 26%		<b>You look really professional in that outfit-I love the cardigan.</b> <b>You look beautiful today. Like a model!</b> <b>You look fucking hot.</b>

<b>POSS ADJ+N+BE+ADJ/COMPLEMENT</b> 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!
<b>I+like/love+NP</b> 10%	<b>I really like your neighborhood!</b> <b>I love the color of your hair!</b> <b>Sasha, I really liked your video presentation, it was very good!</b>
<b>PRO+HAVE+ADJ+NP</b> 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.
<b>PRO+VERB+COMPLEMENT</b> 13%	<b>They did really well</b> <b>I wish I had your legs. You are all legs!</b> <b>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.</b> <b>Your grades have improved greatly. I'm proud of you!</b>
<b>NP+BE+ADJ+COMPLEMENT</b> 1%	The food was great! The pastor is a wonderful preacher
<b>INTERJ+INTENSIFIER+COMPLEMENT</b> 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
<b>IMPERATIVE VERB+COMPLEMENT</b> 1%	Keep posting the amazing photographs Look at you!!! Go Luis! Great job, keep up the good work!
<b>IDIOMATIC EXPRESSION</b> 1%	Way to go Congrats
<b>QUESTION+COMPLEMENT</b> 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?? )))
<b>INTERJECTION+NP</b> 1%	Bravo, my intellectual friend! Thanks, amigo
<b>Other NO PATTERN</b> 1%	Without your help we would be in trouble
<b>Total (100%)</b>	

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)

<p><b>Simple compliments:</b></p> <p>Clever Soft hair My bunny, a cat, my beloved My dear</p>	<p><b>Simple compliments:</b></p> <p>Nice! Hey beautiful! Excellent report! Way to go</p>
<p><b>Complex compliments:</b></p> <p>Your bright smile reminds me of those exciting summer days, miss you so much!</p> <p>Hohoho! You're sooo pretty! Looks like I'm falling in love!</p> <p>You are very beautiful and intelligent, thank you very much</p> <p>I can't remember it, but sometimes i say, that my friend look perfect</p> <p>Wow! Your program is so awesome, you've made a great job.</p> <p>You have beautiful eyes. They are like an ocean.</p>	<p><b>Complex compliments:</b></p> <p>So honored to work with such great and talented future English teachers, translators, interpreters and philologists from Ukraine!!!</p> <p>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!</p> <p>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.</p>

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

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

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	
<b>TOTAL SINCERE</b>	<b>247 (96,5 %)</b>	<b>TOTAL SINCERE</b>	<b>240 (98 %)</b>
<b>TOTAL SARCASTIC</b>	<b>9 (3,5 %)</b>	<b>TOTAL SARCASTIC</b>	<b>5 (2 %)</b>
<b>FEMALES</b>	<b>209 (82 %)</b>	<b>FEMALES</b>	<b>152 (100%)</b>
TOTAL SINCERE	205 (98 %)	TOTAL SINCERE	149 (98 %)
TOTAL SARCASTIC	4 (2 %)	TOTAL SARCASTIC	3 (2 %)
<b>MALES</b>	<b>46 (18 %)</b>	<b>MALES</b>	<b>93 (100%)</b>
TOTAL SINCERE	<b>42 (91 %)</b>	TOTAL SINCERE	<b>91 (97,8 %)</b>
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 – Male	7 (3,8 %)	15 (8 %)	0 (0,0 %)	1 (0,5 %)	3 (1,5 %)	26 (14 %)
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 %)
Male – Male	0 (0,0 %)	3 (1,5 %)	1 (0,5 %)	2 (1 %)	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 %)

<b>M-F</b>	11 (4,45 %)	11 (4,45 %)	17 (6,9 %)	7 (2,9 %)	6 (2,5 %)	52 (21,2 %)
<b>M-M</b>	2 (0,8 %)	5 (2 %)	13 (5,4 %)	7 (2,9 %)	5 (2 %)	32 (13,1 %)
<b>M-GROUP</b>	0 (0,0 %)	0 (0,0 %)	5 (2 %)	0 (0,0 %)	0 (0,0 %)	5 (2 %)
<b>M-EVENT</b>	0 (0,0 %)	0 (0,0 %)	2 (0,8 %)	0 (0,0 %)	1 (0,4 %)	3 (1,2 %)
<b>Group-Mixed group</b>	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)
<b>Not identified</b>	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)
<b>TOTAL</b>	0 (0,0 %)	0 (0,0 %)	4 (1,6 %)	0 (0,0 %)	0 (0,0 %)	4 (1,6 %)
<b>Grand total</b>	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	ACQUIANTANCES	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 %)
<b>TOTAL</b>	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 %)
<b>TOTAL</b>	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 Group	0 (0,0 %)	1 (0,4 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)
Not identified	0 (0,0 %)	0 (0,0 %)	2 (0,8 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)	0 (0,0 %)	3 (1,2 %)

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.

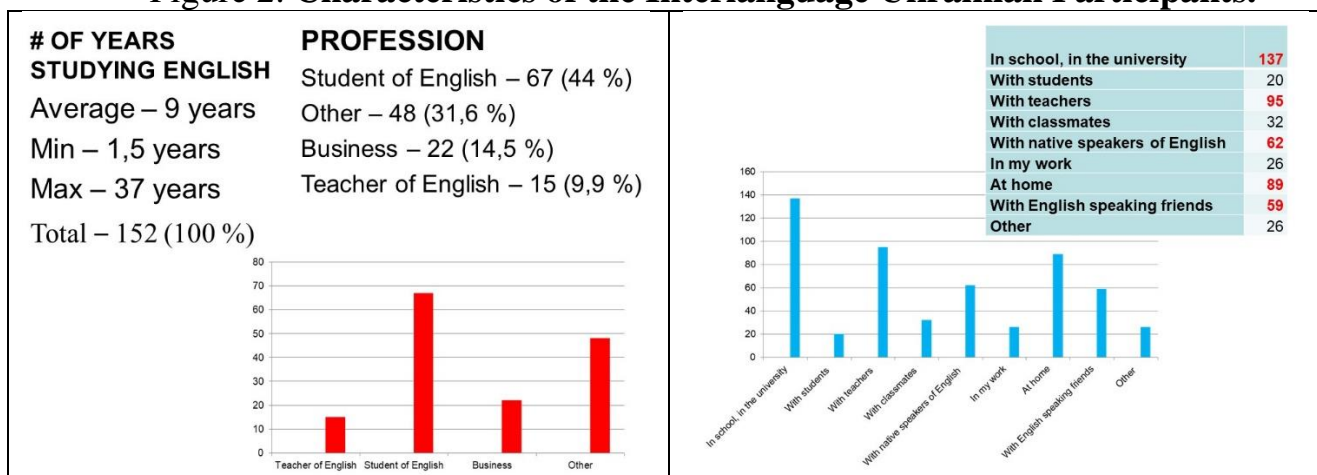
**Table 15. Relationship between the American English Compliment Giver and Receiver.**

American English-Speaking Participants						
GENDER	RELATIVES	FRIENDS	ACQUIANTANCES	STRANGERS	INTIMATES	COWORKERS
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						

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><b>PREP+PRO + HAVE + (intensifier)</b> <b>ADJ + N/NP</b> В тебе такі хороші парфуми (You have very good perfume) <b>Який (how)+HAVE+ (intensifier)</b> <b>ADJ+N</b> Який у тебе гарний парфум! (How good perfume you have)</p>	<p><b>PRO+HAVE+ADJ+NP</b> Wow, you have very white teeth.</p>	<p><b>PRO+HAVE+ADJ+NP</b> You have a very good pronunciation. about how good his wife looks What a terrific look!</p>
<p><b>PRO + (intensifier) + ADJ</b> Він дуже влучний ( He is very accurate)</p>	<p><b>PRO+BE+ADJ+COMPLEMENT</b> You will be successful anywhere you go</p>	<p><b>PRO+BE+ADJ+COMPLEMENT</b> You are very brave! You are very tasty prepared</p>
<p><b>PRO/ADV+LOOK</b> Класно виглядаєш (You look cool)</p>	<p><b>PRO/NP+LOOK+ADJ+COMPLEMENT</b> You look beautiful today. Like a model!</p>	<p><b>PRO/NP+LOOK+ADJ+COMPLEMENT</b> You look so cute you look great today!</p>
<p><b>ADJ(+)</b> <b>Розумний (Smart)</b></p>	<p><b>ADJ+NP</b> <b>Great job!</b></p>	<p><b>ADJ+NP</b> <b>Good, pretty</b> <b>Bright-coloured eyes</b></p>
<p><b>I LIKE (YOUR)+N</b> <i>Мені дуже подобається твоя зовнішність (I like your appearance so much)</i></p>	<p><b>I+like/love+NP</b> <i>I really like your neighborhood!</i> <i>I love the color of your hair!</i></p>	<p><b>I+like/love+NP</b> <i>I like your look today!</i> <i>I love your dress! It's amazing!</i></p>
<p><b>PRO+ADV+V</b> <i>Ти гарно посміхаєшся (You smile beautifully)</i> <b>PRO+HAVE+(intensifier)+N</b> <i>You are (my)+the most+ADJ+N</i> <b>PRO+my+N</b></p>	<p><b>PRO+VERB+COMPLEMENT</b> <i>They did really well.</i> <i>I wish I had your legs. You are all legs!</i></p>	<p><b>PRO+VERB+COMPLEMENT</b> <i>It was great time we spend together in summer!</i> <i>You sing beautifully</i></p>

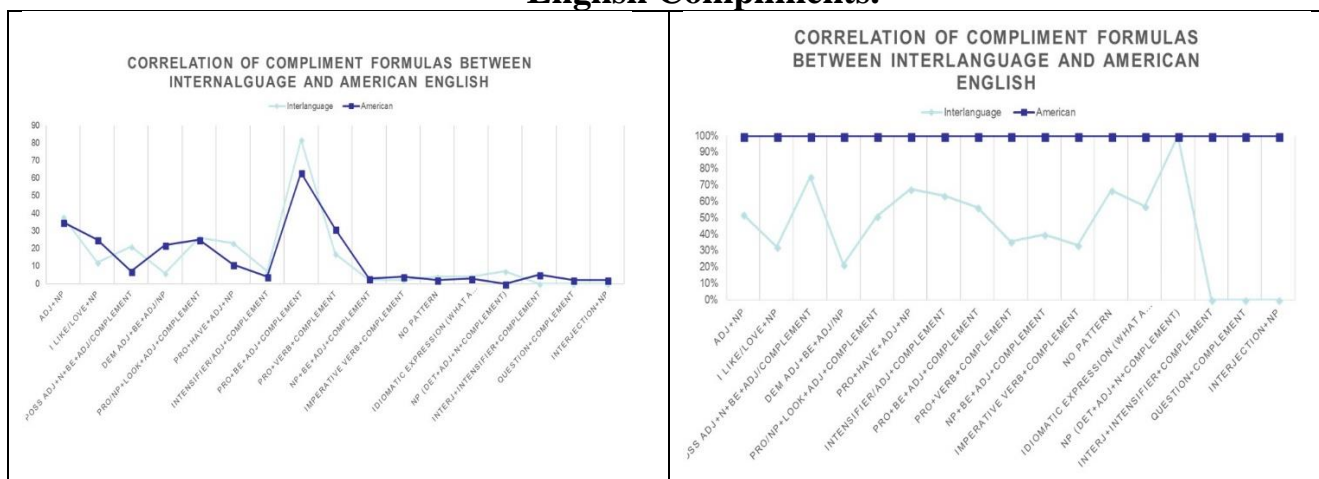
As we can observe, the first set of formulas in Ukrainian, English and the Interlanguage used but the Ukrainians speaking English, a good correlation between the three formulas which seems rather apparent: PRO+HAVE+ADJ+NP present in both English and Interlanguage, yet very similar to the Ukrainian formula: PREP+PRO+HAVE+(intensifier)+ADJ+N/NP. Similar situation happens with the second formula PRO+BE+ADJ+COMPLEMENT and the Ukrainian formula: PRO+(intensifier)+ADJ. These examples indicate how grammatically Ukrainians may transfer positively elements of the first language into English. Same phenomenon is observed in the next two formulas: PRO/NP+LOOK+ADJ+COMPLEMENT vis-à-vis

PRO/ADV+LOOK as it happens in Ukrainian and the formulas in English and interlanguage ADJ+NP and the Ukrainian ADJ(+).

Finally, the formulas in English: I+like/love+NP is slightly similar to the Ukrainian I LIKE (YOUR)+N, where the use of the personal pronoun “your” makes an emphasis on such a formula, still a good indicator of how this structure is transferred from the first language (Ukrainian) to the second language (English). Similar case is seen in the formula: PRO+VERB+COMPLEMENT (English/Interlanguage) vis-à-vis PRO+ADV+V and PRO+HAVE+(intensifier)+N. Therefore, our argument here is to say that there are indeed similarities syntactically speaking from the L1 in Ukrainian which are being positively transferred into the L2 in English, which allows Ukrainians to form accurate compliments in American English. We also wanted to include the study from Perea et al (2018) as a baseline indicator from this positive interlanguage transfer to explain why the almost perfect correlation between the formulas identified in English and the Interlanguage cases.

### 11. Correlation of Compliment Formulas.

Figure 3. Correlation of Grammatical Formulas in Interlanguage and American English Compliments.



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 Pragmalinguistic 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 (*Який, 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.

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### **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.).

# LESSON PLAN



## Needs Analysis and Perceptual Learning Style Preferences

**SERHII PETRENKO**

**Ph.D., Associate Professor**

**Taras Shevchenko National University of Kyiv**

### Needs Analysis

Name \_\_\_\_\_ Group \_\_\_\_\_

1. Tick situations where English may be useful for you.

<input type="checkbox"/> Travelling <input type="checkbox"/> Listening to music <input type="checkbox"/> Watching films, series, TV <input type="checkbox"/> Buying something online <input type="checkbox"/> Communicating with friends <input type="checkbox"/> Buying flight tickets <input type="checkbox"/> Reading newspapers <input type="checkbox"/> Reading online news	<input type="checkbox"/> Studying at university abroad <input type="checkbox"/> Writing and receiving emails <input type="checkbox"/> Taking IELTS, TOEFL exams <input type="checkbox"/> Using Facebook, WhatsApp, Telegram, LinkedIn <input type="checkbox"/> Browsing the Internet <input type="checkbox"/> Presenting scientific papers <input type="checkbox"/> Writing scientific articles
---	---

Other  
 Please specify \_\_\_\_\_  
 \_\_\_\_\_

2. Give examples of the issues you want to improve.

- Speaking \_\_\_\_\_
- Listening \_\_\_\_\_
- Reading \_\_\_\_\_
- Writing \_\_\_\_\_
- Grammar \_\_\_\_\_
- Vocabulary \_\_\_\_\_



## Perceptual Learning Style Preference Questionnaire (Reid, 1995)

**Directions:** People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and/or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best—the way(s) you *prefer* to learn.

Read each statement on the following pages. Please respond to the statements AS THEY APPLY TO YOUR STUDY OF ENGLISH.

Decide whether you agree or disagree with each statement. For example, if you *strongly agree*, mark:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions. Please use a pen to mark your choices.

SA Strongly Agree	A Agree	U Undecided	D Disagree	SD Strongly Disagree
-------------------------	------------	----------------	---------------	----------------------------

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do thing in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					

14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself.					

### Self-Scoring Instructions:

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

SA	A	U	D	SD
5	4	3	2	1

Fill in the blanks below with the numerical value of each answer. For example, if you answered Strongly Agree (SA) for question 6 (a visual question), write a number 5 (SA) on the blank next to question 6 below.

*Visual*  
6 -   5  

When you have completed all the numerical values for *Visual*, add the numbers. Multiply the answer by 2, and put the total in the appropriate blank.

Follow this process for each of the learning style categories. When you are finished, look at the scale at the bottom of the page; it will help you determine your major learning style preference(s), your minor learning style preference(s), and those learning style(s) that are negligible.

If you need help, please ask your teacher.

*Visual*

6 - \_\_\_\_\_

10 - \_\_\_\_\_

12 - \_\_\_\_\_

24 - \_\_\_\_\_

29 - \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

*Tactile*

11 - \_\_\_\_\_

14 - \_\_\_\_\_

16 - \_\_\_\_\_

22 - \_\_\_\_\_

25 - \_\_\_\_\_

Total \_\_\_\_\_ x 2 \_\_\_\_\_

*Auditory*

1 - \_\_\_\_\_

7 - \_\_\_\_\_

9 - \_\_\_\_\_

17 - \_\_\_\_\_

20 - \_\_\_\_\_

Total \_\_\_\_\_ x 2 \_\_\_\_\_

*Group*

3 - \_\_\_\_\_

4 - \_\_\_\_\_

5 - \_\_\_\_\_

21 - \_\_\_\_\_

23 - \_\_\_\_\_

Total \_\_\_\_\_ x 2 \_\_\_\_\_

*Kinesthetic*

2 - \_\_\_\_\_

8 - \_\_\_\_\_

15 - \_\_\_\_\_

19 - \_\_\_\_\_

26 - \_\_\_\_\_

Total \_\_\_\_\_ x 2 \_\_\_\_\_

*Individual*

13 - \_\_\_\_\_

18 - \_\_\_\_\_

27 - \_\_\_\_\_

28 - \_\_\_\_\_

30 - \_\_\_\_\_

Total \_\_\_\_\_ x 2 \_\_\_\_\_

Major Learning Style Preference 38-50  
Minor Learning Style Preference 25-37  
Negligible 0-24



**MINISTRY OF SCIENCE AND EDUCATION OF UKRAINE  
U.S. EMBASSY IN UKRAINE  
TESOL-UKRAINE  
TESOL-UKRAINE CONVENTION 2020**

**“25 YEARS OF TESOL IN UKRAINE: HONORING THE PAST AND SHAPING THE FUTURE.”**

**Kyiv, April 9-10, 2020  
CALL FOR PARTICIPATION**

TESOL-Ukraine is a national non-governmental association of professionals advancing the quality of English language teaching in Ukraine through life-long professional development and research. It is an affiliate of TESOL, Inc. The mission of TESOL-Ukraine Association is to provide international standards in the sphere of teaching and learning English, advance professional expertise, develop the system of teacher-training, network with the professionals in Ukraine and worldwide, and promote new ideas and methods in teaching English.

The goal of the 25<sup>th</sup> TESOL-Ukraine National Convention is to bring together EFL professionals in Ukraine to define the strategies of English teaching development in the context of the global changes in ELT. We welcome international participants to broaden the circle of EFL teachers to ensure the sustainability of changes in the sphere of English teaching and learning in Ukraine.

**REGISTRATION FEES**

Registration <b>before March 1, 2020</b> TESOL-Ukraine members 2020: UAH 350. Non-members: UAH 600. Publication only (for TESOL-Ukraine members): UAH 200	Registration on-site – 600 UAH.
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Registration fee covers: Convention Program, Book of Convention Papers, conference bag, certificates, 2 lunches, a working dinner and 2 coffee breaks for all registered participants.

**CONVENTION LOCATION**

The conference will be held at  
 Hotel Bratislava, <https://bratislava.ua/about/>

**THE CONVENTION WILL BE FOCUSED ON THE FOLLOWING TOPICS**

ESP/ ESL Methodology, English Language Philology, American and British Literature, Media literacy, Teaching Young Learners, CALL, Writing as the 21<sup>st</sup> century skill. English Language translation studies.

**BOOK OF CONVENTION PAPERS**

Papers to be presented and/or published are accepted for the Convention Book of Papers

- Participants interested in **presentation and publication**, please, submit a 100-word abstract and a short bio for the Convention Program in GOOGLE FORM <https://forms.gle/rjNmuuRWWBC1QPc9A> , and two pages paper for the Book of Convention Papers, as well as a photo of the author/authors sent separately in a PNG or JPEG format not more than 100 KB to [tesolconventionpresenters@gmail.com](mailto:tesolconventionpresenters@gmail.com) .
- Participants interested in **presentation only**, please, submit a 100-word abstract and short bio for the Convention Program in GOOGLE FORM <https://forms.gle/rjNmuuRWWBC1QPc9A> , as well as the photo of the author/authors sent separately in a PNG or JPEG format not more than 100 KB to [tesolconventionpresenters@gmail.com](mailto:tesolconventionpresenters@gmail.com) .

- Participants interested in **attendance and publication**, please, fill in the GOOGLE FORM <https://forms.gle/tHPf1WLWZxB1pHJc7> and submit a two pages paper for the Book of Convention Papers to [tesolconferenceukraine@gmail.com](mailto:tesolconferenceukraine@gmail.com)
- Participants interested in **publication only**, please, fill in the GOOGLE FORM <https://forms.gle/tHPf1WLWZxB1pHJc7> and submit an up to two pages paper for the Book of Convention Papers to [tesolconferenceukraine@gmail.com](mailto:tesolconferenceukraine@gmail.com)

## PUBLICATION REQUIREMENTS

Language is English.

Format – MS Word 97-2003 or RTF.

Font – Times New Roman, 14 pt.

Line spacing – 1.5.

Paragraph indent – 1.25.

Margins (mm) – left (inside)/right (outside)/top/bottom – 20/15/15/15.

Images – embedded in publications.

The paper should be well written, carefully edited, and proofread.

Please, note that the paper for the Convention Book of Papers should contain the author's last name:

*Ivanchenko\_paper*

### Types of presentations:

1. Practice-Oriented Demonstration (30 minutes). A demonstration is used for showing rather than telling about a technique. The presenter's statement of theory should take no longer than 10 minutes. Often the presenter models teaching techniques, usually has handouts and/or audiovisual aids. The demonstration should be based on a PowerPoint Presentation. It could be done interactively, without PPP or with the help of other software. The demonstration summary should include a brief statement of the central purpose and description of the presentation.

2. Workshops (60 minutes). A workshop involves very little lecturing; it mainly emphasizes participation in a carefully structured activity. Workshops should have a pedagogic orientation such that attendees leave with enhanced skills, knowledge and understanding. The leader/leaders work with the group, helping them to solve a problem or develop a specific teaching or research technique. The workshop summary should include a statement of the goal(s), a synopsis of the theory behind it, and a description of the tasks to be performed during the workshop.

### TRANSPORTATION

Convention participants are responsible for arranging their own transportation to and from the convention site. The Opening Plenary will begin on Thursday morning, April 9, 2020. The Closing Plenary will end by late afternoon on Friday, April 10, 2020. Registered participants are advised to arrive on April 8, 2020.

Please, make your travel arrangements accordingly.

### PAYMENT INFORMATION:

Громадська організація "Асоціація вчителів англійської мови "ТІСОЛ-УКРАЇНА"

п/р UA893257960000026008300476660

ТББВ № 10013/0289 ФЛОУ АТ "ОЩАДБАНК"

МФО (код банку) 325796

Код в ЄДРПОУ 33073458

Invitations will be sent out after **March 10, 2020**

### DETAILS ON THE SUPPORT BY THE TESOL-UKRAINE 2020 GRANT:

140 registered participants, TESOL-Ukraine members (non-Kyiv residents) will be provided with 2 night accommodation at Hotel Bratislava

30 Ukrainian Presenters will be provided with 2 night accommodation at Hotel Bratislava and get reimbursement for their transportation expenses.

10 participants from Donbas region will be provided with 2 night accommodation at Hotel Bratislava and get reimbursement for their transportation expenses.

***If you have additional questions, please contact us  
in any convenient way:***

Olena Ilienکو, TESOL-Ukraine President

Tel: 050 109 46 53 ;E-mail: [lenailiyenko@yahoo.com](mailto:lenailiyenko@yahoo.com)

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Yevheniia Moshtagh, TESOL-Ukraine National Coordinator  
Tel: 0505490839, e-mail: [evgeniamoshtagh@live.com](mailto:evgeniamoshtagh@live.com)

SAMPLE of the paper submission:

## UNGRADED WRITING AS A TOOL TO PROMOTE LEARNING

Oksana Yarmolenko (*Kyiv, Ukraine*)

Few foreign language teachers would deny the fact that writing is an integral part of language learning. A much more valuable source of feedback on how much students learnt than conventional tests. Writing is a complex of skills that requires continuous practice. It involves application of discipline-specific knowledge and skills, critical thinking skills. It shows the ability to use the language to accomplish communication goals. Thus, helping students to improve their writing is the responsibility of every teacher.

### *References*

1. *Davis B.G.* (2009) *Tools for Teaching*. 2nd Ed. San Francisco: Jossey-Bass.
2. *Elbow, P.*(1994). *Writing for Learning-not Just for Demonstrating Learning*. University of Massachusetts, Amherst, 1-4. Retrieved from: <http://www.ntlf.com>

**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](mailto: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](mailto: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.



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