

# Journal of Linguistics and Language Teaching

edited by Thomas Tinnefeld

Volume 3 (2012) Issue 1

JLLT

*JLLT* is an academic organ designed for the worldwide publication of scientific findings which concern the full range between linguistics on the one hand and language teaching on the other. At the same time, it is a basis of discussion for linguists and practitioners of language teaching.

*JLLT* is a refereed journal. All manuscripts, apart from those having individually been requested by the editor, have to be positively evaluated by two referees, this procedure being totally anonymous on both sides (authors and referees). Only then will they be published.

Addressees of *JLLT*:

- linguists and foreign language methodologists - from university professors to PhD students and teachers at universities and all types of schools;
- young scientists who will find a publication platform for their academic projects which they can open up for discussion so as to get fruitful advice from the community of readers and authors.

Which text types will be accepted?

- articles
- book reviews
- reports about scientific projects and conferences
- reports about innovative study programmes
- reports about PhD projects (for the publication and the protection of intermediate research results) as pre-publications.

The publication process can formally be described as follows:

1. Receipt of a manuscript
2. Pre-screening of the manuscript (editor)
3. Evaluation of the manuscript (editorial board)
4. Positive result: publication of the article on a separate page of the Journal's website. Thus, quick publication of the manuscript (about six to eight weeks after receipt) and availability for the academic world.
5. After receipt of all the parts of the given issue of the Journal: publication of the article in the PDF format, the web page version of the text being kept. Completion of the publication process.

*Date of on-line publication: July 19<sup>th</sup>, 2012*

*Date of paper publication: September 30<sup>th</sup>, 2012*

## **Editorial Board (in alphabetical order)**

**Prof. Dr. Klaus-Dieter Baumann** - Universität Leipzig, Germany

**Prof. Dr. Dr. h.c. Wolfgang Blumbach, M.A.** - Hochschule für Technik und  
Wirtschaft des Saarlandes, Germany

**Prof. Dr. Didi-Ionel Cenuser** - Lucian Blaga University, Sibiu, Romania

**Prof. Dr. Wai Meng Chan** - National University of Singapore, Singapore

**Prof. Dr. Shin-Lung Chen** - National Kaohsiung First University of Science and  
Technology (NKFUST), Taiwan

**Prof. Dr. Inez De Florio-Hansen** - Universität Kassel, Germany

**Prof. Dr. Frank Kostrzewa** - Pädagogische Hochschule Karlsruhe, Germany

**Prof. Tsailing Cherry Liang, PhD** - National Taichung University of Technology,  
Taiwan

**Prof. Dr. Heinz-Helmut Lüger** - Universität Koblenz-Landau, Germany

**Prof. em. Dr. Heiner Pürschel** - Universität Duisburg-Essen, Germany

**Prof. Dr. Günter Schmale** - Université de Lorraine (Metz), France

**Prof. Dr. Ulrich Schmitz** - Universität Duisburg-Essen, Germany

**Prof. Dr. Christine Sick** - Hochschule für Technik und Wirtschaft des Saarlandes,  
Germany

**Prof. Dr. Veronica Smith, M.A.** - Alpen-Adria Universität Klagenfurt, Austria

**Prof. Dr. Bernd Spillner** - Universität Duisburg-Essen, Germany

**In Honour of**  
**Prof. Dr. Torsten Schlak**  
**(1970 – 2012)**

## Table of Contents

<b>Editorial</b> .....	7
<b>Foreword to the Issue</b> .....	9

### I. Articles

Matthias Schoormann (Münster, Germany) / Torsten Schlak (†) (Berlin, Germany): Zum Vergleich mündlicher Korrekturstrategien im Zweit- und Fremdsprachenunterricht .....	15
Philip Chappell (Sydney, Australia): A Sociocultural Account of the Role of Imitation in Instructed Second Language Learning .....	61
Shing-Lung Chen 陳欣蓉 (Kaohsiung, Taiwan): Modell zur Entwicklung eines Evaluationssystems für fremdsprachliche Konversationen – am Beispiel der Erlernung des Deutschen und Chinesischen .....	93
Angela Weißhaar (Mainz / Göttingen / Bremen, Germany): Afrikanische Migranten in Paris – die Darstellung der Personen in einem Internet-Beitrag von ARTE TV in französischem Original und deutscher <i>Voice-Over</i> -Version .....	119
Viktor Hofmann (Berlin, Germany) The Features of Verb Classification (concrete) vs. (abstract) in a Typological Comparative Study of German, Russian, English and Spanish .....	139

### II. University Report

Cornelia Gerhardt (Saarbrücken, Germany) / Sybille Neumann (Saarbrücken, Germany) Content and Language Integrated Learning – The Case of a French Lecture on International Contract Law at a German University of Applied Sciences .....	159
--	-----

### III. Book Reviews

Thomas Tinnefeld (Saarbrücken, Germany):

Madalena Cruz-Ferreira: *Multilinguals are ...?* London / Colombo:

Battlebrigde 2010 (90 pages) (ISBN 978 1 903292 20 4) ..... 187

Marta Gómez Moreno (Granada, Spain):

Hewitt, E. (2011). *The Use of Psychomotor Activities in Teaching Children English as a Foreign Language: Empirical research into the PEPA method of language instruction*. New York: Edwin Mellen Press. 380 pages.

(ISBN-10: 0773414681; ISBN-13: 9780773414686) ..... 193

## Editorial

In the present issue of the *Journal of Linguistics and Language Teaching*, we are happy to publish the first article from Australia (see *Foreword to the Issue*). After article publications from Europe, (North) America, Asia and Africa, the fifth continent is now represented in *JLLT*. This completes the continental range of the journal and represents an important milestone in its development.

In terms of the journal's reception, we are proud to state that *JLLT* is read in large parts of Europe, (North) America and large parts of Asia, inclusive of South-East Asia. Australia and Africa are, however, still comparatively underrepresented as far as the reception of *JLLT* is concerned despite the fact that the journal is also read in these continents. These facts indicate that *JLLT* is well received in those parts of the world in which the majority of linguistic and methodological research is done.

These facts also reveal that there exists a close link between those continents in which the journal is read and those from which articles have been submitted. What is even more interesting is the fact that in terms of its reception, *JLLT* covers large parts of the world. This rapid upward development was out of the realm of expectation when the journal entered the academic world early in 2010.

Nevertheless, in order to strengthen the representations of the continents so far underrepresented, I would hereby like to invite authors from Australia, Africa and South-America to submit more articles to *JLLT* in the future. In this way, the journal would be able to mirror the research activities going on in the world in the fields of linguistics and language teaching even better than has been the case up to the present day. Closely linked to this point is the distribution of languages in the journal.

In the first five issues of *JLLT*, there have only been two languages of publication: English and German. Taking into account that the official languages of *JLLT* comprise three more - French, Spanish, and Italian -, I would like to cordially invite authors whose mother tongue one of these languages is to submit their articles in French, Spanish or Italian. As is generally agreed, English is the number one language in science (and not only in science). Yet, other languages should receive

due attention. Thus, having more publications in these three languages will represent an enrichment to *JLLT* and increase the reading pleasure for multilingual addressees.

Apart from this positive development, I feel obliged to inform our readers of a very tragic and unexpected incident which I have learnt about just now: Professor Torsten Schlak, whose article written together with Dr. Mathias Schoormann is presented in this very issue, passed away on April 11, 2012. Although I did not know Professor Schlak personally and had been in touch with Dr. Schoormann for the publication of their present article in January 2012, this sad piece of news came to me as a great shock and mournful surprise. I first came into contact with Professor Schlak in 2004 in the context of his article published in the German methodological journal *Fremdsprachen und Hochschule (Foreign Languages and Universities)*, which I co-edited back then. Despite the fact that Professor Schlak and I had never met in person, a cordial e-mail relationship commenced and developed between us and was later on transferred to *JLLT*. I was therefore very happy to have him as one of the authors of this journal. I had hoped that one day, we would meet personally so as to talk about some of his ideas which could - and can - be so fruitful for the teaching of languages. In his short but prolific career, Professor Schlak has succeeded in giving new impulses to his field - the teaching of German as a Foreign Language - and would certainly have had a great impact on it, had he only had the chance of working and publishing for a longer period of time. His impressive publication list, which comprises a variety of fields and a considerable number of questions tackled, reflects the richness of his thinking and the potential of his research. For these - but not only for these - reasons, he will, scientifically, academically and personally, never be forgotten.

Referring your attention to Professor Schlak's article in particular, I wish all our readers an informative reading of the present issue and look forward to the manuscripts which will be submitted to *JLLT* in the near future.

Thomas Tinnefeld

*JLLT*

Editor

## Foreword to the Issue

This issue of *JLLT* - the first one in the journal's third year - presents five articles and one book review, and covers the range between pure linguistics and language acquisition both in the foreign language classroom and regarding autonomous learning.

The present issue is opened up by an article by **Matthias Schoormann** (Münster, Germany) and **Torsten Schlak (†)** (Berlin, Germany) who, in the framework of the cognitive-interactionist approach, describe and analyse oral strategies of correction in second and foreign language teaching. The authors give an overview of various theoretical and empirical studies dealing with feedback-providing strategies and focusing on *prompts* and *recasts*. Being clearly aware of the fact that there is no general agreement on whether input-providing strategies or output-eliciting strategies are more favourable in terms of correctional feedback, the authors give some tentative rules which will help teachers to evaluate the potential of different feedback strategies for specific classroom situations. The authors also point to the fact that giving corrective feedback to students represents a highly complex procedure and influences students' learning in various ways.

Feedback-based interaction in the foreign language classroom is also the focus of the second article by **Philipp Chappell** (Sydney, Australia), who studies the role of imitation in second language learning from a sociocultural perspective. On the background of the wide acceptance of the influence of imitation on the acquisition of linguistic competence, the author systematises interactive processes in the foreign language classroom, showing to what extent the pedagogic practices he analyses can lead to assist students in their language development.

In the context of her studies published in *JLLT* 1 (2010) 2 (pp. 241-269) and *JLLT* 2 (2011) 2 (299-323), **Shing-Lung Chen** (Kaohsiung, Taiwan) describes a self-developed model for an evaluation system for foreign language conversations. On the basis of this model, conversations, held in a foreign language, can be evaluated

in terms of their communicative functions and the analysis of the missing steps for successful communication. In this way, the system helps learners to reach their respective communicative goal by following the communicative pattern which underlies a given situation. This model represents an important progress in research, given that up until recently, corresponding systems have only been able to function to evaluate students' performance in grammar and pronunciation.

In a purely linguistic approach, **Angela Weißhaar** (Mainz / Göttingen / Bremen, Germany) presents an analysis of an Internet video of the French-German TV station ARTE which features African immigrants living in France. In her article, the way these immigrants are presented in the French original and the German *voice-over* version is examined. It is found that the two versions differ considerably, with the immigrants in question being presented rather unfavourably in the German version.

In a typological comparative study which refers to German, Russian, English, and Spanish, **Viktor Hofmann** (Berlin, Germany) proposes the classification (*concrete*) vs. (*abstract*) which is claimed to be among the most significant ones as far as the classification of verbs is concerned. Numerous examples from grammars of these four language are given to support this claim. The classification proposed can be of help for the teaching and learning of Russian grammar: grouping Russian and German verbs according to this classification can have a positive impact on the teaching and learning process.

In an LSP (*Languages for specific purposes*) approach, **Cornelia Gerhardt** and **Sybille Neumann** (both Saarbrücken, Germany) deal with content and language integrated learning (CLIL) and describe the outcome of a lecture on contract law held in French to German students at a German university of applied sciences. Considering the university context as well as the linguistic policy of the German state *Saarland*, the authors present their project on the background of relevant CLIL criteria. Positive evaluations by students showed that they would prefer being offered more lectures of the type presented, in which a foreign language - and not only and exclusively English - is used as the medium of instruction.