

Heute verwendet man Runen nur noch als mystische Symbole für Wahrsagerei, Talismane, Tattoo-Motive oder als reine Dekoration. Dennoch tragen all diese Zeichen eine Bedeutung.

Dank der Entdeckung dieser Runeninschriften, unter anderem bei den Jakuten, kann man eine Menge über die Geschichte, Kultur, Religion und Lebensweise eines Volkes sagen. Runen enthüllen zahlreiche Geheimnisse der Geschichte, aber gleichzeitig stellen sie uns auch vor viele Fragen.

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Роль ошибок и обратной связи при усвоении второго языка

В данной статье поднимается вопрос полезности совершения ошибок при усвоении второго языка, а также рассматриваются различные типы обратной связи, которую получает обучающийся при изучении иностранного языка. В работе также анализируется влияние типа и качества обратной связи при совершении ошибок на эффективность обучения.

Usefulness of Errors in SLA Depends on Type and Quality of Feedback

The usefulness of errors in Second Language Acquisition (SLA) is a very controversial topic. At first, it might seem strange to pay attention to what learners do wrong rather than to what they do correctly [2]. Errors are considered to be signs of learning failure. However, there are several reasons why errors can be useful. On the one hand, making errors may help learners in their learning, for instance, when they self-correct the errors they make. On the other hand, it can be practical for teachers to know which errors learners usually make and pay more attention to the most difficult aspects for learners during teaching. Thus, according to Littlewood, errors “are the clearest evidence for the learner’s developing system and can offer us insights into how they process the data of the language” [6, 22].

Before considering the usefulness of errors, it seems reasonable to make a distinction between errors and mistakes. Even when we speak our native language, we can make some slips, “lose track of a complex structure as we utter it, begin an utterance and abandon it, and so on” [6, 31]. The second language learner makes slips of the same nature as well. According to Littlewood, these slips are called ‘performance errors’, in other words, ‘lapses’ or ‘mistakes’ [6, 31]. They result from some gaps in memory which means that the learner knows what is correct but for some reason is unable to perform the correct form. Errors occur because of the learner’s lack of knowledge [2]. In particular, if the learner doesn’t know how to convey what he means correctly, simply because he/she has not learnt it yet.

It is not possible to distinguish whether it is a systematic error or a non-systematic mistake by single occurrence during the communication process. The most reliable criterion is regularity. When an incorrect form appears regularly in learner’s speech, it is the best evidence of the gaps in learner’s knowledge. Whereas, when a mistake occurs it is more likely that the learner will recognize it, self-correct and won’t make it next time [6, 31-32].

Errors occur due to different reasons. When the learner constructs an utterance for the second language, he/she can transfer patterns from his/her first language. Errors of this type are common to learners who have the same mother tongue or whose mother tongue has the same linguistic property [2, 18-19]. Some errors which learners make have direct

reference to the second language itself. This is exactly what error analysis reveals. Sometimes learners make errors that they create by themselves, for instance, when the learner constructs some kind of a rule but this rule is different from that of the second language [6, 22]. Thus, we can conclude that errors mostly occur due to incomplete learning.

We use language to communicate with each other; therefore, it is possible to make comments about the language production during the communication process. The interactions in which the interlocutor makes comments to the learner provides learner with feedback about his/her language use. The interlocutor may be a language teacher or a native speaker. Following Vanpatten and Benati, feedback is the response that learners receive regarding the language they produce. In other words, it is the information about learner's success or failure during the communication process given by the interlocutor [9, 84].

As feedback is responsive and provides a learner with information about success or failure of a communication process, therefore, it can be positive or negative. Positive feedback is a confirmation that what the learner has said is well-formed or correct. Negative feedback, in contrast, is used to state that the learner's production of language is not well-formed or incorrect and is not possible in the second language [1, 21-23].

Feedback can vary in the form it takes when provided to learners [4, 222]. Two types of feedback are distinguished: explicit and implicit. Explicit feedback includes "an overt correction" [9, 84]. The overt correction is when the interlocutor points out to the learner: "say like this, not like that." Explicit feedback also involves comments about what the learner generally does [9, 84]. For example, when the learner makes the same error several times, the interlocutor may draw the learner's attention to it by saying something like: "when you try to say... you always say... it is incorrect." "Implicit feedback is an indirect [...] way to show that learners' utterances are problematic" [4, 222]. It "occurs during communicative interactions and can take the form of the recasts" [9, 84]. A recast appears when the learner's interlocutor rephrases what the learner has said without making any explicit statement. This recast can be considered as a confirmation to the question 'Did I understand you correctly?' [9, 84-85]. Recasts usually occur as responses to grammatical and phonological errors and their effectiveness as feedback seems to be inconclusive.

Feedback is used to characterize the utterances which are produced by native speakers or teachers, and are used by learners to derive positive

and negative evidence about SLA [1, 21]. Negative evidence is the situation when the learner has not understood anything and the interlocutor indicates it and corrects it [2, 47]. In other words, negative evidence is the feedback that learners receive about what they do incorrectly. Positive evidence is what learners hear or read during the communication process [9, 84]. The importance of negative evidence and its connection to feedback is obvious for this research, since it occurs when the learner makes errors.

Feedback and correction are required to learn the second language. “Correction [...] is an indirect or tacit form of negative feedback” [1, 317]. Learners get enriched information in the form of feedback and correction. The feedback occurs as a response to something that the learner has said. This response only counts as a feedback for the purposes of SLA if the learner so construes it [1, 21]. Feedback plays a causal role in the restructuring of learner’s knowledge. The ways in which learners interpret and deploy the feedback they get are important for SLA. On the basis of feedback received during the communication process, learners may notice some mismatches between their production of the second language and native-like production and correct their utterances [4, 222].

Explicit correction in learning is often taken as the most ‘natural’ and frequent form of feedback [1, 316-317]. In some studies about the feedback and correction (The Tomasello and Herron; the Carroll and Swain; the Tanaka (1999)) mentioned by Carroll [1, 313-321], learners were asked to apply what they had learned to novel items. The learners who received feedback and correction were more successful than learners who did not. These studies provide considerable support that learners can learn the information about second language on the basis of feedback of explicit correction.

In this paper, we have seen that errors are useful in SLA. Making errors does not mean that the learner failed in learning the second language. They help learners to learn the second language and teachers to focus their attention on the most serious ones. A learner receives a response regarding the language he/she produces which is called feedback. This process involves a language teacher or a native speaker, who provides the learner with the information about accuracy of his/her representing of the language. It is closely related to negative evidence because most of the times when the interaction occurs and the interlocutor makes a comment, it indicates that the learner said something incorrectly and there is trouble in the communication.

Explicit correction is usually considered as the most frequent and the most useful type of feedback learners can get. However, both, explicit and implicit feedback, are helpful in learning and can be construed as positive and negative feedback depending on what intention the interlocutor has. Feedback is used by learners to derive positive and negative evidence about SLA. The importance of negative evidence is obvious when we talk about usefulness of errors and its dependence on feedback, since negative evidence is the feedback that learners receive about what they do incorrectly during the communication. Therefore, negative evidence occurs when the learner makes errors.

In conclusion, feedback received during the communication process is linked to second language development. The more useful feedback a learner receives, the more helpful it will be in SLA. Since explicit correction is believed to be more beneficial than the other types of feedback, we can say that it helps in learning second language the most. However, implicit feedback should not be excluded either, since it can be useful during SLA process as well.

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Языковые средства выражения иронии в художественном фильме

Значение иронии в кинематографе очень велико. Её способность воздействовать на человека превращает данный лингвистический феномен в неотъемлемую черту кинематографических произведений любого жанра. Сочетание в фильмах и мультфильмах оптических и акустических элементов с вербальным компонентом усиливает эффект влияния иронического смысла на массовую аудиторию.

Language Means of Expressing Irony in Feature Films

The world of modern art is based on humor: literary works, poetry, songs, scenarios for films and cartoons have a lot of comic elements. Modern film-makers and screenwriters use jokes in their films to show social injustice with humor and to attract the audience.

Irony is one of the most popular things in creation of comic sense in cinematography. It is used in films of different genres. However, there is a term which includes all the genres existing in cinema and describes the main field of ironic influence in cinematography. It is called feature film or fictional film, or also narrative film.

The Encyclopedic dictionary of S. I. Jutkevich defines it as a work of cinematography with a plot represented in scenario and interpreted by a film-maker. It is worth noting that a plot is made not only by directors but also by actors, staff and special effects.

In the narrow sense, feature film or fictional film, or narrative film is a film that tells a fictional or fictionalized story, event or narrative. The aim of this type of films is to make the audience believe that the unfolding fiction is real or taken from real life.

In the wide sense, feature film is a result of art work of any genres. It can include different elements created for convincing people that all the