

- Lack of vocabulary. A pupil can understand everything a teacher says, but he/she cannot express his/her opinion or answer questions, because of low level lexical skills development. It should not consist of only common words. There should be English idioms, simple and complex phrases, communicative expressions that will help pupils understand native speaker's speech much more easily, and informal conversations will become their favourite activity.

Therefore, we have analyzed the reasons of fear while speaking English as a foreign language. We have pointed out subjective and objective ones. The next step in our further research will be working out the methods of overcoming the mentioned reasons.

TEACHING COMPLIMENTS IN THE FOREIGN LANGUAGE CLASSROOM

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Introduction

According to the comparative study on the pragmatics of compliments between Ukrainian and American speakers conducted in 2017-2018, a speech act of compliment may sometimes lead to misunderstandings and false interpretation. In the following article we are focusing on practical advice for teaching compliments in the foreign language classroom, which will add to the conducted theoretical study. The present study also attempts to correspond to the current trends in the Ukrainian system of education, and the New Ukrainian School in particular.

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.

In this context a speech act may be defined as the basic or minimal unit of linguistic communication (Searle, 1969, p.16) oriented to success (real sincere communication).

According to Wierbicka (1991), pragmatics is the study of linguistic interaction between people. In Thomas' (p. 92) conception, pragmatic competence is the ability to use language successfully in order to achieve a specific purpose and to understand language in context. Pragmatic failure is defined by Thomas (1983) as the occurrence when a L1 speaker perceives the purpose of a L2 utterance as other than the L2 speaker intended. Thomas (1983) distinguishes two kinds of pragmatic failure: pragmalinguistic (when language learners translate an utterance from their native language to the target language, but they fail to get their meaning across because of the difference of the communicative conventions) and sociopragmatic (it is about knowing what to say and to whom to say it to; it also refers to the social conditions, gender, and intimacy of relationship).

Accordingly, while teaching English compliments, a tutor should consider the following two aspects: teaching compliments itself and acknowledging the pragmatics of the speech act peculiar to Ukrainian and American speakers. The pragmatics behind the produced compliment comprises tone employed, specific use of different parts of speech, frequency of giving compliments, attributes praised in the compliments, and relationship between compliment giver and receiver.

Here are some general useful tips for enriching the background knowledge of second language learners:

- Tone of the compliment may differ in the two languages, i.e. American English compliments (98 %) are more sincere than the Interlanguage ones (96,5 %). 97,6% compliments in Ukrainian are sincere. There is approximately equal percentage (2-2,4%) of sarcastic compliments in the two languages. Ukrainian males are more likely to produce sarcastic compliments, while Ukrainian and American women equally produce and receive sincere compliments.

- As for the parts of speech, native American and Ukrainian speakers use approximately the same number of adjectives (14-15,7 %) and verbs (6,4-6,6 %) in the compliments they produce. However, the only difference is that Ukrainians use more adverbs (11,4 %) comparing to Americans (2 %).

- Obviously, Ukrainians produce compliments in English rather rare. In order to sound naturally in an English-speaking society, Ukrainian's frequency of compliment producing should be increased from 8 days 18 hours to 2 days and 10 hours.

- Among American English speakers it is appropriate to praise such attributes as appearance (*body/clothes*), traits/personality/physical abilities/intelligence (*talented, active, friendly, hard-working, cool, funny, cheerful, nice, sincere, positive, brave, sociable, artistic, sense of humor, taking difficulties easy*), skill/work (*job well done, good meal or taste, skill/effort*), personal property (*cell phone, outfit, perfume*), other (*house decorating, photo in social network/blog post, attention/presence*).

- Relationship between compliment giver and receiver in the USA are rather peculiar: women frequently complement their female friends and acquaintances; men are more likely to compliment their female friends than women do vice versa; males almost never complement each other, however they tend to complement female strangers. Another tendency among Americans is to complement their coworkers.

Methodology

The abovementioned points may be used as a part of awareness-raising tasks for upper-intermediate level of English acquisition. Teacher may present the statements above and ask pupils to comment on them:

- to retell the most interesting/surprising facts;
- to recollect their experience of producing or receiving compliments and analyze it according to the results of the study;

- to say if there are any stereotypes about giving and receiving compliments in their native language;
- to compare their image of compliment act in a foreign language with the statistics above.

If a teacher finds it necessary to revise the statistics, the following exercise may be applied: make your pupils work in pairs and play a “2 False 1 True” game. One of the pupils should produce 3 statements, two of which are true and one is false. The other pupil should say which statement is false and explain why.

The comparative study revealed that according to the criteria of a syntactical structure there are both similarities and differences between English compliments produced by Ukrainians (Interlanguage) and Americans.

If we take Ukrainian educational system, the following recommendations are to be adapted to the goals, principles and requirements of the so-called New Ukrainian School. The priorities of this innovative teaching system in Ukraine are social and communicative competence, critical thinking, collaboration and others.

The recommended teaching techniques for primary school pupils include: interactive exercises during the warming-up in the beginning of the lesson. Compliments are given to others to make them feel better about themselves. At the beginning of the lesson ask pupils how they are feeling that day. If someone says he/she is feeling badly, ask others how they can support their classmate with the help of giving compliments to that person. Moreover, instead of just greeting pupils, a teacher may ask pupils to say something kind/sweet/pleasant to each other. At this stage the teacher may choose several simple syntactical patterns, common for a native and a foreign language:

- **ADJ+NP** (*Great job!*)
- **PRO+BE+ADJ** (*You're awesome; You will be successful*)
- **INTENSIFIER/ADJ + COMPLEMENT** (*Very good. Really beautiful.*)

The first and foremost way for children to learn is observation. Ask your middle school pupils to observe and document compliments in TV shows, Youtube videos, Vines or Instagram posts. Make them share their findings during the lesson and ask them to learn several compliments they find the most useful or extraordinary.

Involve your pupils in a group discussion and generate a list of praise/approving words (adjectives). The following table includes the most common (76,3 %) American English adjectives in compliments:

1. Good / the best	5. Awesome	9. Pretty
2. Great	6. Amazing	10. Handsome
3. Nice	7. Cute	11. Smart
4. Beautiful	8. Wonderful	

Introduce the following compliment formulas:

- **POSS ADJ+N+BE+ADJ/COMPLEMENT** (*Your hair is so cool. Your home is lovely. What a great apartment*)

- **DEM ADJ + BE + ADJ/NP** (*That's a nice shirt. That was in insightful answer.*)

- **INTERJ+INTENSIFIER+COMPLEMENT**(*Thanks so much for your very kind words! Thank you for sharing nicely with your sister*)

- **INTERJECTION+NP** (*Bravo, my intellectual friend! Thanks friend*)

Give pupils the opportunity to practice their skills during the following activity: pupils take one of the flash cards with a briefly explained life situation on it; ask them to think whether it is appropriate to make a compliment and which exact compliment to make.

A teacher may also develop his/her pupils' creative thinking by asking them to imagine some unreal life situations and try to produce compliments if something unusual/outstanding happens to them.

Making up a dialogue is a great idea for homework or a project because pupils not only use compliments but also apply them to the life situations.

As high school pupils are involved in different sociocultural relations, we find it necessary to include some dialogues/ role plays/ case study into the learning process. Basically, in the high school we will be modeling real-life situations. Giving and receiving compliments is an example of a social skill here.

Discuss with your pupils how many compliments they give or receive in one day. Think of the cases when you make compliments. Role-play some common situations where a compliment might be a good idea.

The following formulas are specific to the English language and rather rare among the Ukrainian speakers, so they require special attention:

- **PRO/NP + LOOK + ADJ + COMPLEMENT** (*You look beautiful today. You look really professional in that outfit.*)

- **I+like/love+NP** (*I really like your neighborhood! I love the color of your hair!*)

- **PRO+HAVE+ADJ+NP** (*You have a good memory. You have perfect marketing skills*)

- **IMPERATIVE VERB+COMPLEMENT** (*Great job, keep up the good work! Keep posting the amazing photographs! Look at you!!!*)

- **IDIOMATIC EXPRESSION** (*Way to go! Congrats.*)

- **QUESTION+COMPLEMENT**(*Can you try not to be so awesome, you are making the rest of us look bad*)

Conclusions

Language is nowadays considered to be rather one of the means of communication rather than a learning objective. A speech act of compliment is an integral part of social life and emotional communication, which is successful only if pragmatic failure doesn't take place. As stated before, the main goal of teaching compliments in a Ukrainian foreign language classroom is to avoid misunderstandings and to use and understand the correct ways of complimenting in English.

The most challenging part of foreign compliments acquisition is learning some specific syntactic formulas. We consider the patterns (structures) that American English speakers use to realize a compliment in comparison with those used the most by Ukrainian speakers. Based on that study, we have given some recommendations for pupils of different age according to the requirements of the New Ukrainian School.

The prospects for the further study are the ways to teach pupils how to react to the received compliment and the ways to assess the pupils' progress during the learning process.

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LEXICAL ASPECTS OF SPANISH BORROWINGS IN AMERICAN SLANG

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Language is enriched as a result of the development of ambiguity of words, the constant creation of new lexemes and borrowing of lexical units. The borrowing process reflects linguistic contacts that arise as a result of communicating between