THE UNIVERSITY OF ALBERTA

TOWARD A COURSE IN PROFESSIONAL AND BUSINESS UKRAINIAN

by

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©

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ABSTRACT

This thesis investigates the needs that should be addressed when preparing a course devoted to Professional and Business Ukrainian for English speakers. The focus of my investigation is the practical issues that professionals and business people face in real-life situations. The goal of my thesis is to formulate preliminary suggestions that may assist in the development of such a course. In Chapter 1, I offer a model of communicative competence, which will serve as the theoretical framework of my discussion. In Chapter 2, I discuss the resource materials presently available for use by instructors and students. In Chapter 3, I examine a few business-language courses currently offered in other languages. Chapter 4 presents my experimental research, namely the data I obtained through a questionnaire devised to determine the needs of native-English speakers working in Ukraine. In Chapter 5, I summarize the practical issues and considerations involved in the preparation of a Professional and Business Ukrainian course.

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INTRODUCTION

This thesis reflects my research concerning the issues involved when developing a Professional and Business Ukrainian course at the university level. The material presented here may serve as a basis for further research into the development of such a course and, in many ways, can be thought of as a proposal for its establishment at a university such as the University of Alberta.

I present this investigation as a preliminary step on the road to developing a Professional and Business Ukrainian course for English-speaking individuals working in Ukraine. Such a course would be similar to those that are now available for business and professional people traveling to countries other than Ukraine, as for example Germany and Russia. My research was, in part, motivated by my experience as a student of Slavic Studies at a time when the economy and technological advances force students to combine their interests with the practical and necessary tools to find a place in the work force. Students must look for courses that offer them a competitive edge in their chosen career. In this case,

knowledge of one, if not more foreign languages enhances is an ideal addition to one's list of skills and thus one's attractiveness to potential employers.

The Slavic Division at the University of Alberta has tended to focus on the needs of Humanities students - e.g., students of literature, history, anthropology, political science, linguistics, and education - while ignoring others. I believe this Division has the prerequisites to offer specialized language courses for students from other areas, such as business, engineering, science, and technology. These students, along with the students who customarily enroll in our courses, now have the opportunity to find employment in Ukraine. With the help of Slavic units such as this, students can be furnished with that competitive edge.

At the same time, language departments have their own reasons for developing new and innovative courses. Instructors of language, literature, and linguistics attempt to design courses and course materials that attract and serve the goals of their audience. As a student at the University of Alberta, I have experienced the ongoing emphasis on increasing class numbers and the concern regarding declining enrollments. It has become

necessary to provide courses that capture the students' attention and that offer practical alternatives. A University such as this, with a strong Slavic Studies unit and with the necessary resources in business and other technical subjects, can provide students with specialized language instruction.

Why a course in Professional and Business Ukrainian?

In my opinion, two main factors contribute toward the need for a Professional and Business Ukrainian course. First, there are new and increasing opportunities to work in Ukraine. Companies are opening Ukrainian branches and recruiting individuals that can work successfully in that environment. Entrepreneurs are taking advantage of business potential in the country. The newspaper and internet items that follow show advertisements for employment in Ukraine:

Fig. A.1 Employment Position

From: ccato@web.apc.org (Canadian Cooperative Association) Subject: UCPBA - Advertising position in Kyiv Dated Jan.26/96

Manager
Co-operative Finance
Development Project in Ukraine

The Project, a program of the Canadian Co-operative Association and the Council of Ukrainian Credit Unions of Canada and operating in Ukraine since 1993, is helping Ukrainians establish viable, new financial institutions by providing technical expertise through model credit unions.

The Position: planning, directing and controlling the in-country implementation of the Program; provision of expertise to model credit unions; co-ordination of technical assistance, training and exchanges; management of a micro-enterprise loan fund; budgeting and preparation of reports; performance of representational functions.
Based in Kyiv.

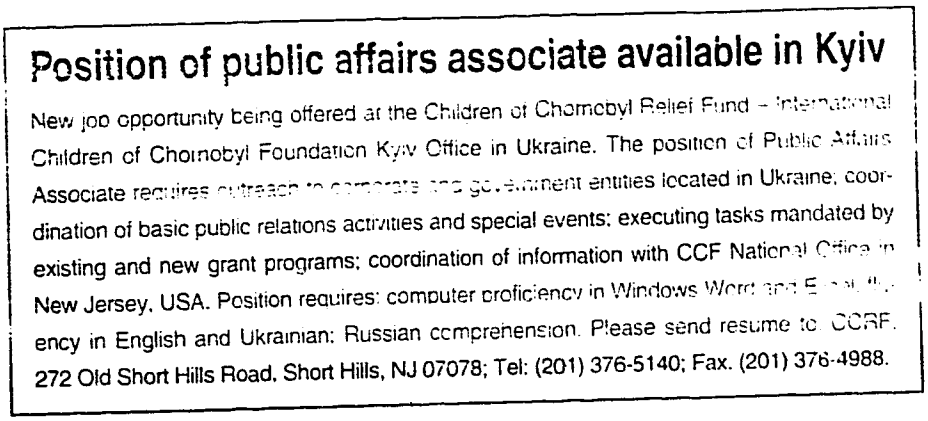
Your Profile: adaptable to Ukraine's current environment; proven management skills in credit union operations; capable in project management, human resource development and financial administration; fluent in oral and written Ukrainian; skilled in report-writing, public relations; meet challenges well.

If you seek a unique and rewarding professional experience,
send your c.v., in confidence, to:
295 College St.#200, Toronto, ON, M5T 1S2, or
fax (416) 923-7904,
Re: Project Mgr., Ukraine CU Devt. Assistance Program
by March 8, 1996.
ccato@web.apc.org
Only candidates selected for interviews will be contacted.

Subject: Job Offer in Kiev
Center for Civil Society International

Source: Ukrainian Canadian Professional and Business Federation World Wide Web Page, 30 May 1996.

Fig. A.2 A Position Available in Kyiv



Position of public affairs associate available in Kyiv

New job opportunity being offered at the Children of Chornobyl Relief Fund – International Children of Chornobyl Foundation Kyiv Office in Ukraine. The position of Public Affairs Associate requires outreach to corporate and government entities located in Ukraine; coordination of basic public relations activities and special events; executing tasks mandated by existing and new grant programs; coordination of information with CCF National Office in New Jersey, USA. Position requires: computer proficiency in Windows Word and Excel; fluency in English and Ukrainian; Russian comprehension. Please send resume to: CCRF, 272 Old Short Hills Road, Short Hills, NJ 07078; Tel: (201) 376-5140; Fax. (201) 376-4988.

Source: The Ukrainian Weekly. 17 March 1996.

With increased travel to Ukraine for business, trade, political, academic, and other purposes, there is a growing need to provide resources for those who will be working there. Until recently, the language used by such individuals would have been - for most purposes - Russian. However, the political changes in the country and the adoption of Ukrainian as the state language are creating a situation where increasingly there will be a need and, even, an obligation to communicate in Ukrainian.

Often it is the students graduating from Ukrainian language programs who, because of their ability, are poised to engage professionally

in Ukraine. Thus, it would be beneficial to these students, and to their employers, to be prepared for their jobs in Ukraine. Preparation would include knowledge of the written and oral language skills[1] they will need to successfully function in the various environments opening up in Ukraine.

Second, many people working in Ukraine already know the Ukrainian language. They may have learned it at home or in an academic setting. Often their knowledge of the language is sufficient to communicate with others, but they lack the specific written and oral language skills needed to function in a professional environment. For example, the vocabulary used in speaking about trade or commerce is not commonly taught in the home or in a traditional Ukrainian language courses taught at the university. But knowledge of such terms is obviously an asset for a business person working in Ukraine.

The establishment of a Professional and Business Ukrainian course is an important step for the Ukrainian language as a university discipline. The Ukrainian courses taught in North America are, for the most part, designed for general use or for the more specific needs of courses in

[1] Throughout this thesis, when I refer to use of language I mean both in the oral and written senses.

literature or linguistics. This thesis deals with a specialized approach to teaching the Ukrainian language, one that offers students an alternate and more technical direction in learning the language.

Structure of the Thesis

The purpose of this thesis is to outline the needs that have to be addressed in a Professional and Business Ukrainian course. Among these, are the practical issues that students will face in the future, once they engage in professional and business situations. Taking into account such practical considerations, this thesis suggests ways to develop an effective program for such a course.

In Chapter 1 of this thesis, I describe the theoretical premises of my investigation. The model of communicative competence I have chosen offers a framework for my discussion of what learners of Ukrainian as a second language need to know to effectively communicate in a professional or business situation. In Chapter 2, I discuss the resource materials presently available for use by instructors and students. Chapter 3 examines programs of study, developed for other languages, that can be used as

models. Both Chapter 2 and Chapter 3 review data available through the library, from the internet, and from individuals involved in language teaching. These two chapters provide a sample of what, thus far, has been done on the subject: existing business language courses, both at the University of Alberta and in other University environments; and resources that deal with the topics relevant to Professional and Business Ukrainian.

Chapter 4 discusses my experimental research. It examines data obtained through a questionnaire on the needs of native-English speakers working in Ukraine. The purpose of this chapter is to identify the practical issues faced by Anglophones working in Ukraine. On the basis of this data, I will suggest the components that need to be addressed in a Professional and Business Ukrainian course. In Chapter 5, I present my conclusions.

CHAPTER 1

A MODEL OF COMMUNICATIVE COMPETENCE

To provide a theoretical framework for my study, I have chosen to focus on the ultimate goal of any second language learner, namely proficiency. In order to function in the desired language, the learner seeks to develop abilities that facilitate successful communication with native speakers.

Communicative competence is the term employed by sociolinguist Dell Hymes (1971) to describe the construct of competence[2] involved in language use. He describes communicative competence as "knowing when it is appropriate to open a conversation, and how, what topics are appropriate to particular speech events, which forms of address are to be used, to whom and in which situations, and how such speech acts as greetings, compliments, apologies, invitations and compliments are to be

---

[2] Competence is used here in the sense of possession of required skill or knowledge. "'Communicative Competence' will be understood as embracing what may be variously referred to, broadly or narrowly, as 'ability', 'skill' (Hudson 1980, 113), 'command of a language' (Sinclair 1971, 221; Teeter 1970, 531), 'proficiency' (Rubin 1972; Gorman 1971, no. 22; Milroy/Milroy 1985, 17f)." (Dell Hymes, "Communicative competence," in U. Ammon, N. Dittmar, and K. J. Mattheier, eds., *Sociolinguistics. Soziolinguistik. An International Handbook of the Science of Language and Society. Ein internationales Handbuch zur Wissenschaft von Sprache und Gesellschaft.* (Vol. I. Berlin: de Gruyter, 1987) 220).

given, interpreted and responded to" (cited in Wolfson and Judd, 1983, 61).[3] John Archibald and Gary Libben (1995, 95) list three reasons why the study of communicative competence is beneficial. First, it provides a model of what native speakers know and know how to do. Second, it shows us what second language learners are trying to learn. Third, it provides us with a framework that can help us determine where second language learners may have trouble and, also, a way of evaluating such difficulties. In my discussion, I will use the theory of communicative competence to single out what learners of Ukrainian as a second language in professional and business situations know and are able to do, what they want to eventually learn, and where they may find difficulties and how to describe these difficulties.

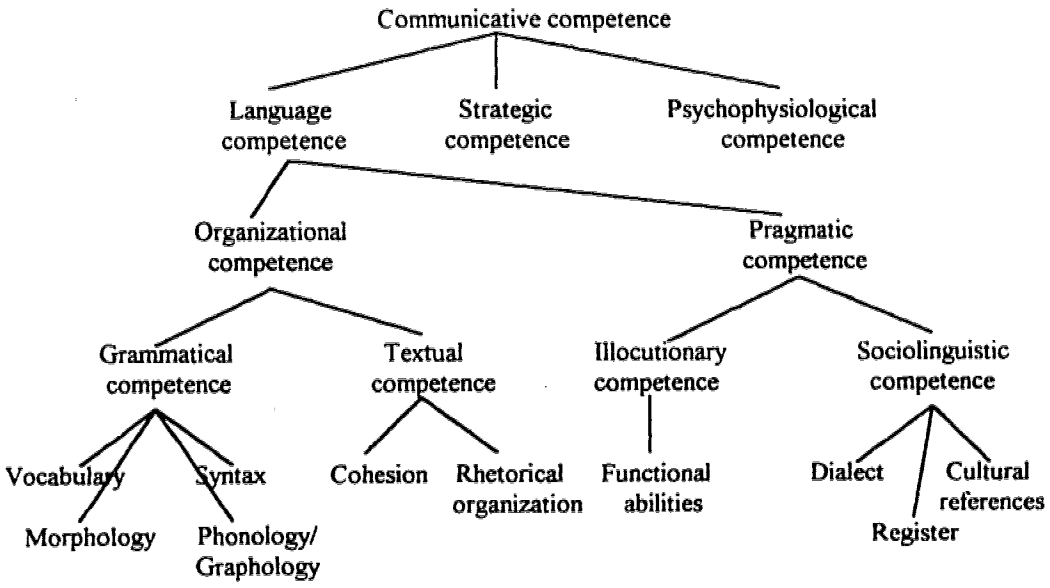
Describing a Model of Communicative Competence

Lyle Bachman (1990)[4] expanded on earlier models to produce a model of communicative competence. The model, shown below, regards communication as involving both knowledge and ability: what the second

[3] This is quoted in Archibald and Libben (1995, 91).
[4] The material from Bachman (1990) is taken from Archibald and Libben (1995, 92-109).

language learner knows and what the second language learner can do. In the following diagram, communicative competence is broken down into its components.

Fig. 1.1 Bachman's Model of Communicative Competence



Source: Archibald and Libben (1995, 92). Adapted from Bachman (1990).

Bachman's model of communicative competence first divides the construct into three components: language competence, strategic competence, and psychophysiological competence.

Language competence, as proposed by Bachman, involves organizational and pragmatic competence, and deals in general terms with the knowledge and abilities of the learner. Its first division, organizational competence, is made up of the structure of language in grammar and text, and hence can be subdivided into grammatical competence and textual competence. The language structures involved in grammatical competence are the structures of language up to the sentence level: vocabulary (lexis), morphology, syntax, phonology, and graphology. Textual competence deals with larger language structures - as determined by the kind of text being generated - and can be divided into cohesion and rhetorical organization. These two subdivisions of organizational competence refer to the learner's ability to join together sentences into spoken or written text. "Cohesion involves the overt structural links between utterances" (101). An example of cohesion is the use of effective conjunctions to join the phrases of a sentence. "Rhetorical organization relates to the kind of texts being generated" (102). Different kinds of texts, such as essays, letters, and speeches, have different rhetorical organizations. The second language

learner must be able to generate structures at all levels to be considered skilled in the language.

The second division of language competence, pragmatic competence, concerns the use of language in a context. The subdivisions of this area are illocutionary and sociological competence. The language leaner must learn to express and interpret the intended meaning, which Bachman calls illocutionary competence. For example, individuals may express their desire for someone to close a window in a variety of ways. They could say: "Close the window," expressing a direct command. They could ask politely, by saying "Please, close the window." Or they could mention to the listener that: "I feel a draft." By the same token, second language learners must gain sociological competence: they must be able to deal with variations in language use, be it geographic variation (dialect), social variation (register[5]), or cultural variation.

The second major component in Bachman's model of communicative competence is strategic competence. The second language leaner must become skilled in the use of strategies to deal with

[5] In linguistics, many definitions of register are used. Here, I use the definitions given by Archibald and Libben.

communication breakdown. The second language learner uses communication strategies such as paraphrasing, borrowing, appealing to authority, mime, and avoidance to fill in blanks as they occur in communication. On the other hand, learning strategies are used to improve the competence of the learner permanently, and involve such methods as imagery and note-taking.

Finally, the third component of communicative competence is that of psychophysiological mechanisms. The second language learner must have certain abilities to function in the second language. This division includes neurological, auditory, and articulatory mechanisms involved in communication.

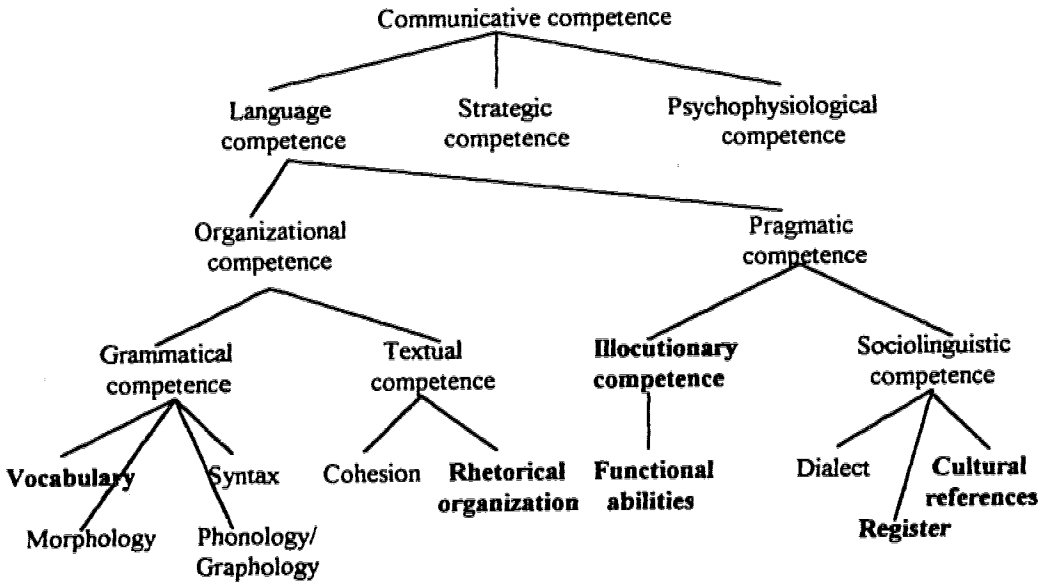
Archibald and Libben (109-111) discuss other elements of communicative competence that are not explicitly included in Bachman's model. These concern a learner's ability to communicate knowledgeably. Rules of conversation govern every language - e.g., whatever the language, each speaker must know when to initiate a conversation, how to take turns in the conversation, and how long to pause. These rules become all the more obvious when they are violated. Nonverbal communication also

comes into play. There is variation in the acceptable use of gestures, eye contact, and physical distance while communicating, and if used improperly can lead to misunderstanding.

Relating the Model to a Study of Ukrainian Professional and Business Language Education

Within the model of communicative competence suggested by Bachman, there are certain divisions that are of special interest in a study of professional and business language learning. I have modified the diagram of communicative competence to highlight those areas which a Professional and Business Ukrainian course needs to target, while a more general Ukrainian-language course may not.

Fig. 1.2 Bachman's Model of Communicative Competence Modified to Show the Components that are Especially Important to a Course in Professional and Business Ukrainian



Source: Adapted from Archibald and Libben (1995, 92).[6]

As in other language learning situations, the divisions not highlighted constitute some of the goals of the second language learner. For example, regardless of the reasons for learning a language, the language learner must have some knowledge of the language's grammar. As well, that person will have to be familiar with strategies to deal with a breakdown in

[6] Adapted from Bachman (1990).

communication. However, certain areas in the model are specifically relevant to the professional and business situation.

Knowledge of Vocabulary

The language learner should acquire knowledge of the meanings and connotations of the words used in the language. A person learning a language in order to function in business situations has the added need of learning the vocabulary that is particular to the job being performed. This may include, for example, words to be used in accounting, trade, or legal work.

North Americans who learned to speak Ukrainian at home would have learned the vocabulary they hear at home. Thus, they may find it easy to talk about household topics: food, furniture, gardens, television, etc. Rarely will they hear specific technical words, such as those describing the stock market, industrial production, and computer software. A similar situation is faced by those who studied Ukrainian in school or at University courses. The vocabulary necessary for describing a literary work will not serve them when negotiating a trade deal.

Vocabulary plays a strong part in technical work. For example, a business person who is working in the computer industry would find it necessary to know both the terminology related to general business activities and Ukrainian computer terminology. Knowing words that describe computer software, electronics, and programming will be an asset.

Knowledge of Rhetorical Organization

A second area that is especially relevant to business language learning is the area of rhetorical organization. In this case, different types of texts may have different conceptual structures. The language learner must realize that the rules governing such texts vary from culture to culture. When a question is posed, for example, a business person must know whether to make a very focused, to the point answer or to use a more fancy, elaborate way of responding.

The rhetorical models that we are taught in school are not necessarily the same models that are used in Ukraine. For example, in school we are taught to write essays in which we state the point very early on. We are told to use thesis statements that get the reader's attention and summarize our

topic. Teachers instruct us about the effectiveness of sentences that are short and to the point. Many Anglophones assume that this is the same in other languages, not considering that in Ukrainian it may be more diplomatic to start with a very general topic and become focused later. A Professional and Business Ukrainian course should inform students that the rhetorical organization we are taught in our English-language schools and universities is not necessarily the most strategic way to communicate in Ukrainian; it should also instruct students in the rhetorical models of the Ukrainian language.

Knowledge of Function/Illocution

Language learners must know how to express the intended meaning of an utterance. As well, they must interpret the illocutionary force of the utterances they hear. This is especially the case when communicating within an office or business community. A business person needs to know how to interact with colleagues in the most effective and diplomatic ways. Thus, a Professional and Business Ukrainian course should address the meaning being expressed in communication.

An example that illustrates the need to understand illocutionary force is a common situation in which many visitors to Ukraine find themselves. North Americans are often surprised by the aggressiveness of the people they meet on the street in Ukraine. It is not uncommon to be yelled at by a salesperson, or on the other hand to be ignored by a clerk. Being used to the motto that the customer is always right, they are awestruck and do not know how to behave in this situation. Do they argue with the salesperson or remain quiet? Is this aggressiveness meant as an insult?

Another example of the importance of intended meaning concerns talking on the phone. If a Ukrainian business person calls an associate, he may ask: "Skažit', čy (name) tam?" To an English-speaking person, translating directly, this sounds like a command: Tell me, is (name) there?" This way of speaking sounds inappropriate in a formal situation when the English-speaker would opt for a phrase like: "Can you tell me if (name) is in?" Thus, the English-speaker must be familiar with the use of the intended meaning of the imperative form of the verb. They must understand that a polite form of command may, in fact, express a request, and they must know when it is appropriate to use this form.

Knowledge of Culture (Cultural References)

To be competent in a language, the learner must know something about the cultural references that come up in conversation. This presupposes certain cultural knowledge. Knowledge of culture within the model of communicative competence reminds us that we can not exclude culture from language learning. All visitors to a country must learn something about the culture of that country. In a Professional and Business Ukrainian course one needs to teach the culture of the business world.

A situation where knowledge of culture is important, for example, is when a person must decide how to address their business associate. Those learning Ukrainian in school in North America are taught to call teachers and other figures of authority *pan* or *pani* followed by their last name.[7] This is the polite form of address used in Ukrainian communities throughout North America. In Ukraine, however, people use the name of the person followed by their patronymic if the person they are speaking to is in a position of authority or if the situation calls for formality. In order to

[7] This is a generalization. Specific usage depends on a number of stylistic factors.

effectively communicate in Ukrainian, especially in a formal situation when linguistic behavior will affect the impressions of the people being addressed, a business person must be familiar with this difference and should know when it is appropriate and not appropriate to use the Ukrainian model.

Knowledge of Register

The model lists "command of register" as one of the requirements of communicative competence. The language that is appropriate will vary according to the situation, and thus the type of text (spoken or written) and the level of formality will change. The learner must be able to determine the circumstances in which certain types of speech are required. The misuse of formality, for example, may lead to misunderstandings or misinterpretation of personality. Knowledge of register is definitely important in the development and maintenance of successful business relationships. The style of communication is determined by the formality of the situation.

A knowledge of what language is appropriate in a situation is very important in Ukrainian, especially when using pronouns. The pronoun that refers to the addressee, either *vy* or *ty*, will depend on their age and level in the professional hierarchy.[8] *Vy* is used as a polite form and in formal situations; *ty* is used in less formal situations and in situations in which the addressee can be considered the speaker's equal. If the person being spoken to is older than the speaker, *vy* is used; while if the person is younger of the same age as the speaker, *ty* will be used. *Vy* will be used if the addressee occupies a higher position than the speaker; therefore, in addressing an employer, the speaker will use *vy*.

The Ukrainian language that North Americans learn at home or in school suffices in many situations in Ukraine. When dealing with relatives, acquaintances, and people on the street, this is usually the case. However, in dealing with business associates and partners in Ukraine, the level of Ukrainian may not be communicatively adequate. When the success of a business transition becomes a factor, being able to understand everything that is said and being able to fluently express an idea are very important.

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[8] These descriptions are generalizations. Although they may not operate in every case, they are descriptions of the normal operation of *ty* and *vy*.

Summary

In this chapter, I have proposed the theoretical premises underlying my thesis. This model describes the ultimate goal of second language learners: to become skilled in the language. It offers a guide for determining what such people know and are able to do, what they want to eventually learn, and where they may find difficulties and how to describe these difficulties.

A language course, no matter what its focus, must build on the knowledge of its students to increase their proficiency in the target language. Thus, all of the components in Bachman's model of communicative competence play a part in a professional and business language course. However, I have also outlined the specific components of the model which strongly relate to my investigation. Those components must be addressed in a language course focusing on professional and business language.

Bachman's model breaks down communicative competence into components. In doing this, Bachman shows that learning a language is not restricted to learning a grammar and a certain number of words. Many

different aspects of communication must be addressed. In designing an effective course in Professional and Business Ukrainian, certain aspects of communication must be considered from a distinctively business perspective.

CHAPTER 2

RESOURCES AVAILABLE TO INSTRUCTORS AND STUDENTS OF PROFESSIONAL AND BUSINESS UKRAINIAN

In this chapter, resource materials currently available for use by instructors and students of Professional and Business Ukrainian are presented. Unlike materials for instruction of other languages, Ukrainian language course materials for native-English speakers are few in number and, for the most part, do not address the goals of communicative competence. The situation is even more critical with materials applicable to a Professional and Business Ukrainian course. There is no textbook addressing the specific needs of English speakers wishing to study Professional and Business Ukrainian, nor are there and specifically designed materials that could supplement a general language course. Thus, at an initial stage, a Professional and Business Ukrainian course would have to make use of the textbooks and glossaries available for general purposes, and to draw on other sources to supply the necessary body of information targeted by such a course.

I have chosen to look specifically at books and materials published since 1991. The reason for this is obvious: up until that time materials focused on the Soviet Union as a whole, and rarely looked specifically at business. Although some of the materials published before 1991 are useful for their technical information (for example, business vocabulary and manuals devoted to styles of correspondence are not necessarily obsolete), the mere fact that they were produced when Ukraine was part of the Soviet Union and observed a communist political and economic system is enough to make these materials outdated.

As well, my search has focused on the materials at my disposal here at the University of Alberta and on the materials became available while I conducted my research. Thus, my list does not necessarily reflect all that presently exists on the topic of Professional and Business Ukrainian. This chapter describes merely those materials I found while working on this project - i.e. the materials available to instructors and students at the University of Alberta.

Textbooks

Inasmuch as a Professional and Business Ukrainian course is a language course, it can be assumed that the instructor and students would, at first, employ as needed general Ukrainian language textbooks and course materials. Ukrainian language textbooks that focus specifically on business language for native-English speakers simply do not exist at this time. However, I was able to find two textbooks written in Ukrainian that deal with the language of business: *Mova dilovyx paperiv* (1995) and *Kul'tura dilovoho movlennja* (1974).[9]

Business textbooks written in Ukrainian are coming onto the scene. These books contain articles, glossaries, charts, and other useful items. However, such textbooks are not commonly available. In our library system, I was able to find only two: *Finansy* (1992) and *Torhovel'na korespondencija* (1976).[10] The first, *Finansy*, is a translation from the English *Finance* (Nikbaht and Groppelli, 1986).

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[9] The first of these textbooks was purchased by the author in Kyiv in the summer of 1995. The second is available at the University library, and so I have chosen to include it even though it was published over 20 years ago.

[10] Again, the second textbook I have listed was published over 20 years ago, but in that it is available in our library system I chose to include it.

A handbook written especially for business people traveling in Ukraine is available within our library system. This book is entitled *Business of the Ukrainian Perestroyka*; it contains a directory of services in Kyiv and discusses important business concerns. The handbook is useful for its information about this city and for its directory. However, the only language information in this book is in a English-Russian glossary, and so it is inappropriate for a Professional and Business Ukrainian course.

Thus, the only available textbooks offering a business perspective and that are suitable for a Professional and Business Ukrainian course are written in Ukrainian. This places a restriction on the type of students that can be allowed to register in a Professional and Business Ukrainian course: they must have sufficient knowledge of the Ukrainian language to deal with a Ukrainian-only textbook.

There is a special benefit when students have sufficient knowledge of the language to learn from textbooks written totally in Ukrainian. By using textbooks written especially for business students in Ukraine, the native-English students of Professional and Business Ukrainian would be learning from the same materials as their Ukrainian counterparts.

Consequently, instructors would have no doubt that the vocabulary their students are learning is the vocabulary employed by aspiring professionals and business people in Ukraine. This in itself would satisfy one goal of the course: learning to function in the business language used by Ukrainians in Ukraine.

Dictionaries and Glossaries

There are many general dictionaries and glossaries that can be used by students of the Ukrainian language. However, reference materials with a business focus are much harder to find. I was able to locate one recently published English-Ukrainian Ukrainian-English business terminology glossary, entitled *Glossary of Business Terminology* (1993).

Two of the four above mentioned textbooks contain glossaries (*Mova dilovyx paperiv* (1995) and *Finansy* (1992)). The glossary in *Finansy* is English-Ukrainian. The glossary in *Mova dilovyx paperiv* is written in Ukrainian, and thus of little assistance to students or instructors searching for an exact English equivalent.

Journals and Newspapers

To keep up to date with business activities in Ukraine, it would be ideal to have access to journals and newspapers focusing on business. Newspaper and journal articles written in English and dealing with Ukraine can be found with little difficulty. Ukrainian newspapers published in North America are also widely available and contain articles both in English and Ukrainian.

One example of a useful magazine is *Monitor*, an "authoritative, comprehensive high-quality quarterly digest devoted to Ukraine's trade and investment climate, business opportunities and international political activities."[11] Although the majority of articles in this magazine are in English, a few are written in Ukrainian. The magazine covers a range of topics (government, business, technology, etc.), and deals with them from a Canadian perspective.

In Ukraine, several business newspapers are available in the Ukrainian language. However, in the summer of 1995 I was not very successful in locating them during my stay in Ukraine. In Kyiv, for

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[11] This quote is taken from an advertisement for the magazine in the *Ukrainian Canadian Congress Headquarters' Bulletin* (May 1995, 17).

example, most of what I found was in Russian. In April of this year, however, I obtained three current Ukrainian-language business newspapers - *Zakon & biznes*, *Halyc'ki kontrakty*, and *Dilo* - and one magazine, *Birža*.[12]

Other Resources

Supplementary materials are always useful in language courses and, for that matter, in a course devoted to Professional and Business Ukrainian. The instructor may consider obtaining audio-visual materials from Ukrainian-language television programs. News programs, for example, are a useful source of financial reports. As well, the instructor could make use of business people from the local community who are working in Ukraine, obtaining from them sample correspondence and documents.[13] Such individuals could also be asked to visit the class as guest speakers.

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[12] I had the opportunity to ask a friend, who is studying business in Kyiv, to visit a few of the kiosks where newspapers and magazines are sold. I asked her to purchase those that are related to business and that are in Ukrainian. She was able to pass these materials on to me in May of this year.

[13] This idea is taken from a paper by Prof. Keith McKenna, a Business Russian instructor at the University of Vermont, who acquired sample letters from former students working in Russia in order to supplement textbook materials. I will discuss this paper and his course in Chapter 3. Note: These materials are from a working paper and should not be cited further.

Conclusions about the Materials Available

Resources for instructors and students of a Professional and Business Ukrainian course are not widely available at this time. However, the lack of a Professional and Business Ukrainian textbook is an obstacle that can be easily overcome. A business language course differs from a general language course in that it is primarily concerned with the current situation in that country. By drawing on resources such as newspapers and journals, the instructor can ensure that the materials employed by the students are current and up to date. In fact, any business language course, even with the most modern and effective textbook, would have to make use of such materials. By combining general textbooks and reference materials with sources of current information, the instructor can successfully put together a course of study for a Professional and Business Ukrainian course.

The instructor of a Professional and Business Ukrainian course must keep in mind the fluency level of students in the course. This is especially true when we consider what is available at this time: today students will

need to turn to resources written completely in Ukrainian; in fact, they have no choice but to use the same materials as students of business in Ukraine.

Relating the Results to the Model of Communicative Competence

The materials that I have discussed in this chapter address some, but not all of the areas highlighted in my modified model of communicative competence. Thus, available resource materials do not adequately cover certain important components of a business language course.

Knowledge of Vocabulary

The English-Ukrainian/Ukrainian-English dictionary for business, which I have found, is at least one resource addressing business vocabulary for English speakers. However, specialized vocabulary will also be needed. It would be necessary for students and instructors to seek out other specialized sources of vocabulary, such as terminology used in technical, legal, or scientific areas.

Knowledge of Rhetorical Organization

Several of the resources I have mentioned address the sorts of texts and styles used in Ukrainian business work. For example, *Mova dilovyx paperiv* (1995) has many sections devoted to documents and their proper organization. As well, it contains information on the oral use of the language in business situations.

However, not one of the publications I have discussed address the social factors of communication. It appears that there are no texts which explain the cultural nuances of rhetorical organization - e.g., how to structure a document to get the point across to Ukrainian business associates. A textbook or resource book devoted to the cultural differences that North American professional and business partners must bridge in Ukraine would seriously enhance the type of course being proposed in this thesis. To be sure, such a book must be written from a North American perspective.

Knowledge of Function/Illocution

Again, there seems to be very little information available to Ukrainian-language learners concerning the successful expression and interpretation of the intended meaning of utterances. Although such a skill reflects rather cultural nuances than language features, it is a skill that ought to be taught. A Professional and Business Ukrainian course can not afford to neglect what is appropriate when communicating with Ukrainian contacts. Native-English speakers will be at an advantage if they have some knowledge of how Ukrainians express themselves. This will be especially applicable when they face the task of handling communications within an office in Ukraine. Their success will largely depend on the ability to deploy the most diplomatic means of interacting with colleagues.

Knowledge of Culture (Cultural References)

Although cultural information can be abstracted from the textbooks and materials that I have mentioned, not one of them is specifically designed to discuss cultural references. Cultural information not only adds to what is taught about communicating, but also offers explanations of why

things are done the way they are. It would be of benefit to students of Professional and Business Ukrainian to have a resource for basic cultural information, explanations, and perhaps an idea of what to expect when dealing with Ukrainian associates.

Knowledge of Register

Although the use of language in specific situations is addressed to some extent in materials I have mentioned, it is not necessarily their focus. These materials do not concern themselves with questions of formality or of what is appropriate from situation to situation. Some of the business textbooks written in Ukrainian deal with different areas of business, but they do not deal with the areas from an English perspective.

CHAPTER 3

COURSES IN OTHER BUSINESS LANGUAGES

In this chapter I survey three specific business language courses, which, in my opinion, are of direct relevance to the Professional and Business Ukrainian course I have envisioned in this thesis.[14] I selected these courses on the basis of their accessibility. The first course I will discuss is devoted to Business German and is offered at the University of Alberta. Then I will discuss Business Russian courses offered at two different Universities in North America.

Business German at the University of Alberta

The University of Alberta offers several business language courses. The 1996-97 course calendar lists the following choices:

[14] By relevance I mean that the target language being taught is comparatively similar in structure to Ukrainian (Russian or German rather than Chinese or Japanese, for example), and that the economy of the target country bears some resemblance to or relationship with the Ukrainian situation.

Chinese

CHINA 318 Business Chinese: Language and Culture
Intermediate level of modern standard Chinese with emphasis on the vocabulary and communication style of the Chinese business world.
Prerequisite: CHINA 200, 202, 280

German

GERM 311 Business German I: Financial and Marketing Aspects
Readings, discussion, and exercises dealing with the financial aspects of German business, e.g. advertisements, marketing, banking, postal service, telecommunications.

GERM 312 Business German II: Organization and Legal Aspects
Readings, discussion and exercises dealing with the organizational aspects of German business, e.g. trade, industry, currency, taxes, social security, budget.
Prerequisite: GERM 150 or consent of the Department

Russian

RUSS 271 Business Russian I: Informal Business Relations
Theoretical and practical study of the more complex areas of Russian grammar. Readings and exercises in various styles of business and technical Russian: finances marketing, legal documents. Practice in communication skills, vocabulary development.
Prerequisite: RUSS 100 or 170

RUSS 272 Business Russian II: Formal Business Relations
Reading writing, and conversing in a variety of business settings. Course will cover modules in: Business negotiations, correspondence, finances, finances, contracts, and legal document, advertising, and business culture.
Prerequisites: RUSS 100 or 170

Among these, I have chosen to describe German 311 and German 312,[15] which are offered by the Division of German Languages, Literature, and Linguistics of the Department of Modern Languages and Comparative Studies. The courses are presently taught by Dr. B. Hufeisen.

The textbook used in the course, *Wirtschaft - auf deutsch* (1991), consists of eleven chapters, each focusing on an area of interest to potential candidates seeking work in Germany. For example, the book includes chapters dealing with import and export, banking, tourism, etc. Each chapter contains various activities and texts to give the student an introduction to a specific area of business. Newspaper articles, advertisements, and written texts are used throughout the textbook. Tasks include questions, fill-in-the-blank activities, and puzzles, and focus on the vocabulary and grammar covered in lessons, readings, and conversations.

[15] The information concerning this Business German course is from several conversations with Dr. B. Hufeisen and a visit to the class.

The topics covered during the course depend on the students that enroll in the course from year to year. Language fluency varies from student to student. Moreover background knowledge of business German is not uniform throughout the class. Each student comes to class with a unique set of needs. For example, a student may come from the Business Faculty hoping to find work in Germany and, thus, expects to acquire functional use of German. On the other hand, there may be a German language student seeking to learn a specific type of vocabulary or practical application of the language. The course is open to students having taken German 150 (First-Year University German) or by consent of the Department. They are expected to have at least some knowledge of German, but their backgrounds in the language and in business are not the same. Thus, the course must be adapted to meet the needs and interests of a multifaceted audience.

Business Russian at the University of Vermont

The second course I will consider is Business Russian offered at the University of Vermont. I obtained information about this course from a

paper entitled "Adding Business Russian to the Liberal Arts Curriculum: An Approach to Increasing Our Russian Language Enrollments" given by Prof. Keith McKenna of the Department of German and Russian at the University of Vermont.[16]

McKenna notes that although enrollments in Russian language courses at his University have declined over the years, their student numbers "had not done so nearly as dramatically as in other schools."[17] He states that:

> ...unlike most, if not all, of the other schools, our university had a separate Business College and that indeed we were attracting a certain number of their students into our Russian language courses. In fact a fully 23% of our Beginning Russian enrollment two falls ago fame from our School of Business Administration. (5)

He also points out that students are finding prospects for employment with the emerging market economy in Russia: "suddenly, our students were competing for jobs in a variety of American-Russian joint ventures and, eventually, purely American businesses such as accounting, marketing,

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[16] see footnote 8.

[17] This is compared with 10 Northern New England Russian language departments, which had met a few years earlier in an attempt to collectively look at why enrollments in their Russian course were decreasing. However, this phenomenon can surely be found in many other Slavic language departments.

management, retail sales, and news media" (7). Former students who found positions in Russia expressed a need for better preparation for these jobs:

> Increasingly, our recent graduates have begun informing us that, while they are most appreciative of the Pushkin, Dostoevsky, Solzhenitsyn and other literature courses they have taken during their college years, they wish that they had had the opportunity to better prepare themselves in our classrooms for the kind of real-life job opportunities that awaited them upon graduation. As a result, our Russian programs are now incorporating a number of "Business Russian" courses in our traditional language/literature curriculum. (8-9)

In creating the course, the most feasible level at which to start was not the first year of study, but rather the second year. A sound knowledge of grammar and syntax would be needed by two different categories of students: students coming from the business school, and the Russian literature or history majors.

The students in the course had varying levels of fluency: half of them were fifth-semester Russian majors, whereas the other half were seventh-semester students. The different levels of background preparation did not present the major problem for McKenna: "accommodating the varying proficiency levels of these students [...] proved less a challenge for me than devising an appropriately engaging syllabus and objectives for the

course" (16). McKenna combined what he saw as the two possible approaches to the enterprise: (a) a straight business-correspondence course focusing on "1) various forms of business letters; 2) customs forms; 3) terms and conditions of contracts; 4) negotiation of delivery, packing, and marketing of goods; 5) development of joint ventures; [and] 6) terminology for business meetings" (17); and (b) an approach involving current events of the social, cultural, and economic changes in Russia. The reasons that motivated McKenna's combined approach are of interest to my study. He felt that a strictly business-correspondence focus might not be of great interest or be very exciting to the students, and the students graduating from the program would not likely be employed in essentially secretarial positions in Russia.

McKenna's Business Russian course, which was taught last spring, met twice a week and used the following textbooks: *Delovoj russkij* by I. F. Zhdanova (Russkii iazyk publishers, 1992) and *Kurs dlja delovyx ljudej* by S. S. Khavronina (PAIMS Publishers, Moscow, 1993). The chapters included information on topics such as starting a business transaction; offering goods and services; participation in exhibitions and fairs; and joint

ventures. Within the textbooks, McKenna especially liked the "copious drill and exercise material focusing on the proper usage of vocabulary specific to business and commerce. Sample letters and business documents were available for students to practice both the form and the content of business language" (21). McKenna supplemented textbook material with letters supplied by former students working in Russia. Assignments and activities involved using high frequency vocabulary in both everyday conversational applications and in business applications. He used daily (i.e. current) news items involving translation both to and from Russian in order for the students to examine and learn from the translation. One student per class was required to present a Russian oral report with regard to a longer news item or developments in the Russian economy or social life.

Centers for International Business Education and Research (CIBERs): Business Russian at Michigan Statue University

The third business language program I will discuss is one of the offerings available at a cooperative of universities concerned with business education and research. Entitled the Centers for Business Education and

Research,[18] or CIBERs, the cooperative was created under the U.S. Omnibus Trade and Competitiveness Act of 1988 to "increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education under Title VI, Part B of the Higher Education Act, the CIBER program links the manpower and information needs of U.S. business with the international education, language training and research capabilities of universities across the U.S."[19] There are currently twenty seven CIBERs in the United States, each serving as a regional resource to businesses, students, academics, and the general public. The following describes Michigan State University's Center for International Business Education and Research (MSU-CIBER):

> [It]supports a variety of innovative approaches to the teaching of business foreign language courses: a highly successful full-year sequence for juniors in Business German; introduction of business modules or business-focused courses in other languages; overseas internship programs following coursework; development of HyperCard-based computer software programs for business language instruction; and preparation of business and economics materials for use in professional development programs for foreign language instruction.

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[18] The information and quotations in this section were taken mainly from a set of on-line World Wide Web pages, called the CIBER Web. The CIBER Web connects the 27 American universities that take part in this project. CIBER Web is maintained by the Purdue University Center for International Business Education and Research.

[19] Brannan, Alvord G. (Ed.). *Proceedings: Fifth Annual Centers for International Business Education and Research (CIBERS) Business Language Meeting, April 8, 1995*. Ypsilanti, MI: Eastern Michigan University, 1995.

At this University, Dr. Ludmilla L. Litus of the Department of Linguistics and Languages teaches a course in Business Russian entitled Russian 491: Russian for Business, Economics, and International Relations.[20]

Litus' course in Business Russian is available to students in their third and fourth year of study. It is held twice a week for a total of three hours. The format of the course is seminar or discussion, and the course follows a proficiency-based communicative approach. Grading is determined by class participation, homework (including oral reports), quizzes, and a midterm and final. The course description is as follows:

> Russian Language course that introduces the students to Contemporary Russia and the other Republics of the CIS through readings on topics such as:
>
> The Formation of the Former Soviet Union
>
> The Political System of the Former Soviet Union
>
> (including the first Constitution and its impact on business in Russia)
>
> Physical and Economical Geography
>
> Borders, Territories, Climate
>
> Demographics
>
> Natural Resources
>
> Industry and Agriculture
>
> Transportation

[20] A useful resource found on the CIBER Web is the CIBER Business Language Syllabus Databank, which includes the syllabus of this course. This internet resource is maintained by the San Diego State University (SDSU) CIBER and is "intended to provide examples of business language syllabi, course outlines, examinations, quizzes, texts, bibliographies and any additional materials submitted by the project's initial participants." Listed there by language, and then by author and course, are materials of French, German, Japanese, Russian, and Spanish business language courses.

Disintegration of the Soviet Union and its Ramifications
Russia's New Role in the International Arena
Beginnings of Market Economics in Russia
Privatization and Business in Russia
Problems in Cross-cultural Communication
Computers and Business (including use of *Word Perfect* for Russian)

The specific goals of the course are threefold: "[to] develop basic communication skills (reading, listening, writing and speaking) using materials that explore the above topics; [to] cultivate a varied and specialized vocabulary based on the above topics; [and to] familiarize students with Russian periodicals that deal with Economics, Politics, Business and International Relations."

Relating the Results to the Model of Communicative Competence

I will now look at the manner in which these three courses deal with the five areas of communicative competence that ought to be addressed by a business language course. I will briefly suggest ways in which they address these five areas, without - of course - judging their success, a task beyond the scope of this thesis. Let me also note that inasmuch as none of the

actual materials used in these courses [21] was available to me. I do not possess sufficient material to make a thorough assessment.

Knowledge of Vocabulary

The Business German course at the University of Alberta discusses areas that will be of interest to potential business people in Germany and, thus, presents vocabulary relevant to such areas. The Business Russian course at the University of Vermont consists of various components, and also drills and exercises that familiarize the student with proper usage of business vocabulary. As well, it marshals actual letters and business documents. The last course I have discussed, Business Russian at Michigan State University, considers several areas of business. Homework that includes oral reports is listed in the syllabus, and thus the course involves activities that would assist the student to learn business vocabulary.

[21] This is with the exception of the textbook used in the Business German course at the University of Alberta (*Wirtschaft - auf deutsch*).

Knowledge of Rhetorical Organization

The textbook used by the course in Business German at the University of Alberta contains many texts and readings, thus it is geared to familiarize students with the rhetorical models of German. Adding actual business correspondence in Business Russian at the University of Vermont gives students direct experience with at least some of the rhetorical models used in Russia. As well, McKenna uses current news items from Russia, thus increasing their exposure to other models.

Knowledge of Function/Illocution

In the Business German course offered at the University of Alberta, the students are taught by a native-German instructor. Consequently, they gain awareness of illocutionary meaning in contemporary German through her. At the University of Vermont, McKenna includes topics such as starting a business transaction; offering goods and services; participation in exhibitions and fairs; and joint ventures. Each of these chapters would probably involve instruction in the proper expression of what is meant.

Knowledge of Culture

The textbook used for Business German at the University of Alberta includes cultural information. This textbook was written in Germany and contains information that is important regarding business life in that country. McKenna, at the University of Vermont, recognizes the need to introduce current events of the social, cultural, and economic changes in Russia. Litus, at Michigan State University, lists several components of her course, such as problems in cross-cultural communication and historical topics, that would involve a knowledge of culture.

Knowledge of Register

Some aspects of register are addressed by each of the courses I have discussed. Having a specific language textbook for the Business German course of the University of Alberta is helpful in that it discusses proper use of language depending on the business or professional situation in which the students find themselves. At the University of Vermont, the students are involved in communicating in several areas of business, including

negotiations, transactions, and meetings. Thus, the students become familiar with the proper usage of language in those situations.

CHAPTER 4

A SURVEY OF THE PRESENT SITUATION: NATIVE-ENGLISH SPEAKERS WORKING IN UKRAINE

This chapter considers the following questions: what is the current situation with regard to communication by Anglophones working with Ukrainians in Ukraine; is this present situation the optimal way to communicate with their Ukrainian associates; and are there any specific problem areas that can be addressed in a course devoted to Professional and Business Ukrainian? This part of my investigation relies on the answers I obtained to a questionnaire, which was answered by fifteen English-speaking individuals who have a knowledge of the Ukrainian language and who have worked in professional and business fields in Ukraine.

The Subjects

Let me describe the subjects that participated in this part of my investigation. They are native-English speakers (i.e. they were raised in an

English speaking county and they are fluent in English). All of them have a self-perceived intermediate level of proficiency in Ukrainian; and all currently are working in Ukraine, in areas such as business, trade, government, or academia.

I sought respondents who have been involved in business or professional endeavors in Ukraine. Of the fifteen subjects who did reply, seven are involved in business-related activities (such as consulting and development); five have worked in academia or academic exchanges; three said that they were involved in technical assistance; and two work in trade. The other respondents are involved in government, law, exchanges, tours, projects, future business, and humanitarian aid.

Equally important to me was the language background of my subjects. I screened the replies I received to ensure that respondents were not born and educated in Ukraine. I did not formulate any other restrictions for two main reasons. First, it would be impractical to test each of the respondents to assess their specific level of proficiency in Ukrainian. Second, the problems that native-English speakers experience in Ukraine are not necessarily determined by their language ability alone. My goal in

performing this research was to examine the current situation, and not the success of a group specifically skilled in Ukrainian.

In the introduction to my questionnaire, I stipulated that the subjects must have at least a (self-perceived) level of proficiency in Ukrainian. Their ability to assess their level of fluency would vary from person to person. Of the fifteen subjects, twelve spoke Ukrainian at home, and three did not. Also, eleven stated that they had Ukrainian language education, and four did not. Of the eleven who had formal training in the language, some identified the kind of training they had obtained: seven had taken Ukrainian at the primary level, secondary level, or during Saturday school; and three had taken post-secondary training in Ukrainian.

I distributed the questionnaire mainly via the internet. I conducted a search of the Ukrainian links available on the World Wide Web, and then developed a list of e-mail addresses through which I would find suitable candidates for my research. These links included joint ventures between either Canada or the United States and Ukraine, and North American companies that identify themselves as business working in Ukraine. I distributed the questionnaire to a number of local individuals as well. In

this case, I personally knew that these people were working in Ukraine and would be suitable candidates.

The Questionnaire[22]

The questionnaire I developed was made up of several sections. At the beginning of the questionnaire, I introduced myself and my project. I then asked the participants to answer four sets of questions regarding their experiences communicating with Ukrainians in Ukraine; their background, the current situation, their evaluation of the ways in which they deal with the task of communication, and their suggestions.

1. Background

There were two main questions concerning the background of my respondents. I first asked in what area they are (or were) involved with Ukraine (business, trade, government, academia, etc.). Second, I asked about their language-learning experience: whether they learned to speak

[22] A copy of the questionnaire can be found in Appendix A.

Ukrainian at home and whether they had any formal schooling in the language.

2. The Current Situation

I then asked about the current situation in Ukraine. I asked how, in their view, English-speaking people working in Ukraine deal with the Ukrainian language and how they personally communicate with their Ukrainian counterparts. I specifically asked for their comments on whether their language skills are sufficient for their purposes; whether they hire a translator; whether they have taken a Ukrainian course to help them out; and whether they speak another language such as English or Russian with their business contacts.

3. Their Evaluation

The third section was designed to find out whether the method of communication employed by the subjects is sufficient, and, if so, optimal for their purposes. I then went on the ask in what circumstances communication tended to break down.

4. Their Suggestions

The last section of questions sought my respondents' suggestions. I asked how they feel communication with their Ukrainian business contacts could be improved, in what areas they wish they had been better prepared, and what topics would be of benefit in a handbook or course designed to prepare professionals visiting Ukraine.

Results of the Investigation

I received nineteen responses to my questionnaire. I excluded two questionnaires from my results because they did not provide suitable answers, and I eliminated two more because the respondents were born and grew up in Ukraine.

The results that I received from the remaining fifteen respondents are found in the tables in Appendix B.

Analysis of the Results

1. Background

The respondents gave a wide range of answers when asked how they are involved in Ukraine. Their occupations included business, trade, government, law, academia, technical assistance, and humanitarian aid.[23]

When asked about their language background,[24] twelve respondents said that they spoke Ukrainian at home. Eleven of the fifteen respondents said that they had had some schooling in Ukrainian. A majority of those that elaborated on this question indicated that they have studied Ukrainian at primary, secondary, or Saturday school.

Inasmuch as many of the people interested in working and developing business and professional enterprises in Ukraine are of Ukrainian descent, I suspected that many respondents would be first and second (and, perhaps, third) generation North Americans. Indeed, many of my respondents did speak Ukrainian with their parents at home. While I cannot access their actual level of fluency, it appears that a large portion of

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[23] A more detailed description of the responses to this question is given on page 54.
[24] The breakdown of responses to this question is given on page 55.

the respondents perceive themselves to have a good background in the Ukrainian language.

2. The Current Situation

When asked if their Ukrainian language skills are sufficient for their purposes, only four of the fifteen respondents replied "no." Four of thirteen subjects said that they have used translators, and one of these four mentioned that the Ukrainian staff in their office acted in this capacity. Five of thirteen respondents said that they have taken a course to enhance their skills.

The language used with Ukrainian contacts varied from respondent to respondent. Ten of the subjects said that they use Ukrainian; the others did not specifically reply "yes" or "no." Seven said that they use English; one said "no" to using English; one said that he/she uses English sometimes; the other six did not respond. Only four respondents said "yes" to speaking Russian. The others either mentioned the occasional use of Russian (1 respondent), said "no" (3 respondents), or did not respond (7

respondents). I suspect that this is because most of the respondents have some background in the Ukrainian language.

The comments that I received in this section were very useful. A few of the respondents commented that they like to hire a translator for specialized communication. One respondent noted the benefits of using a translator and commented on the differences between the language spoken in the Diaspora and that spoken in Ukraine. The respondent stated that translators not only "speak English, Ukrainian, and Russian (which is a necessary requirement due to the number of people who speak Russian), but they speak Ukrainian in a "soviet" style which is somewhat different than the Ukrainian taught in Canada." A few respondents mentioned the low cost of interpreters, and one respondent also said that this "is a minor cost for maintaining accuracy in communications. I believe we have enough challenge dealing with the difference in our business and social cultures without including our linguistic shortcomings as well". Another respondent describes his situation this way:

> My Ukrainian is now sufficient to enable me to get by on the street, order food in restaurants, take taxis, and other basic needs. I can also maintain social conversations with a 100% Ukrainian speaking person for as long as is necessary (i.e. a couple of days). However, my Ukrainian is not sufficient for business purposes (i.e. I could not

> attend and fully understand a 2 hour meeting in business). Besides, a knowledge of Russian would in my opinion be much more useful as all our meetings take place in Russian.

3. Their Evaluation

Eight of the fifteen respondents said "yes" when asked if their method of communication was sufficient; the other seven did not answer. Only two said that it was not the optimal way to communicate; and the rest of the respondents did not answer this question. Circumstances under which communication broke down involved: problems of cultural context; concepts (rather than language); technological and business terminology, and professional accuracy; the barrier presented by those who speak only in Russian; and the new surroundings (how to travel, where to shop, etc.). One respondent said that "language is only the smallest fraction of the problems in communication; the overwhelming difficulty is in the conflict of political culture."

4. Their Suggestions

The respondents had very useful and wide-ranging suggestions about how communication could be improved. Some suggested that "spending

more time in communication" would help. Others indicated that things would improve if their Ukrainian counterparts knew some English or had the opportunity to travel to the West to see our way of doing things. Again, translators were mentioned here, as well as the use of tutors. One respondent remarked on what he saw as a problem in many of the human resources departments of companies working in Ukraine: "often they try to teach an individual from a marketing department language skills..., where they would be better off finding someone with the background [in the language] and cross train them to learn marketing or the like".

The responses to the question concerning the areas in which the respondents wish they had been better prepared mirrored the comments on areas in which communication breaks down. However, this section seemed to have more responses related to culture. For example, one respondent said that learning to "understand[...] their way of thinking and acting in commercial and personal transactions" would have been nice. Another respondent said that it was "not so much a matter of language as knowing how certain things are done in Ukraine".

Finally, when asked what topics or components would be of benefit in a handbook or course for business people traveling to Ukraine, I expected answers similar to those on the breakdowns in communication. Instead, the answers had a definite cultural focus. Some comments definitely stressed ways of doing things: accommodations, where to eat, health, transport, how to purchase tickets, bureaucracy, legal matters, technical and professional terminology, crime. Cultural nuances, rather than specifically language-related concerns, were definitely preeminent.

Relating the Results to the Model of Communicative Competence

How do these results coincide with the five areas of the communicative competence model that I highlighted as areas of greatest concern in a Professional and Business Ukrainian course?

Knowledge of Vocabulary

Many of the respondents mentioned a need for technical and professional terminology. Some comments indicate that communication tends to break down in this area. Some of the respondents use translators

specifically to remedy this lack of terminology because they value accuracy in communications.

Knowledge of Rhetorical Organization and Knowledge of Function/Illocution

Neither of these areas was specifically highlighted by the respondents. However, there was a definite concern with the conceptual structures and the systems employed by their Ukrainian counterparts when handling a variety of texts. Thus, to avoid problems in the interpretation of the intended meaning of conversation, many of the respondents employ translators.

Knowledge of Culture (Cultural References)

Many of the respondents mentioned that difficulties often resulted from insufficient information on how to do certain practical things: buying tickets, finding good food and good accommodations, etc. As well, they mentioned business-related areas (such as dealing with bureaucracies, legal matters, and commercial transactions), all of which definitely involve prior

cultural knowledge. Finally, many of the respondents mentioned differences in cultural nuances; and they stressed that language is only a part of the problem.

Knowledge of Register

Knowledge of register was addressed by the respondents. Their use of translators illustrates this point quite well. For example, one of the respondents remarked that "my language is sufficient to communicate with my Ukrainian relatives because they understand my dialect, with my Associate because he understands some English, to listen to conversations, plays, lectures, etc., and to socialize at casual gatherings." When in a business situation, however, this respondent employs the services of a translator and also turns to his Ukrainian associate as a cultural advisor and interpreter. In fact, it appears that many of the respondents opt for this solution. They are able to get by whenever the situation does not require accuracy and detailed understanding. When the situation demands it, however, they employ whatever means are necessary to ensure the optimal

method of communication. Language use varies in accordance with the situation.

CHAPTER 5

CONCLUSIONS

Many factors need to be considered when developing a second language course oriented at individuals who aspire to conduct business or engage professionally in Ukraine. This segment of my thesis is devoted to the results of my research. My express purpose is to formulate - on the basis of these results - some concrete suggestions.

The ultimate goal of learning a second language is to attain a level of competence indistinguishable from that of native speakers. Bachman's model examines the components that make up communicative competence, including both the knowledge and the ability involved in communication. Grammar, syntax, and the other components normally associated with learning a language are part of this model; but communicative competence is more than this. Communicative competence also comprehends various aspects of communication, including those that are affected by social and cultural factors. In a course devoted to the language of professionals and business people, illocutionary competence and functional abilities,

vocabulary, rhetorical organization, cultural references, and register should be approached in a distinctive way.

The purpose of a Professional and Business language course is to provide students with the specialized skills that will assist them in their chosen career. Such a course not only teaches language skills, but also prepares students to handle a variety of situations. The distinct goal of such a course is to provide practical exercises that simulate plausible professional and business situations - e.g., negotiating a deal, arguing a point, communicating in a very formal situation, etc. To be of communicative value these exercises should also focus on how the professional or business person ought to behave when communicating in the target language and culture.

At the present moment there are no course materials designed especially for native-English students of Professional and Business Ukrainian. For this reason, it will be necessary for the instructor and students of such a course to rely upon the various textbooks and dictionaries that do exist, and to draw on other resources - e.g., newspapers, journals, and audio-visual materials. In the event that the course is targeted at

students with sufficient reading skills, it may employ a textbook written in Ukrainian.

Invariably the degree of fluency among students enrolling in a Professional and Business Ukrainian course will not be uniform. This is an issue that the instructor will need to bear in mind. To some degree, this problem can be remedied by imposing a prerequisite on the course. For example, if it can be expected that students admitted to the course will have successfully completed a second-year Ukrainian course, the instructor will be able to gauge their abilities more accurately, and to assign reading drawn from materials written in Ukrainian.

The targeting of a Professional and Business Ukrainian course at students who have completed at least two years of university Ukrainian bears certain implications for the language program as a whole. To put it simply, the proficiency requirements attached to the Professional and Business Ukrainian course assume that preceding courses are indeed training students toward the goals in question. A separate but not unrelated issue concerns the identification of level of proficiency required for students to effectively assimilate the designated components of a Professional and

Business Ukrainian course. I suggest that this is one of the questions that needs to be investigated next.

Not only will degree of fluency among students vary from year to year, but so will the interests and goals pursued by the students. Thus, an important segment of the topics covered (and, in turn, of the materials) will have to be tailored on a yearly basis. Several of the respondents to my questionnaire indicated their interest in vocabulary - e.g., the terminology used in technical areas. I am assuming that each year students will offer their own suggestions.

The practical issues and cultural factors that affect the ability of Anglophones working in Ukraine to effectively communicate should be covered in the course. Many of my respondents mentioned that the difficulties they encountered often resulted from their own and their Ukrainian counterpart's ignorance of the ways things are done in each other's societies. Thus, a Professional and Business Ukrainian course must go beyond grammatical and textual competence to include the process of communication as a whole. The course should highlight differences from a North American and English-language perspective. As well, the course

should furnish basic information about Ukraine (its geography, history, etc.), and about everyday procedures in Ukraine (e.g., buying train tickets, groceries, etc.).

The preparation of course materials should not eschew information drawn from other disciplines such as sociolinguistics, education, business, anthropology, and ethnography. This thesis has pointed out that there are many different aspects to teaching a Professional and Business Ukrainian course, and thus many areas may be involved in the construction of the course. The instructor must have experience dealing with the differences between the two societies. In order to address the aspects of communication affected by the society in which the students of Professional and Business Ukrainian will be working, the cultural component must be very strong.

When considering the introduction of other courses and, thus, the formulation of a more complex program in Professional and Business Ukrainian, further research is required. This includes, first of all, an investigation of how the levels of proficiency relate to courses in Professional and Business Ukrainian. For example, in what year of study is

it is most beneficial to introduce a first course, and at what levels of proficiency is it best to address the different components of communicative competence? As well, the survey of people working in Ukraine should be expanded to investigate specific target audiences - i.e. individuals involved in discrete professional and business areas and the degrees of language fluency they exhibit. A survey of this nature could focus on precise business and professional practices, as for example use of memoranda, trade negotiations, or computer technology.

My survey was restricted to subjects with a knowledge of Ukrainian. Consequently, my results do not consider the problems faced by individuals who have traveled to Ukraine with little or no language skills. The experiences of such individuals need to be studied. An investigation of this target group would facilitate the formulation of other components (i.e., courses) of a Professional and Business Ukrainian program.

***

This thesis represents merely a preliminary step in the research I would like to conduct toward the development of a program devoted to Professional and Business Ukrainian. The material I have presented here may serve as the basis for an introductory course that can be easily integrated into the general language curriculum of the Division of Slavic and East European Studies. Thus, my thesis can be considered as a proposal for the establishment of a Professional and Business Ukrainian course at the University of Alberta. With the new and changing environment for professional and business endeavors in Ukraine, such a course would be a timely offering at a university such as this.

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APPENDIX A - The Questionnaire

The following two pages contain the questionnaire that was used in my investigation and discussed in Chapter 4.

Pryvit!

My name is Susan Niawchuk. I am presently working on my MA in Ukrainian Linguistics at the University of Alberta (Edmonton, Canada).

For my thesis project, I am interested in how business people, and people who are working in Ukraine in general, deal with the Ukrainian language. Is your knowledge of Ukrainian sufficient for your purposes? Do you hire a translator? Maybe the people you deal with speak English?

The information that I am gathering will be for the most part from native English-speakers with at least an intermediate level of proficiency in Ukrainian. However, even if you do not fit into this category, and you have been working in Ukraine, I would appreciate hearing from you.

Please send me (preferably before May 16th, 1996) your answers to the following questions:

****

1) Background:

In what area are you involved with Ukraine? (business, trade, government, academics, etc.)

What kind of background do you have with the Ukrainian language?

a) Did you learn to speak Ukrainian at home?

b) Did you have any schooling in the Ukrainian language?

****

2) The Current Situation:

How, in your view, do English-speaking people who are working in Ukraine deal with the Ukrainian language?

What do you personally do to communicate in Ukraine?

- Is your Ukrainian language sufficient for your purposes?
- Do you hire a translator?
- Have you taken a Ukrainian language course to help you out?
- Do you speak another language with your business contacts? Do you speak English or Russian with them?

****

3) Your Evaluation of the Ways in which You Deal with the Task of Communication

Does what you do serve your purposes? Is it sufficient? Do you feel that this is the optimal way to communicate?

If YES: Are there any areas or situations that cause problems in communication?

If NO: What problems do you have? In what ways does communication break down?

****

4) Your Suggestions:

How could communication between yourself and your Ukrainian speaking contacts be improved?

For what areas of communication do you wish you had been better prepared before you visited Ukraine? (This may include both professional areas (technical, legal, and so on) and areas outside of your professional life: ordering food in a restaurant, talking on the telephone, buying train tickets, etc.).

If there were to be a handbook to prepare working visitors to Ukraine or a course to instruct them, what topics would be of benefit?

****

Please list your full name, position and other contact information, as well as any other comments or questions that you may have.

Also, if you feel that someone you know would be a suitable person to answer this questionnaire, please pass on this message.

Thank you for your information and support.

Djakuju, and see you in Ukraine!

Susan

APPENDIX B - The Results of the Questionnaire

The tables on the following pages show a concise version of the results obtained from the questionnaire. The tables correspond to the sets of questions in the questionnaire:

1. Background
2. The Current Situation
3. Evaluation of Communication
4. Suggestions

1. Background

	Area of Involvement	Background with Ukrainian			
		Speak Ukrainian at Home	Ukrainian Language Education		
				If Yes, Level	
				Primary, Secondary, or Saturday School	Post-Secondary
1	business, trade, government	yes	yes	yes	yes
2	law	yes	yes	yes	
3	academics	yes	yes	[25]	
4	business, trade	yes	yes		
5	exchanges, tours, projects; future business	yes (with father)	yes	yes	
6	technical assistance	no	no		
7	academics, technical assistance	no	yes		yes
8	business, technical assistance	yes	no		
9	humanitarian aid	yes	yes	yes	
10	business information, development, and promotion; academic exchanges	yes	yes	yes	
11	business (accounting, auditing, tax, and consulting services)	yes	yes	yes	yes
12	academics	yes	yes	yes	
13	academics	yes	yes		
14	business	yes	no		
15	business	no	no		

[25] A blank cell means that the respondent did not answer that particular question.

2. The Current Situation

	Sufficient Ukr. Language Skills	Hire a Tran-slator	Taken a Course	Language Spoken with Business Contacts				Other Comments
				Ukr	Engl	Russ	Other	
1	yes	yes	no (not recently)	yes	yes	yes		(communication) varies from excellent to horrible; hire a translator for specialized terminology; some [business contacts] speak English and some speak Russian only
2	yes	no	no	yes				
3	yes	no	no	yes	yes	yes		
4	yes	no	yes (Univer-sity course)	yes	no	no	no	they need a translator
5	yes	no	yes (Univer-sity course)	yes		no		suspect that many [business people] still consider Ukraine to be part of the USSR and speak Russian; [I] only [speak English or Russian] if dealing with a third party who does not understand Ukrainian; I speak Ukrainian and refuse to speak Russian in Ukraine
6	no	yes	yes (Univer-sity course)	yes	yes	yes		translators are fairly easy to obtain and they are cheap; these translators are often from the school of linguistics/modern languages in Kyiv; not only do they speak English, Ukrainian, and Russian, (which is a

	Sufficient Ukr. Language Skills	Hire a Tran-slator	Taken a Course	Language Spoken with Business Contacts				Other Comments
				Ukr.	Engl	Russ	Other	
								necessary requirement due to the number of people who speak Russian), but they speak Ukrainian in the "soviet" style which is somewhat different than the Ukrainian taught in Canada; [own language is not sufficient because] for one thing the topic is technical and I just don't have the vocabulary
7	yes	no	yes (but for own reason, not for prof-essional purpose)		yes (al-most alw-ays)			[his] students prefer to speak in English, to take advantage of the opportunity presented by a native-speaker; in general Anglophones do not speak Ukrainian at all, and if they choose to learn another language it would be Russian; the exception is the Diaspora Ukrainians who are native-English speakers
8	yes	no	no	yes	some-times			[English-speaking people working in Ukraine] either speak Ukrainian or hire translators
9	yes							language is sufficient for Ukrainian; Russian gets a bit tricky, almost not understandable

	Sufficient Ukr. Language Skills	Hire a Tran-slator	Taken a Course	Language Spoken with Business Contacts				Other Comments
				Ukr	Engl	Russ	Other	
10	yes		no	no	yes			when things first got going in Ukraine as far as foreign business establishing offices in Ukraine is concerned, they hired people of Ukrainian descent; when I was last in Ukraine, August 1995, I noticed that there are more expatriates being brought in; what I observed is that their language knowledge is limited and they depend on local employees to assist in translating for them
11	no	yes, and through Ukr. staff	yes (Ukr. tutor)		main -ly			(see comments in text)
12	yes							I believe that my language skills do have much room for improvement; being an English-speaker most definitely helped, rather than hindered, any communication gaps or problems because of the growing interest in the English language in Ukraine
13	yes	no	no	yes		on rare occa-sions		

	Sufficient Ukr. Language Skills	Hire a Tran-slator	Taken a Course	Language Spoken with Business Contacts				Other Comments
				Ukr	Engl	Russ	Other	
14	no (not for business purposes)	yes	no	yes	yes	no	no	there is a large and competent resource of English/Ukrainian speaking people in Ukraine to do interpreting; [this is] a minor cost for ensuring accuracy in communication and maintaining a proper image; [I] employ a translator and have also added a Ukrainian Associate to our firm to serve as a cultural advisor/interpreter
15	no	no	no		yes (most-ly)	yes	Fren-ch (rare-ly)	[English-speaking people who are working in Ukraine use] interpreters, or if they speak Russian, they wing it in Russian

3. Evaluation of Communication

	Is Communication Sufficient?	Is Communication Optimal?	Comments	Breakdowns in Communication
1			certainly much better than someone who doesn't know the language; although the people who do not have the language do not admit this - they say they can hire translators	occur sometimes, but can be cleared up by backtracking and asking questions; what is more of a problem is a cultural context miscommunication that happen sometimes
2				the problem is not so much language as it is concepts; Ukrainians do not conceptualize many of the business that we take for granted
3	yes			areas of technical terminology and professional accuracy
4			knowing Ukrainian is sufficient and is optimal	if the partner speaks only Russian, it's difficult
5	yes			
6				I found using translators to be extremely efficient; (see text)
7				language is only the smallest fraction of the problems in communication here; the overwhelming difficulty is in the conflict of political culture; it is not "Ukrainian-ness" that presents any difficulty for an Anglophone here, but rather "Soviet-ness"
8	yes			no special problems; some problems may arise from not knowing the new surroundings, how to travel, where to shop, etc.
9	yes			Russian can be a problem
10	yes			

	Is Communication Sufficient?	Is Communication Optimal?	Comments	Breakdowns in Communication
11		no		Basically what I do serves my purposes, however, it is not optimal; ...I will keep improving [my language skills] so as to make basic day to day living easier as well as being able to communicate to some extent with clients
12	yes			the only problems I notice are with the fact that there are certain business and technical terms in Ukrainian, which I do not know; however, as I communicate, I learn the terms and new phrases which may be relevant to future discussions on the topic
13	yes			not really
14	yes			
15		no	absolutely not optimal	it is always nice to be fluent in the language in which you are working

4. Suggestions

	How Communication Could be Improved	Areas for which You Wish You had been Better Prepared	Topics that would be of Benefit in a Handbook or Course
1	only by spending more time in conversation	very technical terminology	
2	Westerners must understand that the Eastern European mindset is substantially different than ours	primarily, understanding their way of thinking and acting in commercial and personal transactions	
3			
4	if they know some English its easier to define project details, for proper terminology, etc., and for their future visits to the West	you need a local person to know how things are done (e.g. train tickets, hotels, cars for transport, any interaction with local bureaucracy, etc.)	accommodation, health, transport, bureaucracy-way of operation, legal, existing laws which are changing constantly, retroactive laws for custom-duties, security official and mafia-type, and much more
5	(no suggestions), except for the fact that many businesses per se do not have their Human Resources to their potential; often they try to teach an individual from a marketing department language skills..., where they would be better off finding someone with the background [in the language] and cross train them to learn marketing or the like	there is a great lack of material on the North American continent that deals with the professional fields, however there is also a lack of understanding of professionalism in Ukraine and most of the FSU	remember there are some things you can never teach; cultural nuances for instance
6	my last trip was my third time there, so I was prepared for the situations		(information regarding) cheaper accommodations and places to eat
7	if they were to travel to the West and see what I am talking about	knowing Russian would have been more useful in Ukraine than knowing Ukrainian	Anglophones, and particularly Canadian Anglophones, are an unusually tolerant lot, and don't really need a handbook (which explains why we agonize about being prepared in such a way in the

	How Communication Could be Improved	Areas for which You Wish You had been Better Prepared	Topics that would be of Benefit in a Handbook or Course
	if they were to travel to the West and see what I am talking about	knowing Russian would have been more useful In Ukraine than knowing Ukrainian	first place); there are some things about which it is a virtue to be intolerant: dishonestly, greed, rudeness, provincialism; and so the emphasis of this question is misplaced --- it is the hosts in Ukraine who need to be better prepared for their visitors
8	for English-only visitors places like city halls, major hospitals, railroad stations, etc., should have translators on staff	(see previous question)	besides typical tourist info, a special chapter on how to avoid criminal elements on the street - illegal money exchanges, thieves, etc.; detailed info about safe cooking and dining out; see text
9			
10	(see final column)	(see final column)	what would be of benefit to have as a guide before going to Ukraine as well as having with you while you are there would be on the basics: where to purchase a train ticket, how to use the telephone, where one can purchase necessities, etc.; what might even be a fun thing to produce is a How to Get Around Ukraine video geared to business travelers going to Ukraine
11	by learning Ukrainian and Russian very well; my suggestion if to get a good tutor and spend at least half an hour for every hour of tutoring on your own studying grammar; also watch Ukrainian/Russian TV and listen to the radio; try to get Ukrainian friends and practice with them - i.e. avoid hanging out with only expatriates		

	How Communication Could be Improved	Areas for which You Wish You had been Better Prepared	Topics that would be of Benefit in a Handbook or Course
12		I would like to know various technical and business terms that native speakers of Ukraine use; phraseology is something that can not be translated from one language to another, but it is rather native to a certain language	most definitely, business technical, professional terms, applicable to the particular interest or purpose; of course, basic words, questions, and phrases are a necessary component for any language handbook
13		its not so much a matter of language as knowing how certain things are done in Ukraine	day-to-day affairs (*pobut*), how to buy a train ticket, how to exchange [money], how to order in a restaurant, how to handle medical emergencies
14			(male chauvinism, female aggressiveness, dealing with rudeness)
15			I don't believe in phrase books -- or means short of investing the time to learn a language