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UDC 81'27=111

THE SOCIAL STRATIFICATION IN THE ENGLISH LANGUAGE

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In this article the problem of the social stratification in the English language is considered. Some social distinctions in the British society are shown and gestures, as social markers are revealed.

It is generally accepted that people who speak the same language use it in a different way. The individual character of speech is distinctly realized by the native speakers of this language. The specific features of the speech can occur at all levels of the language structure.

There are several of the so called markers which help to distinguish to which social class the person we are talking to belongs. It's a common knowledge that any society consists of individuals who belong to different societal communities or classes. All people in various situations behave in a different way and, of course, their manner of speaking differs. There doesn't exist any concrete list of societal markers, but we can differentiate some of them. We can guess the societal membership from the people's way of clothing, behaviour, reaction, their way of using gestures and other non-verbal ways of expressing oneself.

Gestures, as well as speech, can give us more or less complete characterization of the most essential features of the speaker. Each gesture is characterized by its "style" and we always try to use the most appropriate for every communicative situation. Pragmatics of the gestures in certain culture and society depends on personal communicant's features, relationship between the communicants and, of course, on the communicative situation itself.

It is very important, to consider that in various countries the same gestures can be interpreted differently.

For example, in British culture the language of gestures is not frequently used and only the most basic gestures are performed. Overdoing a gesture can sometimes come across as aggressive behaviour.

What concerns the eye contact, Britons show a tendency to keep it relatively short, as it can provoke misunderstandings between people. Direct eye contact may be misinterpreted as hostility and aggressiveness. If we are talking to a group, then we should make eye contact with all people, and do not focus our attention on one person alone.

What is more, British culture shuns physical contact. Except for the handshake, other forms of touching behaviour are inappropriate in business relations. Men should not initiate physical contact with women.

The reserved nature of the British is emphasized by their respect towards personal space. It is highly valued by them and keeping an acceptable distance is advised. In order to feel comfortable, they create a kind of personal air bubble around them. During conversation they prefer to stand next to each other rather than opposite [1].

Now, let's precede to the analyses of the social markers in literature of different periods:

1) Stanzey, the consul, and Arkright, a gold-mine owner, were smoking on the balcony. Me and Liverpool waved our dirty hands toward 'em and smiled real society smiles; but they turned their backs to us and went on talking [2, p. 304].

In this example we observe that smiles and gestures are used to attract attention, matched to the situation that we observe in "real society smiles" and that the speakers belong to the working class. Moreover, in this example the outstanding writer O'Henry uses hyper characterization of the situation (smiled real society smiles).

The analyses of the English and American fiction literature illustrate the examples of verbal behavior of the representatives of different social classes and permits us to speak about the existence of the social markers of the non-verbal means of attracting attention. These means depend on the speaker's gender, age, social status, profession and level of education.

Considering the social relations between the communicants one should notice the existence of the non-verbal means of attracting attention which show the communicants' social status in a particular communicative act. For example:

2) "I found Lucius Pim lying in bed, draped in a suit of my pyjamas, smoking one of my cigarettes, and reading a detective story." He waved the cigarette at me in what I considered a dashed patronizing manner.

"Ah, Wooster!" he said.

"Not so much of the 'Ah, Wooster!" I replied brusquely [3, P. 192].

Trying to emphasize the role of the "master of the situation" the addresser uses the non-verbal mean of attracting attention – the gesture – (waved the cigarette ... in a dashed patronizing manner); this fact becomes recognized by the addressee and causes his negative reaction. The social class of the character is the lower middle class.

3) Late one afternoon the door maid came up and announced an old colored man who wanted to see Major Talbot. The major asked that he be sent up to his study. Soon an old darkey appeared in the doorway, with his hat in hand, bowing and scraping with one clumsy foot [4, P. 115].

In the third example we can notice the use of the non-verbal mean of attracting attention, due to the low social status of the addresser, who came with a request to the Major. This communicative situation verifies the fact, that the applicant's (an old colored man) social status is lower of that of the addressee (the major asked that he be sent up to his study). The character belongs to the lower class.

In these two examples above one can notice the social difference of the communicants, due to their manner of using non-verbal means of communication.

A Russian linguist Formanovskaya claims that friendship relations can allow some intimacy and familiarity and also to use reduced expressions without offending the interlocutor, because with the help of such expressions, the interlocutor is able to hear "special warmth, friendliness, trustworthiness", such as:

4) "Wes is a perfectionist. Aren't you, babe?" A woman across the table reached over and poked him in the arm [5, P. 310].

The chosen mean of the non-verbal communication claims about friendly relations between the communicants. We suppose that the woman belongs to the lower middle class.

The use of wink or various meaningful glances also claims about the warm relations between the speakers:

5) He kept staring at me and giving me meaningful glances. Eventually, when Perpetua was out, he walked past my desk, stopped for a moment and murmured, "Jones, you gorgeous creature. Why are you ignoring me?" [5, P. 420].

The participants of the communicative act are colleagues, who treat each other with an evident sympathy. The presence of the third participant (Perpetua) makes the addresser use the non-verbal means of communication, which, as he thinks, would be adequately interpreted by his interlocutor. The speakers belong to the working class.

In the communicative act which takes place in the informal situation, some unusual non-verbal means of communication may be used:

6) Lisa is suddenly at his shoulder, staring with him into the pan. "What do you think?" she says, stepping back and spreading her arms in a tell-me-I-look-gorgeous-or-I'll-hit-you gesture. "What is that top made out of? Sandpaper?" "It's spangly" [5, P. 422]. In this example a girl is the addresser (stepping back and spreading her arms in a tell-me-I-look-gorgeous-or-I'll-hit-you gesture) and she wants to attract her boyfriend's attention. The woman belongs to the lower middle class.

7) "He's fond of her, I know," thought Soames. "Look at the way he's always giving her things [3, P. 33]."

In this example we can notice Soames jealousy because "the way he gives her things" differs from the ordinary manner. The character belongs to the lower middle class.

8) "Never mind who' he said," cried Goath and aggressively, glaring round at them all. "Doe'n' ma'er wha' 'e said. Who is 'e? Where's 'e come from? With 'is drinks an' cigars!" [3, P. 33].

The example shows the character's aggressive attitude to the strangers. The character belongs to the lower middle class.

9) "We have nothing left but the big family stateroom," he continued, "with two berths and a couple of armchairs in it, but it is entirely at your disposal. Here, Tom, take these satchels aboard." Then he touched his hat and we and the coloured Tom moved along [5, P. 10].

Here "touched his hat" means showing respect, to someone who is richer or has more influence. The man who touches his hat belongs to the working class.

10) "But we both know how distasteful it will be for you to share power with me. We both know how sorely tempted you will be to reach for the stars, shall we say? Look at me, Citizen Dupre, look deeply into my eyes."

Dupre was not able to maintain eye contact with Dominique Cantrell for longer than a few seconds. He lowered his head and reached for the glass of scotch [6].

From this example it's quite clear that the social status of Dupre is lower that that of the Cantrell. The character (Dupre) might belong to the lower middle class.

To sum up everything we talked about, we can say that the social characteristics of the interlocutors, the nature of their relations, formal or informal situations greatly influence the choice of the non-verbal means of communication.

Thus, the process of social differentiation of both language and speech activity can be traced back to his primary link – the communicative act concerned in the context of the social situation.

Our society is a heterogeneous community in which the individuals which belong to various social classes are interconnected. Every person of the community possesses certain social status or complex social and socio-demographic features that characterize the man as member of society. Different people in the emerging circumstances, use different forms of public and communicative behavior.

Having briefly analyzed a small range of linguistic phenomenon, we can make a conclusion, that distribution of, at least, some typological linguistic characteristics across languages sociolinguistically, that is to say, in terms of certain of the social characteristics of the societies in which they are spoken, of which community size, social network structure, and amount of shared information available, may turn out to be only some of the most important. All these facts are very interesting to deal with.

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UDC 811.112.2'37(045)

METAPHORICAL SEMANTIC DERIVATION ON EXAMPLES OF GERMAN NOUNS IN SPOKEN LANGUAGE

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We study the metaphorical potential of German word formation, the notion of conceptual metaphor, and its role in word formation. We also explain the concept of "semantic derivation" and assign semantic models of word formation based on the metaphor.

In recent years, the metaphor has attracted the attention of an increasing number of linguists, although it has always attracted the attention of scientists and seemed to be a well-studied linguistic phenomenon. At this point, the metaphor is seen as a complex device used to interpret a cognitive and cultural phenomenon.

The notion of conceptual metaphor was first introduced by American scientists John. Lakoff and M. Johnson. According to their theory, the metaphor is one of the most important mental operations, and not only on the linguistic level. Metaphor is involved in the processes of acquiring knowledge, structuring and interpreting the world around us. The meaning of the metaphor, according to scientists, is "understanding and experiencing one kind of entity in the terms of the essence of another species" [2, p. 27]. This concept directly reflects the structure of conceptual metaphor. John Lakoff and M. Johnson theorized that metaphorization is based on the interaction of two bodies of knowledge – "space-source" (more specific knowledge) and "space-purpose" (less clear, less concrete, less certain knowledge). J. Lakoff argues that "metaphor allows us to understand quite abstract or unstructured in nature essence in terms of more specific or, at least, more structured entities" [2, c. 245]. A "metaphorical projection" occurs during the process of metaphorization.

Metaphor is also involved in the process of word formation. Word formation is one of the most important means of replenishing the vocabulary of a language. New words in language are formed according to certain rules, models, and patterns, which create a mechanism of language. This phenomenon is called derivation.

The main ways of word formation in the German language are changing the root words, the transition from one lexical and grammatical class to another, compounding or composition, and prefixing and suffixing. The derivation is based on the motivation sense: phonetic (das Zapp-Zapp), the morphemic (lesen – der Leser, lehren – der Lehrling), semantic (figurative) (der Fliege – fly, bow tie).

Let us discuss semantic derivation, which is the semantic way of word formation and is used to describe the process of formation of new meanings of ambiguous words. According to M. Nikitin, "semantic derivation - the formation of derived values from the original without changing the shape of the sign" [3, p. 375]. According to D. Ushakov, the main types of semantic changes are "figurative meaning" and transfer "by similarity" (metaphor) and "by contiguity" (metonymy), expansion, contraction and transition values of proper names in common nouns.