



ISSN: 1305-578X, VOLUME 9, ISSUE 1, APRIL 2013

[www.jlls.org](http://www.jlls.org)

THE **J**OURNAL of  
**L**ANGUAGE and  
**L**INGUISTIC  
**S**TUDIES



ISSN: 1305-578X

The Journal of Language and Linguistic Studies, Volume 9, Issue 1, April 2013

**Editorial Board**

**Editor-in-Chief**

Assoc. Prof. Dr. Arif Sarıçoban (Hacettepe University)

**Co-Editors**

Prof. Dr. Mehmet Demirezen  
(Hacettepe University)

Assist. Prof. Dr. Mahir Kalfa  
(Hacettepe University)

Assoc. Prof. Dr. Paşa Tefvik Cephe  
(Gazi University)

Assist. Prof. Dr. Kamil Kurtul  
(Kırıkkale University)

Assoc. Prof. Dr. Kemal Sinan Özmen  
(Gazi University)

Assist. Prof. Dr. D. Çiğdem Ünal  
(Hacettepe University)

Assoc. Prof. Dr. Cem Balçıkanlı  
(Gazi University)

Assist. Prof. Dr. Hüseyin Öz  
(Hacettepe University)

Assist. Prof. Dr. Didem Koban  
(Hacettepe University)

Dr. Barış Aydın  
(Hacettepe University)

**Language Editors**

Assist. Prof. Dr. İsmail Fırat Altay (Hacettepe University)

Nilüfer Can (Hacettepe University)

**Web Editor**

Ufuk Balaman (Hacettepe University)

## **Copyright Policy**

By submitting a paper to *The Journal of Language and Linguistic Studies*, the authors represent that their text and any illustrations thereto comply with national and international copyright laws. The authors release and hold *The Journal of Language and Linguistic Studies* harmless from any claims or liabilities under such laws. Contributors also claim and accept that the articles submitted are original and unpublished. As stated on each page of the journal, the copyright of each article belongs jointly to *The Journal of Language and Linguistic Studies* and the author(s). Permission is hereby granted by the Editors of the journal for any article published herein to be reproduced in full or in part for any non-commercial purpose, subject to the consent of the author(s), as long as *The Journal of Language and Linguistic Studies* with its URL (<http://www.jlls.org>) is clearly indicated as the original source.

The book version and the articles in the current issue of *The Journal of Language and Linguistic Studies* were designed and prepared for publication by the web editor of the journal, and the copyright of the design belongs to *The Journal of Language and Linguistic Studies*.

## **Submission Guidelines**

Submission of a paper implies the author's commitment to publish in this journal. Authors submitting a paper to the journal should not submit it to another journal; nor should papers repeat information published elsewhere in substantially similar form or with substantially similar content. The author's transmittal letter accompanying the manuscript should affirm that these conditions are met. Authors in doubt about what constitutes prior publication should consult the academic coordinators.

[Find submission guidelines on the web site of \*The Journal of Language and Linguistic Studies\*.](#)



## ADVISORY BOARD

Prof. Dr. Abdulvahit Çakır  
(Gazi University)

Prof.Dr.Ahmet Kocaman  
(Ufuk University)

Prof.Dr.Arif Altun  
(Hacettepe University)

Prof.Dr.Aysu Erden  
(Çankaya University)

Prof.Dr.Cem Alptekin  
(Boğaziçi University)

Prof.Dr.Cengiz Tosun  
Prof.Dr.Dinçay Köksal  
(Çanakkale 18 Mart  
University)

Prof. Dr. Engin Uzun  
(Ankara University)

Prof.Dr. Gölge Seferoğlu  
(Middle East Technical  
University)

Prof. Dr. Gülsev Pakkan  
(Ufuk University)

Prof.Dr.Hüseynağa Rzayev  
(Süleyman Demirel  
University)

Prof.Dr.Kemalettin Yiğiter  
(Atatürk University)

Prof.Dr. Leyla Harputlu  
(Ahi Evran University)

Prof.Dr.Mehmet Demirezen  
(Hacettepe University)

Prof. Dr. Mehmet Takkaç  
(Atatürk University)

Prof.Dr.Nalan  
Büyükkantarçioğlu  
(Hacettepe University)

Prof. Dr. Recep Songün  
(Avrasya University)

Prof. Dr. Sagrario Salaberri  
Ramiro (Almeria University)

Prof. Dr. Sinan Bayraktaroğlu  
(Yıldırım Beyazıt University)

Prof. Dr. Stephen Krashen  
(University of Southern  
California)

Prof. Dr. Şükriye Ruhi  
(Middle East Technical  
University)

Prof.Dr.Tahsin Aktaş  
(Nevşehir University)

Prof. Dr. Ünsal Özünlü  
(Cyprus International  
University)

Prof.Dr.Zuhal Önal Akünal  
(Çukurova University)

Prof.Dr.Zülal Balpınar  
(Anadolu University)

Prof.Dr.Erdoğan Bada  
(Çukurova University)

Assoc.Prof.Dr.Arif Sarıçoban  
(Hacettepe University)

Assoc. Prof. Dr. Belma  
Haznedar  
(Boğaziçi University)

Assoc. Prof. Dr. Bena Gül  
Peker (Gazi University)

Assoc. Prof. Dr. Feryal  
Çubukçu  
(Dokuz Eylül University)

Assoc. Prof. Dr. Gunta Rozina  
(University of Latvia)

Assoc. Prof. Dr.İsmail Hakkı  
Erten (Çanakkale University)

Assoc. Prof. Dr. İsmail Hakkı  
Mirici (Gazi University)

Assoc. Prof. Dr. Julie  
Matthews Aydınlı  
(Bilkent University)

Assoc. Prof. Dr. Mary Jane  
Curry  
(University of Rochester)

Assoc. Prof. Dr.Mehmet  
Aygün (Fırat University)

Assoc. Prof. Dr. Metin  
Timuçin (Sakarya University)

Assoc. Prof. Dr. Paşa Tevfik  
Cephe (Gazi University)

Assoc. Prof. Dr. Richard  
Smith  
(University of Warwick)

Assoc. Prof.Dr. Todor Shopov  
(Sofijski Universitet)

Assoc. Prof. Dr. Virginia  
LoCastro

Assoc. Prof. Dr. Yasemin  
Kırkgöz  
(Çukurova University)

Assoc. Prof. Dr. Cem  
Balçıklanlı (Gazi University)

Assoc. Prof. Dr. Kemal Sinan  
Özmen (Gazi University)

Assoc. Prof. Dr. Ayşegül  
Amanda Yeşilbursa  
(Abant İzzet Baysal  
University)

Assist. Prof. Dr. Ali Merç  
(Anadolu University)

Assist. Prof. Dr. Ali Işık

Assist. Prof. Dr. Aslı Özlem  
Tarakçıoğlu (Gazi University)

Assist. Prof.Dr. Bengül  
Çetintaş  
(Hacettepe University)

Assist. Prof. Dr. Cemal Çakır  
(Gazi University)

Assist. Prof. Dr.Colleen  
Ridgeway  
(Erciyes University)



Assist.Prof.Dr. Çiğdem Dalım  
Ünal  
(Hacettepe University)

Assist. Prof. Dr. Erdinç Parlak  
(Atatürk University)

Assist. Prof. Dr. Gülşen Demir  
(Gazi University)

Assist. Prof. Dr. Gültekin  
Boran  
(Gazi University)

Assist. Prof. Dr. Gonca  
Altmışdört

Assist. Prof.Dr.Hacer Hande  
Uysal  
(Gazi University)

Assist.Prof. Dr. Hale Işık  
Güler  
(Middle East Technical  
University)

Assist. Prof. Dr. Hasanbey  
Ellidokuzoğlu

Assist. Prof.Dr.Hatice Sezgi  
Saraç  
(Başkent University)

Assist. Prof.Dr. Hülya Pilancı  
(Anadolu University)

Assist.Prof.Dr.Hüseyin Öz  
(Hacettepe University)

Assist. Prof. Dr. İskender  
Hakkı Sarıgöz  
(Gazi University)

Assist.Prof. Dr. İsmail Fırat  
Altay  
(Hacettepe University)

Assist.Prof.Dr.İsmet Şahin  
(Kocaeli University)

Assist. Prof. Dr. Jo Dee  
Walter  
(Bilkent University)

Assist. Prof. Dr. Kadriye  
Dilek Akpınar  
(Gazi University)

Assist. Prof. Dr. Korkut Uluç  
İşısağ (Gazi University)

Assist. Prof. Dr. Margaret  
Sönmez  
(Middle East Technical  
University)

Assist. Prof. Dr. M. Metin  
Barlık  
(Yüzüncü Yıl University)

Assist. Prof. Dr. Muzaffer  
Barın (Atatürk University)

Assist. Prof.Dr.Oya  
Büyükyavuz  
(Süleyman Demirel  
University)

Assist. Prof.Dr.Ömer Şekerci  
(Süleyman Demirel  
University)

Assist. Prof. Dr. Özgür  
Yıldırım (Anadolu University)

Assist.Prof.Dr.Recep Şahin  
Arslan  
(Pamukkale University)

Assist. Prof. Dr. Semra  
Saraçoğlu (Gazi University)

Assist. Prof. Dr. Serkan Çelik  
(Kırıkkale University)

Assist. Prof. Dr. Sevinç  
Ergenekon Emir  
(Gazi University)

Assist.Prof.Dr.Sibel Arıoğul  
(Hacettepe University)

Assist. Prof. Dr. Sürhat  
Müniroğlu  
(Ankara University)

Assist. Prof.Dr.Turan Paker  
(Pamukkale University)

Assist. Prof. Dr. Z. Müge  
Tavil (Gazi University)

Assist. Prof. Dr. Didem Koban  
(Hacettepe University)

Assist. Prof. Dr. Davut Aktaş  
(Abdullah Gül University)

Assist. Prof. Dr. Mahir Kalfa  
(Hacettepe University)

Dr. Carmen M. Bretones  
Callejas  
(Almeria University)

Dr. Feride Hatipoğlu  
(University of Pennsylvania)

Dr. Garold Murray  
(Okayama University)

Dr. Hayo Reinders  
(Middlesex University)

Dr. Maria Elana Garcia  
Sanchez  
(Almeria University)

Dr. Neslihan Özkan  
(Gazi University)

Dr. Nobel Perdu Honeyman  
(Almeria University)

Dr. Okan Önalın

Dr. Olcay Sert  
(Hacettepe University)

Dr. Terry Lamb  
(The University of Sheffield)

Dr. Yeşim Bektaş Çetinkaya  
(Dokuz Eylül University)

Dr. Lucía Romero Mariscal  
(University of Almería)

Dr. Francisco González  
(University of Almería)

Yishai Tobin  
(Ben-Gurion University)



## CONTENTS

The Journal of Language and Linguistic Studies, Vol. 9, No. 1, April 2013

Foreword \_\_\_\_\_ 7

**Results of the Students' Lecturer Evaluations and Evaluations of Their Own Learning-Outcomes in Accordance with the Bologna Process in German as a Second Foreign Language Program (G2FL)**

B. Sevinç Mesbah \_\_\_\_\_ 9

**Attitudinal Dispositions of Students toward the English Language: Sociolinguistic and Sociocultural Considerations**

Ersoy Erdemir \_\_\_\_\_ 23

**“Cellât ve Ağlayan Yüz” Adlı Hikâyenin Göstergibilimsel Açından Çözümlemesi**

Kamil Kurtul \_\_\_\_\_ 50

**Yabancı Dil Öğretiminde Kültürel Unsurların Önemi**

Melek Alpar \_\_\_\_\_ 64

**Performance Differences between ELT Freshmen's Receptive and Productive Skills**

Müzeyyen Nazlı Demirbaş \_\_\_\_\_ 76

**The Use of Corpus for Close Synonyms**

M. Naci Kayaoğlu \_\_\_\_\_ 97

**Family Literacy and Second Language Literacy Research: Focus on Language Minority Children**

Özgür Yıldırım \_\_\_\_\_ 114

**Learner Attitudes and Preferences in Terms of Learning Culture**

Özkan Kırmızı \_\_\_\_\_ 129

**The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk**

Vahid Rahmani Doqaruni \_\_\_\_\_ 145

**Improving EFL Students' Self-regulation in Reading English Using a Cognitive Tool**

Yaser Khajavi & Reza Abbasian \_\_\_\_\_ 175

## FOREWORD

Welcome to the new issue of The Journal of Language and Linguistic Studies; Vol. 9, No. 1, April 2013.

As the editorial team, we once again would like to extend our personal gratitude to those without whose valuable help and support, it would become impossible to complete this issue. Each day our team is making tremendous effort to reach the perfect in our services for our authors and readers.

In this new issue we have included 10 research papers, each of which is considered highly prestigious study. Mesbah, in her article entitled “*Results of the Students’ Lecturer Evaluations and Evaluations of Their Own Learning-Outcomes in Accordance with the Bologna Process in German as a Second Foreign Language Program (G2FL)*,” she focuses on the contribution of Bologna process. She maintains that while preparing for the Bologna process at tertiary, student involvement is essential. During the university-wide, end of semester survey, students are asked to evaluate their instructors as well as their individual learning outcomes. The ultimate goal, in the Department of G2FL, is to quantitatively analyze the survey results, the effectiveness of the Department’s language teaching methods and ultimately to ascertain student learning outcomes.

In his article “*Attitudinal Dispositions of Students toward the English Language: Sociolinguistic and Sociocultural Considerations*” Erdemir maintains that the status, value, and importance of a language is often measured by the attitudes toward that language. Learning a second or foreign language and attaining proficiency in it is closely related to the attitudes of learners toward the language. Surprisingly enough, in his view a few studies have investigated language attitudes of Turkish students toward the English language in Turkey. However, the same issue has not been explored among Turkish students learning and using the English language in a country where English is spoken as the first language.

Kaçar and Zengin has conducted a study on “*Perceptions of Pre-service Teachers of English towards Grammar Teaching in the Turkish Context*” in which they aim to investigate the perceptions and classroom practices of Turkish pre-service teachers of English employing a quantitative research design.

Another interesting article by Kurtul is on “*Semiotic Analysis of the Story “The Executioner and the Weeping Face”*” in which he reports that meaning is unclassified data and unshaped substance unless it exists on language level, which different languages form in various forms. That is to say that the same meaning is formed differently by each language. The said forms are the results of the functions of languages. Meaning cannot exist on its own except that it is the substance of a new form, which means that a specific form of language content arises as the make up of essence. Semiotics tries to answer the questions how meaning is created and how reality is projected by employing linguistics and logical methods drawing on signs.

In the article “*The Importance of Cultural Components in Foreign Language Teaching*” Alpar points out that the relationship between the social and cultural organizations of societies and languages is the subject of folklore. Each language contains a new form of life and thought. Language learning is also a process of culture transmission. A linguist should be aware of the fact that the language and culture of the society are the interconnected parts of a whole. In this context, an educator should not only aim at teaching

a language, but also help students to develop their personality by taking their cultural background into consideration.

Demirbaş in her study “*Performance Differences between ELT Freshmen’s Receptive and Productive Skills*” investigates whether the freshmen’s education at the preparatory school makes a meaningful difference in the freshmen’s performances who attend the preparatory program and those who are exempt from this program. Thus, it will lead to analyze the fact that whether the foreign language instruction that is offered at the preparatory school make learners more successful when they start their education in the department and in what skills the preparatory school helps learners develop more. In doing so, the efficiency of the preparatory school will become clearer, and both teachers and learners will be aware of their level of achievement.

Kayaoğlu has made a study on “*The Use of Corpus for Close Synonyms*” in which he reports that using corpora is still in its infancy in foreign language classes in spite of its great benefits and potential to offer solutions to the various challenges in foreign language instruction both for teachers and learners. This partly stems from a lack of interest and practical knowledge about the pedagogic role that the corpora can play. There is a pressing need to convince teachers of the great benefits of corpora with empirical data.

In “*Family Literacy and Second Language Literacy Research: Focus on Language Minority Children*,” Yıldırım states that Countries like the U. S. A. or Canada have citizens from various ethnic backgrounds. Although English is the dominant language in many parts of these countries, immigrants generally prefer speaking their native language when they are in their homes. Whatever the reason for using native language at home is, when we consider the children in these families, we can say that being exposed to different languages at home and at school may be a problem for their language development.

Kırmızı, in his study “*Learner Attitudes and Preferences in Terms of Learning Culture*,” aims at finding out Turkish learners’ preferences in terms of learning and teaching of culture in order to shed light on the practice of language teaching in an EFL context.

Doqaruni studies “*The Relationship between Communication Strategies and Noticing Function of Output Hypothesis in Teacher Talk*.” Doqaruni’s study, building upon communication strategies research and noticing function of output hypothesis, examines the relationship between these two issues in teacher talk.

Lastly, Khajavi and Abbasian have conducted a study on “*Improving EFL Students’ Self-regulation in Reading English Using a Cognitive Tool*.” Their study strives to investigate if concept mapping as a cognitive tool could contribute to improving self-regulation of students in a reading course.

Last but not the least we are happy to work with those who would like to publish their papers in our journal. Therefore, I am pleased to announce a “call for papers” for our future issues.

On behalf of the editorial board,  
Best regards,

Assoc. Prof. Dr. Arif SARIÇOBAN  
Chief-Editor