LANGUAGE ACQUISITION

1	Course Title:	LANGUAGE ACQUISITION
2	Course Code:	ING2012
3	Type of Course:	Compulsory
4	Level of Course:	First Cycle
5	Year of Study:	2
6	Semester:	4
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Dr. Ögr. Üyesi ÇİĞDEM KARATEPE
15	Course Lecturers:	Öğr Gör Tuba Ekin
16	Contact information of the Course Coordinator:	ozlem1@uludag.edu.tr
17	Website:	
18	Objective of the Course:	The aim of this course 1- To instroduce the field of language acquisition 2- To teach the important studies in the field 3- To teach about first and second language acquisition theories.
19	Contribution of the Course to Professional Development:	
20	Learning Outcomes:	

	1	Student becomes familiar with the terms: first language acquisition, second language acquisition and foreign language learning.
	2	S/he can understand and interpret the theories of first language acquisition.
	3	S/he can understand and interpret the theories of second language acquisition.
	4	S/he can differentiate these two sets of theories.
	5	S7He knows the differences between these two processes.
	6	S/he can understand the differences between the processes of first and second language acquisition theories.
	7	S/he can understands the effects of individual factors on language learning.
	8	S/he can carry out an investigation on the topics of language acquisition by using internet resources.
	9	S/he prepare a power-point presentation on a research topic in the field.
	10	S/he can present this work orally.

21	Course Content:	

Course Content:		
Week	Theoretical	Practice

1	Introduction of the course and references related to the course.
2	Popular ideas in SLA. A discussion on 10 different statement. These are: a- Languages are acquisred through imitation. b- Parents usually correct their children's mistakes. c- People with high IQ are good language learners. d- Motivation is the most important factor in language learning. e- The earlier a second language is introduced in school programmes, the greater the likelihood of success in learning.. f- Most of the mistakes which second language learners make are due to interference from their first language. g- Teachers should correct students' mistakes immediately.. h- Teachers should teach simple language structures first. i- Teachers should use materials which present simplelanguage structures. j- Students learn what they are taught.
3	Development of interaction between ages of 0-2 Development of intentional communication
4	Acqusition of mother tongue Grammatical morphemes (Brown 1973) Negation (Bloom & Lahey 1978)
5	Theories Chomsky & Innatisim Vygotsky & Piaget Interactionists Functional Approaches Social Interaction and language acquisition
6	
7	5-10 Yaş Arası Dil Gelişimi Hikaye anlatabilme, olmuş bir olayı anlatabilme Deiktik kelimelerin (this, that, here, a/an & the) kullanılabilmesi
8	İkinci Dil Ediniminde Duyuşsal Faktörlerin Rolü II Güdülenme ve dile karşı tutum, öğrenci tercihleri, öğrenci inanışı, yaş.

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	3.00	42.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	6	8.00	48.00
Homeworks	4	10.00	40.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterm exams	1	6.00	6.00
Others	0	0.00	0.00
Final Exams	1	10.00	10.00
Total Work Load			146.00
Total work load/30 hour			4.87
ECTS Credit of the Course			4.00

9	Age and Acquisition
	    Hemispheric Laterisation and accent
	Yaş ve Dil Edinimi Kritik Yaş Hipotezi
	    Beyinin iki yarıküresi arasında iş bölümünün başlaması ve dil gelişimi (Hemispheric Laterisation)
	Bu sürecin aksana etkisi
	    Zihinsel Olgunlaşma ve dil gelişimi (Piaget)
	    Duyuşsal etkenler ve dil gelişimi	

10	Second Language Acquisition theories
	    Krashen
	    McLaughlin Attention-Processing İkinci Dil Edinimi Kuramları
	    Krashen
	    McLaughlin'inin Attention-Processing (Dikkat süreci) Modeli
	    Bialystok'un Implicit ve Explicit (Örtük ve Açık dil becerisi/ bilgisi) Modeli	

11	İkinci Dil Ediniminde Duyuşsal Faktörlerin Rolü I Zeka, aptitutde (yetenek), kişilik özellikle	

12	İkinci Dil Ediniminde Duyuşsal Faktörlerin Rolü II
	    Güdülenme ve dile karşı tutum, öğrenci tercihleri, öğrenci inanışı, yaş.
	    Motivation and attitude, learner preferences, learner beliefs and age.	

13	Ara dil gelişimi ve özelikleri
	    Morfem gelişimi
	    Olumsuz cümle kurma becerisinin gelişimi
	    Soru sorma becerisinin gelişimi
	    Sıfat cümlesi kurma gelişimi	

14	Review of the main issues	
22	Textbooks, References and/or Other Materials:	Brown, H. D. 1994. Principles of language learning and teaching. London: Prentice Hall. Finch, G. (2000). Linguistic terms and concepts. London McMillan Pub. Berko Gleason, J. 1989. The development of language. Columbus, Ohio: Merrill. Lightbown, P. & Spada, N. 1999. How languages are learned. Oxford: OUP. Wood, D. 1998. How children think and learn Oxford: Blackwell.
23	Assesment	

TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	1	30.00
Quiz	0	0.00
Home work-project	4	20.00
Final Exam	1	50.00
Total	6	100.00
Contribution of Term (Year) Learning Activities to Success Grade		50.00
Contribution of Final Exam to Success Grade		50.00

Total	100.00
Measurement and Evaluation Techniques Used in the Course	

24	ECTS / WORK LOAD TABLE

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low			2 low		3 Medium			4 High			5 Very High				