

Objectives of the Course

The aim of this course is to enable students to understand the process of human language acquisition from both theoretical and practical perspectives. The course covers the differences between language acquisition and language learning, as well as the cognitive, biological, social, and environmental factors influencing first language acquisition and second/foreign language learning. In addition, stages of language development, theoretical approaches, and the implications of language acquisition research for foreign language teaching will be addressed.

Course Contents

This course aims to provide students with a theoretical and practical understanding of first and foreign language acquisition processes. The course covers the stages of first language acquisition, including its biological, cognitive, and socio-interactive prerequisites, as well as the development of phonetics, semantics, and grammar. Furthermore, it examines the prerequisites for foreign language learning, the characteristics of learner languages, language acquisition theories, and the psychological and sociological factors influencing language development. Students will critically evaluate the language acquisition process, compare scientific approaches, and analyze practical examples within the context of language teaching.

Recommended or Required Reading

Grundlagen des Erst- und Fremdspracherwerbs, Ernst Appeltauer

Planned Learning Activities and Teaching Methods

Lecture and in-class discussion

Recommended Optional Programme Components

Spracherwerb Eine Einführung, Mehrsprachigkeit und Spracherwerb

Instructor's Assistants

The course is taught by a single instructor.

Presentation Of Course

The course is delivered face-to-face in a classroom setting.

Dersi Veren Öğretim Elemanları

Assoc. Prof. Dr. Bilal Üstün

Program Outcomes

1. Define and explain the concepts of "first language", "second language" and "foreign language".
2. Define and interpret first language acquisition process.
3. Define phonological, morphological, lexical and syntactic developmental stages of young children.
4. Illustrate phonological, morphological, lexical and syntactic developmental stages of young children.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Introduction to the course, meeting the instructor and students, overview of course objectives, scope, teaching methods, and assessment system.	
2	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Language acquisition and first language acquisition: Introduction to how humans acquire language, definition and characteristics of the first language acquisition process.	
3	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Simultaneous and successive acquisition of two languages, early vs. late acquisition, differences between guided and natural learning.	
4	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.		Multilingualism and second/foreign language acquisition; the effects of multilingualism on the individual.	
5	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Biological and cognitive prerequisites of first language acquisition: Brain development, age factor, sensory-motor development, conceptual thinking.	

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
6	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Socio-interactive prerequisites: Family environment, parental language, interaction styles.	
7	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	First language development: Perception and production of sounds, development of articulation.	
8			Midterm exam	
9	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Development of word meanings, naming and reference relations, theories of word meaning.	
10	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Grammar development: Early stage, multi-word stage, developments after the fourth year.	
11	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Biological, cognitive, and social prerequisites of foreign language learning; influence of the first language.	
12	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Concept of learner language (interlanguage), developmental sequences, formal and informal learning in foreign language acquisition.	
13	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Foreign language acquisition theories: Linguistic, cognitive-psychological, and socio-psychological explanations.	
14	Students are advised to read the topics for the following week from the course book (by referring to the course contents on the course web page) and come to class prepared.	Lecture and in-class discussion	Current trends in language acquisition research and discussion of applied examples.	
15			Final exam	

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Vize	1	1,00
Final	1	1,00
Ders Öncesi Bireysel Çalışma	13	2,00
Ders Sonrası Bireysel Çalışma	13	3,00
Ara Sınav Hazırlık	1	4,00
Final Sınavı Hazırlık	1	6,00
Ödev	10	5,00

Assesments

Activities	Weight (%)
Ara Sınav	40,00
Final	50,00
Derse Katılım	10,00

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	
L.O. 1			5								5										5
L.O. 2			5								5										5
L.O. 3			5								5										5
L.O. 4			5								5										5

Table :

- P.O. 1 :** Ölçmenin ve bilimsel araştırmanın kavramlarını tanımlar ve bunu okul ortamında uygular ve farklı ölçme ve değerlendirme yöntem ve teknikleri kullanarak öğrencilerin gelişimini izler.
- P.O. 2 :** Günlük ders planlarını öğretim planlarına göre düzenler ve uygun öğretim teknolojisi ve materyalleri hazırlar, uyarlar ve değerlendirir.
- P.O. 3 :** Bireyin gelişim, öğrenme ve rehberlik süreçlerini ve bu süreçlerin öğrenci gelişimi ile ilişkisini analiz eder.
- P.O. 4 :** Teorik ve uygulamalı dilbilim kavramlarını ve ilkelerini ve birinci ve ikinci dil edinimi teorilerini açıklar, bu teorilerin yabancı dil öğretimi teorileri ve uygulamalarıyla bağlantısını kurar.
- P.O. 5 :** Temel edebiyat kavramlarını ve ilkelerini açıklar, bu kavram ve ilkeleri yabancı dil öğretimi alanında uygular.
- P.O. 6 :** Türkçe ve Almanca temel dil becerilerini ve dil bilgisi kurallarını etkili bir şekilde kullanır ve hedef kitleye uygun öğretim planı seçerek uygulamalarda bulunur.
- P.O. 7 :** Yabancı dil öğretim yaklaşım ve yöntemlerini tanımlar ve uygular.
- P.O. 8 :** Alanındaki yayınların işlevselliğini, güncelliğini, etkinliğini değerlendirir ve özgün makaleler yazar.
- P.O. 9 :** Almancadan Türkçeye veya Türkçeden Almancaya farklı alanlarda çeviri yapar.
- P.O. 10 :** Alanının gerektirdiği düzeyde bir bilgisayar yazılımı ile birlikte bilişim ve iletişim teknolojilerini sınıf içinde uygular.
- P.O. 11 :** İhtiyaçları doğrultusunda yaşam boyu öğrenme yeteneği kazanır.
- P.O. 12 :** Türk Devrimi'nin ortaya çıkmasına yol açan siyasal, ekonomik, toplumsal, düşünsel koşulları yorumlar, birlikte yaşadığı toplum ile bütünlük içinde Atatürk ilke ve devrimleri doğrultusunda ulusal amaç ve ülküler ile yurt sevgisi başta olmak üzere yüksek insani değerleri benimser.
- P.O. 13 :** Yabancı dili Avrupa Dil Portföyü B1 Genel Düzeyinde kullanarak bu dilde iletişim kurar.
- P.O. 14 :** Sanatsal ve kültürel konulara ilişkin bireysel yeteneklerini geliştirir, genel kültür formasyonu kazanır, etkin katılım sağlar.
- P.O. 15 :** Alman kültürünü tanıır, kültür karşılaştırmaları yapar ve kültürlerarası iletişimde bulunabilme yetisini kazanır.
- P.O. 16 :** Bireysel ve grup çalışmalarında aldığı sorumlulukları etkin bir şekilde yerine getirir ve akranlarının uygulamalarını değerlendirir.
- P.O. 17 :** Toplumsal sorumluluk bilinciyle yaşadığı sosyal çevre için mesleki proje ve etkinliklerin planlama ve yürütme sorumluluğunu alır ve proje ekibinin gelişimini takip eder.
- P.O. 18 :** Alanında karşılaştığı sorunlara ilişkin çözüm önerilerini yazılı ve sözlü olarak aktarır.
- P.O. 19 :** Edindiği bilgi ve becerileri eleştirel bir yaklaşımla değerlendirir, öğretmenlik mesleğine uygun tutum ve davranış kazanır ve sergiler.
- P.O. 20 :** Almanca öğretim alanında uygulamalarda bulunur.
- L.O. 1 :** Anadil, ikinci dil ve yabancı dil kavramlarını betimleyebilir ve açıklayabilir.
- L.O. 2 :** Anadil edinimi gelişim süreçlerini tanımlayabilir ve yorumlayabilir.
- L.O. 3 :** Çocukların fonolojik, morfolojik, kelime ve tümce gelişim basamaklarını tanımlayabilir.
- L.O. 4 :** Çocukların fonolojik, morfolojik, kelime ve tümce gelişim basamaklarını örnekleyebilir.