

Like wolves in winter did the Normans yell.
 Curth drew his sword, and cut his burl'd hide;
 The proto-slain ' man of the field, he fell;
 Out stream'd the blood, and ran in smoking curls,
 Reflected by the moon, seem'd rubies mixed with pearls [2, p. 159].

In Chatterton`s vivid imagination slaughterous process turns into something sublime and extremely captivating and picturesque. The incredible comparison of swirling blood streams in the moon light with a pile of white pearls and rubies is worth special admiration. For this metaphor only Chatterton deserves the poetic pedestal on which the romanticist willingly placed him without any compromise.

Thus at the crucial time between Enlightenment and Romanticism Chatterton becomes the first poet to cross the bridge built by sentimentalists between the canonical and conservative Neo-classical poetry and absolutely revolving and fresh Romantic. And one of the considerably means on his way to Romanticism was the revival of gothic tradition in poetry, which acquired wide popularity in the later period by the most prominent figures of English Romantic Epoch.

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ACTS OF APPROVAL IN TEACHING ENGLISH

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Speech acts of approval are central in creating positive psychological environment in an English classroom. The article considers their status among other speech acts and their role in teaching strategies of foreign language instructions.

Speech acts have been extensively studied by linguists and philosophers. To understand the meaning and importance of speech acts of approval we should first of all classify their location in the classification list of speech acts.

Classifications are many. For practical purposes it is wise to use those which can be helpful for effective communication. One of the best descriptions in that respect is given in the textbook written by G.P. Delahunty and J.J. Garvey to meet the needs of teachers. In this paper we draw heavily from their book *Language, Grammar and Communication* [1, p. 52–54].

Speech acts can be either explicit or implicit. An explicit promise is one in which the speaker actually says *I promise...*, e.g. ***I promise that I will return the money tomorrow***. That is, the utterance contains an expression, usually a verb, which makes the intended act explicit by naming it.

But we don't have to say *I promise...* in order to make a genuine promise. We can merely say *I will return the money tomorrow*. When the speech act isn't named by a specific verb in the sentence, we are performing the speech act implicitly.

What matters in performing a speech act isn't whether it's explicitly named but whether the act meets certain contextual or background conditions, called **felicity** or **appropriateness conditions**. For example, imagine a situation in which you promise your instructor to finish an assignment by the beginning of the next class period. For this to count as a genuine promise, you must say something to the effect that you will finish the assignment by the next class period; the instructor must want you to complete the assignment by that time; you must be able to carry out this task; you must sincerely intend to finish the assignment by that time; and you must intend your instructor to interpret your remarks as your commitment to finish the assignment by the next class time.

No doubt these conditions all seem perfectly ordinary. However, articulating them, makes explicit what we usually take for granted and which we pay attention to only when things go wrong. They're also very useful in helping us to characterize the differences between speech acts. Promises are distinct from threats, for example, in that a promised act is one desired by the addressee, whereas a threatened act is one which the addressee would prefer not to happen. That is, they fulfill distinct felicity conditions.

Analysts typically distinguish among four types of felicity conditions:

1. The **propositional content condition** expresses the content of the act. Thus *I will return the book tomorrow* denotes the promised act, i.e., returning the book tomorrow. Sometimes conventions require that a precisely specified expression be used. For example, in some marriage ceremonies, the bride and groom must respond *I will* to the question *Will you Joan take John to be your lawfully wedded husband?* No other form, even if it means *I will*, is acceptable.

2. The **preparatory condition(s)** express the contextual background required for a particular act. For example, *I will* constitutes a marriage vow only in the context of a real wedding; a promise requires that the promisee be able to perform what she/he promises; a speaker making an assertion must have evidence to support the assertion.

3. The **sincerity condition** requires that the speaker be sincere. For example, a promise must willingly intend to keep the promise; a speaker who makes an assertion must believe what she/he asserts.

4. The **essential condition** is that the speaker intends the utterance to have a certain force. For example, someone uttering *I promise to return tomorrow* must intend this utterance to be a commitment to return tomorrow; an assertor must intend the utterance to represent a true representation of a state of affairs.

In sum, for an utterance as (*I promise that*) *I will return the book tomorrow* to be a "felicitous" promise, 1) it must denote the promised act, 2) the addressee must want the book to be returned tomorrow, 3) the speaker must intend to return the book tomorrow, and the 4) speaker must intend the addressee to take the utterance to be a promise to return the book tomorrow.

Various classifications of speech acts have been proposed, but the one most widely used classifies speech acts as:

1. **Representatives**, which denote states of affairs, or at least speakers' purported beliefs about states of affairs, including assertions, descriptions, reports, statements.

2. **Directives**, which attempt to get addressee to do something, including questions, requests, orders.

3. **Commissives**, which commit a speaker to a course of action, including promises, threats, vows.

4. **Declarations**, which bring about states of affairs, including naming, firings, hirings, pardons, resignations.

5. **Expressives**, which denote a speaker's psychological state or attitude, including apologies, compliments, greetings, thankings.

6. **Verdictives**, denote an assessment or judgment, including assessments, appraisals, judgments, verdicts.

As is obvious from above classification approvals go into the group of expressiveness. They denote the speaker's psychological state or attitude. If the attitude is favourable then the acts of approval skillfully used by teachers are sure to result in better psychological environment in the classroom. Students will get encouraged and more motivated in their further studies.

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