Interlanguage Development of English Complimenting Speech Acts: Strategies of Performance

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Abstract
Every speaker of a native language undergoes an interlanguage continuum or the way that the language learners go through from the first to the second language. Interlanguage is an essential theory for teachers to know what goes on in the learning process. It makes the teachers look at the varieties of mistaken linguistic forms with an eye for improvement. Interlanguage is the main motive to conduct this research. The article aims to analyze the interlanguage used by the Ukrainian participants. The study analyzes how semi-fluent to fluent Ukrainian speakers of English produce compliments as a speech act. Then the results to the linguistic patterns of the same speech act to those used by native speakers of English in the US are compared. Participants were interviewed via a survey to collect the following data: compliment forms, correlation of compliment formulas, Russian/Ukrainian transfer of typical compliments, and common idiomatic complement expressions. The results of this study have cultural implications in the teaching of the second language (English) in the Ukrainian context. To simplify the act of complimenting second language (L2) students, the research suggests some main speech tactics of producing compliments based on metalinguistic awareness and contextual factors. It helps to attain pragmatic teaching goals and supports the interlanguage development of learners to be more productive in their second language.

Keywords: complimenting speech act, interlanguage, pragmatic competence, pragmatic failure, pragmatic transfer

1.   Introduction

Second language acquisition is a creative construction, during which the learners are consciously or unconsciously constructing a language system that enables them to understand and produce utterances in the target language (Song, 2012). In this process, L2 learners create mediate mental system – interlanguage (IL). This system is dynamic and flexible. L2 students make many transfer mistakes because they mostly relate the target language to their native language. Teachers see incorrect utterances of learners in a bad light. They over-criticize students and reduce their chances of achievement. The study of IL gives practitioners understanding why learners cannot have perfect mastery of the foreign language at the very beginning and how to cover the distance between first language (L1) and L2. The more language teachers are aware of IL, and its various factors, the more they may be conscious of its importance and thus may be efficient in their teaching practice. The better they can make use of it to improve the quality of language teaching (Song, 2012).

The article aims to analyze the IL used by the Ukrainian participants. It investigates the factors affected or shaped such processes. 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 essential aspect to consider was to investigate how semi-fluent and fluent Ukrainian speakers of English can use tributes appropriately, but also to see how their IL takes place in the production of this speech act.

There are research questions in this study: 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 models that Ukrainian [Russian/Ukrainian] speakers use to achieve a tribute in English? What possible factors contribute to the production of compliments in English from Ukrainian speakers? What strategies this study offers to teach English compliments to Ukrainians and to teach Ukrainian/Russian language compliments to foreigners in the second language classroom?

2. Theoretical Background of the Research

2.1. Interlanguage

The researches consider second language acquisition (SLA) as the process of interaction of three productive language systems. These are (1) the native language of learners, (2) the foreign language competence (interlanguage), (3) the foreign language system (Ellis, 1982; Shahjahan, Shameem, & Thörnryd, 2013; Jäschke & Plag, 2016).

Interlanguage (IL) is a popular term to refer the versions of the target language. It usually contains elements of both the native language and target language (Tarone, 2006). IL is considered a separate linguistic system, which is different from the native language and the target language, existing in the mind of learners, and has no meaning outside that system. (Weinreich, 1968; Selinker, 1992). This is a halfway between L1 and L2. Nemet, (2006) refers IL to an approximative system. Saville-Troike names it as a transfer (positive or negative) in interlanguage development (pp. 18-21). Corder (1981) calls IL universal built-in syllabus that guides the learners in the

development of their linguistic system or transitional competence. It includes phonology, morphology, syntax, lexical, pragmatic, and discourse levels (Oktavianti & Dahlan, 2015). Selinker (1992) identifies IL as a psycholinguistic process (latent psychological structure) of L2 learners. According to Saville-Troike (2006), IL has the following characteristics: systematic, dynamic, reduced system, and variable.

2.2. Interlanguage, language transfer and complimenting speech acts

Language transfer is the sole process of shaping learner language (Tarone,1988, p.747). Setting up interlinguistic identification across linguistic system L2 learners demonstrate language transfers: native language transfer, overgeneralization of target language rules, transfer of training, strategies of communication, and strategies of learning (Selinker, 1992).

In the context of second language acquisition, transfer broadly refers to the influence of the native language of learner. The extent to which transfer occurs is an essential issue in any general model of second language acquisition. When the impact of the native language leads to errors in the addition or use of a target language, negative transfer, or interference occurs. It manifests in phonetics, phonology, morphosyntax, vocabulary, and pragmatics. This process has an inhibitory effect on mastery of a new language (Bardovi-Harlig & Sprouse, 2017). When the influence of the native language leads to an immediate or rapid acquisition of the target language, positive transfer, or facilitation appears. It makes the acquisition task straightforward (Selinker, 1992).

Powell investigates what extent is language transfer responsible for the form and function of IL. He debates with extreme views of Lado (1957) who proposes that second language learners rely almost entirely on their native language in the process of learning the target language, and Dulay and Burt (1974) who suggest that transfer was mostly unimportant in the creation of IL (Powell, 1998).

Applied linguists tend to focus much more on negative transfer than on positive transfer. Negative transfer presents teaching and learning challenges. Bardovi-Harlig and Sprouse (2017) describe the understanding of transfer as changing perspectives on the nature of language acquisition. They think that with the discovery of IL, the mentalist perspective becomes dominant. Thus language acquisition cannot be seen not as the acquisition of habits but as the acquisition of mental representations underlying linguistic behavior. Both native and foreign language acquisition have the series of developmental stages (Bardovi-Harlig & Sprouse, 2017). According to these stages, transfer can be viewed as the influence of the mentally represented native language grammar on the mentally represented IL grammar. This approach shows how shifting perspectives are associated with shifting expectations about the extent of the effects of transfer.

Benati, (2018) reviles three critical principles of the transfer: 1) L2 learners construct a system of abstract linguistic rules; 2) L2 competence of learners is transitional and variable at any stage of development; 3) IL development is affected by cognitive and communicative strategies.

Researchers investigate the transfer of different speech acts, including speech acts of politeness and complimenting (Manes & Wolfson, 1981; Holmes, 1988; Yang, 1987; Nelson, 1993; Yu, 2005; Chang, 2009; Perea-Hernandez, 2017). It shows that IL is an unstable system. It is permeable to invasion by new linguistic forms. This dynamic quality is reflected in tremendous

IL variability (Dickerson, 1975; Song, 2012). The variability of transfer in complimenting may become a transfer trap for L2 students (Takahashi & Beebe, 1993).

Ellis offered classification IL variability. According to Ellis (1992), systematic variability can result from linguistic context, situational context, and psychological context. Two types of non-systematic variability are performance variability and free variability. In this sense, second language acquisition involves a gradual reduction in the degree of variability as non-target language variants (Tarone, 1983; Song, 2012).

2.3. Interlanguage and pragmatic competence

IL of speech act performance in L2 learners refers to pragmatic competence in IL (Koike, 1989; Cai & Wang, 2013). Pragmatic competence is language ability for L2/FL learners to understand and interact with both native and foreign speakers of the target language. Without a proper understanding of the pragmatic rules in the target language, learners may run the risk of coming across as insensitive and rude (Gomez-Laich, 2016). In-depth analysis of Barron shows that acquisition in IL pragmatics provides practitioners with a much-needed insight into the development of pragmatic competence (Barron, 2003). Sabater (2011) investigates practical awareness in the field of IL pragmatics and shows how it influences on L2 pragmatic competence. Target practical features are beneficial for learning pragmatics (Gomez-Laich, 2016).

Takimoto points out the importance of additional metapragmatic information about the target language. It makes L2 students more motivated and attended to the target linguistic forms. Learners can understand functional meanings and the relevant contextual features more intensively (Takimoto, 2012).

Watts believes that it gives L2 learners an understanding of pragmatic features that characterize the target language. He calls it a set of dispositions to act in certain ways, which generates cognitive and bodily practices in the individual (Watts, 2003, p. 149). Convergence or divergence of learners from the L2 pragmatic norms, both consciously and out of awareness, sometimes depends on whether these norms fit their image of self and their L1 cultural identity (Gomez-Laich, 2016; Suszczyńska, 2011). Identity-related conflict can have significant consequences for the acquisition of second language pragmatics. Failing to consider the centrality of cultural identities will produce an inadequate understanding of SLA (Bardovi-Harlig, 1999; Gomez-Laich, 2016).

Studies in IL pragmatics (Bu, 2012; Cai & Wang, 2013) show that L2 proficiency of learners influences on the occurrences of the L1 pragmatic transfer. Bardovi-Harlig (2014) emphasizes the importance of IL development in the pragmatics of L2 learners. The interpretation of learner forms in conversation is dependent on the inventory of available linguistic devices. During SLA, learners actively transfer knowledge of their native language to generate the missing competence of L2 acquisition. L1 pragmatic transfer decreases with the increase of L2 proficiency in the process of IL development (Bu, 2012; Long, 2008). The higher the proficiency level of English the learners have, the less L1 pragmatic transfer they show (Alhadidi, 2017).

2.4. Contrastive analysis, transfer analysis, error analysis, and IL: facilitation the process of target language learning

Contrastive analysis, transfer analysis, error analysis, and IL are methods used for second language learning investigation. They constitute evolutionary phases in the attempt to understand and explain the nature of the target language performance of learners. Each theory has its view, especially in the attitude toward errors of learners and the explanatory hypotheses regarding the sources of errors (Oktavianti & Dahlan, 2015).

The contrastive analysis aims to provide practitioners the ideas to design instructional materials for development of classroom techniques. (Granger, 2015). Transfer analysis is a new label given to contrastive study. Its fundamental feature is that specific errors in learner performance are the result of native language transfer.

The goal of error analysis is to find out something about the psycholinguistic process of language learning. This method can be considered as a pedagogical technique and exploited in identifying the errors of L2 learners and explaining their sources (Haded, 1998). It enables teachers to draw certain conclusions about the strategies used by the learner in his learning process (Oktavianti & Dahlan, 2015; Khansir, 2012; Azevedo & Corder, 2006).

Corder (1978) maintains that IL is in a restructuring or a recreating continuum that evaluates the role of second language acquisition.

Thus contrastive analysis, transfer analysis, error analysis, and IL are methods that complement one another and constitute four phases with one goal to facilitate the process of target language learning or teaching by studying errors of learners.

3. Methods and Materials of Research

3.1 Method of data collection

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 (1996), and Solodka & Perea (2018).

3.2 Subjects

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. Ukrainian participants consisted of university students, teachers, and professors of English, and people who knew English from all over Ukraine. The American participants were university students, professors (Portland State University, George Fox University, the University of Texas at San Antonio, University of the Incarnate Word), and people from all over the USA and some other living overseas.

The results indicate 300 compliments in English (control group – American participants) and 250 compliments in English also (experimental group – IL Ukrainian participants) were collected.

3.3 Instrument

To investigate and analyze the variables under consideration for this study, the authors implemented a survey. Questions 2-5 were not asked for the Americans but addressed to the Ukrainian participants. These included: the number of years studying English, the context or situation where they use English regularly, what skills they use in English (writing, speaking, listening or reading), and the percentage of time they use English per week.

Questions for the survey:

1.   Please select the profession that identifies you best (Teacher of English, Student of English, Business, Other)
2.   How many years have you been studying English?
3.   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
4.   What skills do you currently use in English? (reading, writing, speaking, listening)
5.   In a typical week, what percentage of time do you use English in any skill category?
6.   What is the last compliment that you have given to somebody else? What were your exact words?
7.   What tone did you use? Was it sarcastic, sincere, funny, surprised, etc.?
8.   Which is your relationship with the person who received the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).
9.   The person who received the praise was male, female, or a group of people?
10.   What was the approximate age of the person who received the compliment?
11.   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?
12.   What kind of tone did the person who told you the compliment use? Was it sarcastic, sincere, funny, surprised, etc.?
13.   What was the point of the person who told you the compliment? What did the person say?
14.   How long ago did you receive the praise (3 hours, 6 hours, one day, etc.)?
15.   The person who told you the tribute was male or female?
16.   What was the approximate age of the person who told you the compliment?
17.   Which is your relationship with the person who told you the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.

3.4 Data analysis

The authors established a coding system to analyze and filter all the expressions accurately. First 10 coders analyzed each expression. They codified each one with all the variables to investigate 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. After this, three of the principal investigators analyzed in-depth the variables. They did more in-depth analysis of the semantics of the expressions. Then, the final stage consisted of verifying the categories and the coding with the two PIs who were Ukrainian and American university professors.

4. Results and Discussion
4.1. Characteristics of IL participants (Ukrainian)

It was important for this study to research the experimental group (Ukrainian participants) to figure out what background they had. From 152 participants, the mean was about nine years learning English with a minimum of 1.5 and a maximum of 37 years. 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 exciting piece of information was the situations under which the participants used or practiced English. They use it in school, at the university, when interacting with teachers, with native English speakers, at home, and with English speaking friends.

4.2.   Similarities in the Grammar of the Compliments in IL & American English

In table below, there are the similarities between the American English and Interlanguage English formulas to produce compliments. Still, in addition, we also inserted the syntactic methods provided by the native speakers of Ukrainian from the study of Perea & Solodka (2018) in order to establish the connections from the Ukrainian as first language of participants to their use of the second language (IL English).

Table 1

Similarities in Compliment Form between Interlanguage and American English Compliments

UKRANIAN	ENGLISH	INTERLANGUAGE
PREP+PRO + HAVE + (intensifier) ADJ + N/NP В тебе такі хороші парфуми (You have very good perfume) *Який (how)+HAVE+ (intensifier) ADJ+N* Який у тебе гарний парфум! (How good perfume you have)	*PRO+HAVE+ADJ+NP* Wow, you have perfect white teeth.	*PRO+HAVE+ADJ+NP* You have excellent pronunciation. about how good his wife looks What a terrific look!
PRO + (intensifier) + ADJ Він дуже влучний (He is very accurate).	*PRO+BE+ADJ+ COMPLEMENT* You will be successful anywhere you go.	*PRO+BE+ADJ+ COMPLEMENT* You are very brave! You are very tasty prepared.
PRO/ADV+LOOK Класно виглядаєш (You look cool).	*PRO/NP+LOOK+ADJ+ COMPLEMENT* You look beautiful today. Like a model!	*PRO/NP+LOOK+ADJ+ COMPLEMENT* You look so cute. you look great today!
ADJ(+) *Розумний (Smart)!*	*ADJ+NP* *Great job!*	*ADJ+NP* *Good, pretty!* *Bright-colored eyes.*

I LIKE (YOUR)+N *Мені дуже подобається твоя зовнішність (I like your appearance so much).*	*I+like/love+NP* *I really like your neighborhood!* *I love the color of your hair!*	*I+like/love+NP* *I like your look today!* *I love your dress! It's amazing!*
PRO+ADV+V *Ти гарно посміхаєшся (You smile beautifully).* *PRO+HAVE+(intensifier)+N* *You are (my)+the most+ADJ+N* *PRO+my+N*	*PRO+VERB+ COMPLEMENT* *They did really well.* *I wish I had your legs. You are all legs!*	*PRO+VERB+ COMPLEMENT* *It was great time we spend together in summer!* *You sing beautifully.*

The first set of formulas in Ukrainian, English, and the IL used by the Ukrainians speaking English, a good correlation between the three formulas which seems rather apparent: PRO+HAVE+ADJ+NP present in both English and IL, yet very similar to the Ukrainian formula: PREP+PRO+HAVE+(intensifier)+ADJ+N/NP. A 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 elements of the first language into English positively. The same phenomenon we can find in the next two methods: PRO/NP+LOOK+ADJ+COMPLEMENT vis-à-vis PRO/ADV+LOOK as it happens in Ukrainian and the equations in English and IL 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).

A similar case we can see in the formula: PRO+VERB+COMPLEMENT (English/IL) 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 learners transferred into the L2 in English positively, which allows Ukrainians to form genuine compliments in American English. We also wanted to include the study from Perea & Solodka (2018) as a baseline indicator from this positive IL transfer to explain why the almost perfect correlation between the formulas identified in English and the IL cases.

4.3. Relationship of Compliment Formulas
The authors found an association of the syntactic formulas between the production of compliments by the American English native speakers and the IL Ukrainian speakers (Figure 1). We can see a strong correlation of syntactic models in the NP (Det+Adj+Complement), Idiomatic expressions, PRO+have+Adj+NP, I like/love+NP. It demonstrates an excellent 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 to avoid pragmatic failure and polish their IL process.
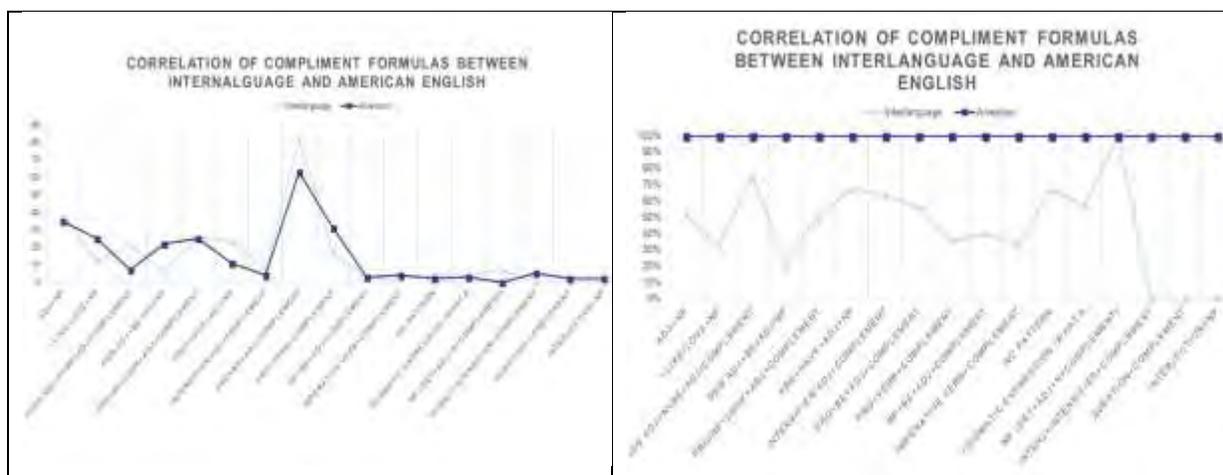
Figure1.Correlation of Grammatical Formulas in Interlanguage and American English Compliments

4.4. Interlanguage Semantic Results

Based on received data, we observe some examples that could explain how Ukrainian participants express compliments in English.

For instance, there are 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 learners transferred into English to praise good ability of a person on an activity, skill, etc., is the equivalent in English *good job* (*молодец*) from Russian.

A different set of examples we found in reported speech compliments: *I told 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, participants misunderstood the task and reported their answers. Other examples include: *about a* an *elegant hairstyle, about how good his wife looks*. It could be a typical manner in which Ukrainians speak and may answer or merely a pragmatic failure mistake in understanding how to answer the questions in the 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 beautiful look*. Others contained a noun phrase construction: *my beautiful flower, my bunny, a cat, my beloved, my dear*. In these constructions, 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 state an Adjective + Noun constructions: *Great jacket*, or *Good Job*. Consequently, we can assume in these types of structures, that Ukrainians, whether they speak Ukrainian or Russian as their native language, typically do not use or have determiners (a, an, the). In turn, speakers overgeneralize the rules of articles. Other expressions seem somewhat metaphoric or poetical: *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 they typically use in either Russian or Ukrainian (*моя дорога, моя дорогая, мій дорогий, мій дорогий*). There is another regular phrase uttered from Ukrainian/Russian: *my bunny* (*мій зайчик)*.

The rest of examples (*What a beautiful perfume! What a terrific look! What a grief for such good students!)* denote a possible transfer not too frequent in American English compliments through the use of structure *what a + adjective + complement*. Both Russian and Ukrainian use a very English idiomatic expression that takes the place of *what a…*. They use the particles in Russian: *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).

Ukrainians use typical idiomatic expressions when produce specific compliments. Therefore, some of the sample expressions presented and discussed in English above, are a consequence of transferring the natural formula from the praise *Який, Яка = how*.

Finally, in some other examples, we noticed the influence of British English as students study this English language variation. Yet, these do not constitute paralinguistic failure or part of their IL process. Thus, in the end, there can be observed some mistakes as part of the grammar acquisition, which are typical of the second language learners. We can see idiomatic expressions as noted above from either Russian or Ukrainian languages that transferred into English.

4.5. Cultural Implications for Teaching in the L2 Classroom
After having discussed the results in this paper, the cultural implications from this study in the teaching of the second language (English) in the Ukrainian context should be pointed out: 1/ For Ukrainians, natural human traits are physical characteristics of people. On the other hand, appearance is a characteristic that can be changed. 2/ Ukrainian speakers are frank in their production of compliments. In different cultures, speakers are more sarcastic. However, Americans tend to be sincerer than Ukrainians. 3/ American males tend to compliment other males, which can cause misunderstanding in Ukrainian culture. 4/ Ukrainian males praise more appearance in females.5/ Emotions are a reflection of language as perceived in compliments. Thus, it is crucial to be aware of them.

4.6. Strategies for producing compliments
A compliment is a typical improvisation, but this improvisation a speaker creates according to certain semantic models, which acquire specific lexical-semantic content. To simplify the act of complimenting L2 students, we offered some main speech tactics for building compliments. Having analyzed complimenting speech acts produced by native English speakers, we classified them into the following groups:

1. Direct nomination (simple tribute): *You have a kind heart.* A direct appointment is the most common and straightforward way to express admiration of speaker to the addressee.
2. Rhetorical exclamation: *What a beautiful smile you have!* These compliments show a high degree of expressiveness. Expressive emphatic construction is the essence of it. As a rule, we use

it in an atmosphere of friendly communication, since they imply an open expression of emotions of the speaker. It is inappropriate in the official atmosphere.

3. Reported compliment: *Did anyone tell you that you are very lovely?* We use this technique for the creation of an illusion of objective estimation. It is also the situation, when the speaker has no wish to display his/her feeling directly. Using this speech tactic demands from L2 learners the knowledge of grammar structures (reported speech, double negation, etc.).

4. Rhetorical questions: *Why are you so beautiful?*). In most cases, they do not imply a verbal reaction, and if the answer is present, then it is purely formal.

5. Complex (prolonged) complimenting speech act: *I highly appreciate you as an employee, because you are very executive and hardworking.* A tribute requires argumentation primarily in a situation of formal communication. The content of such compliments is, as a rule, intellectual abilities and professional skills of the addressee. These compliments can be called rational.

6. Indication of the origin: *Remarkable costume! It is evident that you have not bought it in the market.*). This speech strategy is used, as a rule, among people with a high level of prosperity, who aspire to show everyone that they are more successful than their friends and acquaintances.

7. Indication of the possibilities: *What a voice you have! Even now on the stage!* With the help of this phrase, the speaker evaluates the quality of the addressee as extraordinary.

8. Attracting the attention of other people: *Look! What a beautiful bouquet!* The speaker addresses the other people to tell them about the sign that he/she positively assesses.

9. Surprise: *I did not know that you have such a beautiful sister!* We use a tactic to surprise someone in a situation of a meeting. For example, the speaker emphasizes any changes in the appearance of the addressee (*You have not changed at all!*).

10. Compliment-appeal**:** *Who are you, a lovely stranger?* The speaker pronounces an expression without undue emphasis on the attention of the addressee.

11, Sophisticated compliment (casual compliment): *I, as a fan of your talent, have read all your books.* This compliment achieves the significant effect very easy: the speaker changes the emotional state of the addressee for the better.

12. Substitution of terms: *Without you, we will die.* The speaker operates with terminology that gives an addressee an overrated estimate.

Some communication strategies are built on the basis of comparison with a certain standard.

13. Compliment-comparison: *Your skin is like a peach!* The possibilities of positive evaluation through comparison are very diverse. The rule of comparison can serve as objects, animals, flowers, etc. Standards of comparison are culturally determined by geographical, cultural, political, etc. features of a particular country, and will be different. A wrong transfer, in this case, can lead to misunderstanding and conflict.

14. Involving the names of famous people: *You are like Megre today!* This speech tactic can cause communicative failures since the opinions of the speaker and the addressee concerning the evaluation standard may not coincide. Also, the addressee may not know the person with whom the speaker compares addressee. It can cause uncertainty in communication. This type of comparison is the most culturally determined since it assumes the knowledge of precedent names.

15. Comparison of the addressee with the addressee: *How you have lost weight!* This speech tactic implies a comparison of the addressee with himself/herself, but at another time, in a different

setting, in different clothes, etc. In some cases, the positive characteristic, according to the speaker, can be perceived by the addressee as unfavorable.

16. Compliment on the background of the anti-compliment to yourself: *Your legs are beautiful, small. Not as mine. They are like skis*.

17. Compliment on the context of a compliment to yourself: *I ask you because I appreciate intelligent people. I am a smart man too. We are a few.* The speaker produces praise as an objective evaluation due to a favorable assessment not only of the addressee but also of the speaker. Such a tribute creates a sense of unity, belonging to one group.

18. Recognition of personality of the recipient against the background of the environment: *Never could understand the men who hunt for young girls.*

19. Including the addressee into a positively evaluated group: *I always respected people who know how to live.*

20. Recognition of the uniqueness of the object of evaluation: *Alice, you amaze me. I have never met such a woman.*

22. Conditional compliment: *If I were younger, I would have done it for you!* The speaker builds the speech tactic using conditional sentence, which usually begins with the words *If I were ...*

23. Through the child to the addressee: *What a pretty daughter you have. She is just your copy*.

24. Implicit (deductive compliment): *Looking at you, I understand why your husband is always so in a hurry to go home.* The degree of indirectness in this compliment is very is high. The speaker does not give the addressee positive evaluation explicitly. The addressee understands himself/herself a positive assessment of the statement.

In the process of communication, the speaker can use the set of speech tactics. Their combination strengthens the compliment, makes its impact on the addressee more powerful. We can use these strategies as the base for activities in the classroom that help to attain pragmatic teaching goals and support IL development.

5. Conclusion

As we have observed in these preliminary 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 the IL as the means to teach compliments at the university and avoiding pragma-linguistic failure. Students wishing to produce these speech acts can better understand the structure of the expressions and follow the formulas as mentioned above. Adjectives are also essential 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 critical 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. 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 IL formulas in English and see and predict why and how certain expressions are similar in both English and the IL sets as a result of the Ukrainian complimenting. It reflects how Ukrainians think in the second language when producing compliment expressions.

Further recommendations for future studies would be interesting in response 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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