

DESIGN OF THE SUBJECT OF WEATHER REPORT AS A COURSE UNIT IN LANGUAGE TEACHING

HASAN COŞKUN

Çankırı Karatekin Üniversitesi Edebiyat Fakültesi Eğitim Bilimleri,
Fatih Mahallesi, Uluyazı Kampüsü Ring Yolu, 18100 Çankırı, Turkey

E-mail address: hcoskun1952@gmail.com

ORCID: <https://orcid.org/0000-0002-8112-1677>

ABSTRACT

Aim. In Turkey, in connection with the Bologna process, German is a foreign language course. In this study, the subject of a weather report (forecast) was planned for the German courses. The purpose of this study is the preparation, implementation and evaluation of a sample lesson to describe the selection of the subject of a weather report for the German courses taught at schools and universities.

Methods. This study was conducted by qualitative research (Yıldırım & Şimşek, 2008, pp. 187-193). During the 2019 / 2020 academic year, I taught the subject of a weather report students in German courses and 38 students in master courses.

Result and Conclusion. It was observed that participants talk about the weather in their hometown and in the places where they go on vacation. In addition to the subject discussed in class, the method implemented in the lesson and the planning of the course according to the method, play an important role in the continuation of this interest.

Origin. The students who were in German speaking countries under the Erasmus program participate in German courses to maintain their fluency in German language. In order to conduct German courses effectively for different purposes, and for participants coming from different countries and students with different levels of fluency, a suitable method should be developed.

Key words: weather report, German language teaching, lesson planning, development of teaching materials

INTRODUCTION

There are various theories in language acquisition (Altaş, 2019, pp. 12-13; Apeltauer, 2001). These are briefly addressed. The most common theories of language acquisition theories are as follows:

- Burrhus Frederic Skinner's behavioural language acquisition theory (Skinner, 1957);
- Noam Chomsky's nativism and generative language acquisition theory;
- Chomsky's *universal grammar* and its *parameters*;



- Chomsky's principles and parameter theories (Chomsky, 1981);
- Jean Piaget and the cognitivist language acquisition theory;
- Jerome Bruner's Interactionism and the "Maternal" (Bruner, 1987);
- Dan Isaac Slobin's "Operating Principles" theory (Slobin, 1985).

Likewise, there are different opinions on the learning of a language as a foreign language (Bimmel, Kast, & Neuner, 2003; Gogolin & Neumann, 2009; Neuner & Hunfeld, 1993; Roche, 2013). The rules and opinions given above should be borne in mind in the teaching of both the mother tongue and a foreign language. In this article emphasis is on the teaching of a foreign language. It is assumed that initially leaning of a foreign language came king different languages. Various methods are used in the teaching of foreign languages. The most frequently used methods are the following (Hengirmen, 2006: 3):

- Grammar translation method;
- The direct method;
- The audio-lingual and the audio-visual method;
- The mediating method;
- The development of communicative didactics;
- The intercultural approach.

In Turkey, teaching of foreign languages is used as a means of competition. Especially private education institutions emphasise that they are teaching more than one foreign language to attract the attention of more students. It is noted that the number of foreign languages taught has increased in recent years. In addition to English, the educational institutions offer German, French, Russian, Spanish, Japanese, Italian, Arabic and Korean.

In Turkey, English is selected as the primary foreign language. Until now the students were interested in German as the second foreign language. German should be taught in a more interesting manner to become at least the second foreign language. This has to do with the approach of the German language teachers to the German language teachers should be able to plan their lessons in a more detailed manner, develop the necessary education tools and use contemporary equipment and tools.

METHOD

This study about the weather report was conducted with the use of a qualitative method (Yıldırım & Şimşek, 2008, pp.187-193). I initially developed a draft for the class in collaboration with experts. In the study, literature related to language teaching and the documents I prepared were used. Additionally, I benefited from the discussions I held with expert teachers and students. In my lessons, I work with a key word that presents the topic and 24 words that are often used in relation to it. A picture of the climate activist Greta Thunberg was selected as the key word. Then, five Turkish sentences related to this picture were written. The Turkish sentences were then translated into German and English.

Discussions were held on climate change, floods, melting glaciers, drought, diseases, migration, immigration problems, etc. Every master student who took part in my course was given a homework to develop a lecture on weather in the city of Çankırı. In the master course we talked about the key word and 24 other words from the field of weather.

In this drawing 5 short sentences about weather in Turkish, German and English were written for the 24 words. Along with these studies, the contents of the books used in the courses were also updated (Coşkun & Deveci, 2006).

In the master course, dialogues and reading texts were also first written for levels A1 and A2 in Turkish and English. The author then wrote a suitable dialogue and reading text in German. These German texts were sent to a German teacher at the Goethe Institute in Belgrade. Based on their criticism and recommendations, the dialogue and the reading texts were revised.

GENERAL INFORMATION

The sample lesson plan should be aimed at a specific target group. Therefore, general information such as the education institution, branch of the lesson, the subject and the duration should be identified. The prepared sample lesson plan should be aimed at a target group. Therefore, the type of school, the name of the lesson, the subject and the duration should be stated (Coşkun, 2019, pp. 96-97).

In Turkey, students have the opportunity to learn foreign languages in primary schools, secondary schools, high schools, universities, community colleges and private language courses. It is observed that pre-school institutions also emphasise the importance of learning a foreign language. The most frequently selected foreign languages are English, German, French, Russian, Chinese, Spanish, Arabic, Persian, Ottoman and Japanese. It is also observed that emphasis is being placed on teaching Ottoman, which is comprised of Turkish, Persian and Arabic. Turkey is a candidate for membership in the European Union. Therefore, two foreign languages are taught in schools (Coşkun 2019, p. 97). So far, English has been chosen as the first foreign language and German as the second one in educational institutions. At the moment it looks as though English will continue to be chosen as the first foreign language. However, German is in competition with many foreign languages. Therefore, in contrast to other foreign languages, German lessons must be strict.

It is asserted that Turkey is not successful in teaching a foreign language in spite of all these efforts. Generally, the reasons for the lack of success are attributed to the fact that the classes are crowded, teachers are taught with the classical method of teaching, the grammar-oriented methods are utilised, lesson textbooks are not up to date, while universities and schools lack additional materials. Obviously, there are a number of recommendations in the guidance books to be successful in the teaching of a foreign language. According to experience, the best method is the selection of current subjects which directly inte-

rest the students and planning lesson material in a detailed manner; moreover, development and application of the lesson materials, and evaluation thereof in accordance with active learning (Bimmel, Kast & Neuner, 2003; Coşkun 2019, p. 97; Neuner & Hunfeld, 1993; Wicke 1999).

It is important, as mentioned above, that current topics are dealt with in German classes. The issue of weather has always been of great importance to people. This topic is very contemporary. For example, in the museum project:

The farmers need to know what the weather will be like. Then they can plan when to sow or harvest. They have been watching the weather for centuries. From this they have derived rules. They are often correct. Some are tied to so-called lost days. These are days of saints. This made it easier for people to remember the rules (Wieland & Wölki, n.d., p. 15) (<https://bit.ly/3fY4cLy> 2020).

In textbooks, in dictionaries sorted by topics, magazines and daily newspapers, there is often information on the subject of weather, weather report and climate changes (Braun, Korbinian, Lorenz, & Nieder, 1973; Wehmeier, Dralle, & Thiergart (2015). Wahlers, 2019). TV and radio also broadcast information on the weather.

In everyday life, there are interactive maps that allow people to keep track of the weather. There is one of Europe's most popular weather portals with up to 16 days of weather report. On wetter.com, meteorologists and editors create daily weather reports, write interesting columns, provide informative background stories and reports from "normal" heat waves to extraordinary weather phenomena. One can also experience all facets of the weather at the wetter.com TV broadcast: moderated programs for a wide variety of regions, travel weather, health weather, outlooks for the weekend, information videos on all-weather topics or explanatory videos on current weather developments and weather phenomena. One can have the wetter.com reports everywhere with your computer, tablet or mobile phone - no matter where they are. Wetter.com also offers various weather apps (iPhone, iPad, Android cell phones, Apple TV, ...). With these resources one can check the latest weather information from anywhere. Information about the weather at Germany's airports is also important.

It is also believed that Germans prefer to talk about the weather in small talk. With climate change, it is certainly necessary to understand weather warnings so as not to jeopardise yourself and your family. Weather warnings are given today on the radio, television, on the Internet, in social media and of course also verbally. Often survival depends on understanding weather warnings. The learners of German have the opportunity to use these diverse media.

It is observed that this issue is reflected in the textbooks as well. The books published for German courses contain this subject. Especially in the next decade there is a need for qualified personnel in Germany thanks to the stability of the German economy. The number of foreign youth who want to live and work in Germany is growing daily. This development and this aspiration led to the learning of the German language. These effects are also visible in the

university students of Turkey. The university students are aware that English is a universal language. Because of the employment opportunities in Germany, the university students in Turkey show great interest in the German courses. In this study, a sample lesson plan on a weather report was prepared for the German course. The sample lesson plan contained herein may be used for courses in other foreign languages. The subject of weather reports were used in the master courses I gave during the 2019/2020 academic year.

Short information about the lesson:

Target Group	:	Students attending the elective German courses in the university
Name of the lesson	:	Elective German course
Subject of the lesson	:	Weather Report
Duration of the lesson	:	80 minutes (2 lecture hours)

RATIONALE OF THE LESSON

This lesson has three main purposes. The first purpose: The learners improve their German skills. The second aspect: The weather report is interesting enough for learners.

The third aspect: The subject of weather can be better designed didactically.

The first aspect: A learner of German can improve their knowledge of German if they know from the start that the German language will be useful for them, for example, in human contacts, when studying, during career advancement and economically. There are various reasons for learning German in Turkey.

The second aspect: The topic of weather is currently one of the most important topics. The weather affects people, nature and animals. As a teacher, one can assume that pupils and students are interested in the subject of weather and that they therefore follow the weather report in their vicinity, in Turkey and possibly in other countries. As a teacher, one can also assume that young people are also interested in climate change, the spread of droughts due to the increasing shortage of rain in the world, and other catastrophes. The Swedish climate activist Greta Thunberg is also an important role model for the Turkish students.

Third aspect: The teachers are challenged to make their teaching interesting to capture the attention of the students so that their German lessons have sufficient attendance. The number of schoolchildren studying German is declining worldwide. There are many ways to make German lessons more appealing. There are a number of books and materials that the Goethe-Institut has published for this purpose (Barkowski, Grommes, Lex, Vicente, Wallner, Winzer-Kiontke, 2014). Despite the numerous publications, a German teacher is challenged to plan their lessons according to the target group, to develop the teaching materials or to research the combined teaching materials.

THE OBJECTIVES OF THE LESSON

The objective is the desired characteristics we want the individual to possess that could be acquired through education. The objectives are separated into three as: long-term objectives, general objectives and objectives. These target groups must be consistent with one another. In application, fine objectives are referred to as objectives only. Long-term objectives are related to general education, general objectives are related to educational institutions, and fine objectives are related to the envisioned courses. Therefore, objectives are such as knowledge, skill, talent, interest, thrift and habits. These features are divided into three fields such as cognitive, emotional and psycho-motor. Fine objectives shed light on learning experiences, the methods and techniques to be applied in the lesson and on measuring and evaluation activities (Bilen, 1993, pp. 2-03). The objectives intended to be achieved with the weather report listed below were formulated.

The students who take part in this lesson will:

- Try to remember what they have learned in respect to the weather report.
- Know the names of 24 words in respect to weather report.
- Talk about the weather in your area, region and country.
- Talk about the impact of climate change.
- Understand the importance of the weather report.
- Understand a simple conversation dealing to the weather report.
- Understand a simple text related to the weather report.
- Write a simple text related to the weather report.
- Say cite some measures related to climate change.

EXPLANTATION OF THE KEYWORD AND THE 24 WORDS USED IN THE LESSON WEATHER REPORT

The importance of communication has increased with globalisation. It is important in Turkey that students learn at least two foreign languages. These are mostly English and German. Therefore, it is important that students come into contact with foreign languages. This should be promoted institutionally.

I have designed all the games with the support of company Bosch. My work was based on the game Stone Game (Coşkun, 2006).

One keyword and 24 words are used in the unique game I have prepared to teach the subject and students pages. The keyword should symbolise the subject selected and the 24 words should be directly related to the subject. Words should be easy to understand so that some pictures can be drawn based on them. The meaning of the keyword should also be written in German and English.

The selected 24 words should be placed in alphabetical order in the language the target groups know best. In this lesson it is Turkish. Then, the corresponding words of the other languages should be written in the tri-lingual list.


It is possible to increase the number of languages in the word list of the composition of the target group accordingly, in other words, according to their requirements. The word lists I use include at least three languages. The chart prepared for the key word calls for five sentences written in Turkish, German, and English for the said drawing. After the key word, the given tri-lingual list is inserted. In the later stage it is recommended for the students to write sentences with the words contained in the list and then to write Dialogues and texts from the sentences.

Table 1.

Flash card for Weather Report.


The key word and the 24 words used in the lesson *Hava Raporu / der Wetterbericht / Weather Report*

Flash Kart / Lernkarte / Flash Card

<i>der Wetterbericht</i>			
<i>Hava Raporu</i>			<i>Weather Report</i>
OO			
<i>Bu resim ile ilgili 5 Türkçe, Almanca ve İngilizce cümle yazınız.</i>			
<i>Schreiben Sie über dieses Bild 5 Sätze auf Türkisch, Deutsch und Englisch.</i>			
<i>Write down 5 sentences about this picture in Turkish, German and English.</i>			
No	Türkçe	Deutsch	English
01	<i>Greta Thunberg, çevre koruma aktivistidir / eylemcisidir.</i>	<i>Greta Thunberg ist eine Klimaschutzaktivistin.</i>	Greta Thunberg is a climate protection activist.
02	<i>Sekiz yaşındayken, iklimin değişmekte olduğunu öğrendi.</i>	<i>Sie hat mit 8 Jahren vom Klimawandel erfahren.</i>	She learned about climate change at the age of 8.
03	<i>Daha sonra da bu konuda çok okudu.</i>	<i>Danach hat sie viel darüber gelesen.</i>	After that she read a lot about it.
04	<i>Ünlü siyasetçileri eleştirmektedir.</i>	<i>Sie kritisiert renommierte Politiker.</i>	She criticises renowned politicians.
05	<i>Time dergisi tarafından yılın kişisi seçildi.</i>	<i>Sie wurde vom „Time Magazine“ als Person des Jahres ausgezeichnet.</i>	She was named Person of the Year by Time Magazine.

Source: <https://bit.ly/2DI8vxL> 2020

Table 2.*The first group of words for weather report**Sözcük Listesi / Wortliste / Word List / Hava Raporu / der Wetterbericht /***Weather Report (a)**

Nr.	Resim/Bild/Picture	Türkçe	Deutsch	English
1		<i>bulut</i>	<i>die Wolke</i>	cloud
2		<i>çiy</i>	<i>der Tau</i>	dew
3		<i>dolu</i>	<i>der Hagel</i>	hail
4		<i>don</i>	<i>der Frost</i>	frost
5		<i>fırtına</i>	<i>der Sturm</i>	storm
6		<i>girdap</i>	<i>der Wirbelsturm</i>	cyclone
7		<i>gök gürültüsü</i>	<i>der Donner</i>	thunder
8		<i>gökkuşağı</i>	<i>der Regenbogen</i>	rainbow
9		<i>gökyüzü</i>	<i>der Himmel</i>	sky
10		<i>güneş</i>	<i>die Sonne</i>	sun











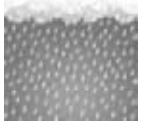

11		<i>güneş ışığı der</i>	<i>Sonnenschein</i>	sunshine
12		<i>hortum</i>	<i>der Tornado</i>	tornado

Table 3.

The second group of words for weather report

Sözcük Listesi / Wortliste / Word List / Hava Raporu / der Wetterbericht / Weather Report (b)

Nr.	Resim / Bild / Picture	Türkçe	Deutsch	English
13		<i>kar</i>	<i>der Schnee</i>	snow
14		<i>karla karışık yağmur</i>	<i>der Schneeregen</i>	sleet
15		<i>kuraklık</i>	<i>die Dürre</i>	drought
16		<i>parçalı bulutlu</i>	<i>teilweise bewölkt</i>	partly cloudy
17		<i>rutubet</i>	<i>die Feuchtigkeit</i>	humidity
18		<i>rüzgâr</i>	<i>der Wind</i>	wind
19		<i>sağanak</i>	<i>der Regenschauer</i>	shower

20		<i>sel</i>	<i>die Überschwemmung</i>	flood
21		<i>şimşek</i>	<i>der Blitz</i>	lightning
22		<i>sis</i>	<i>der Nebel</i>	fog
23		<i>yağış</i>	<i>Niederschlag</i>	rainfall
24		<i>yağmur</i>	<i>der Regen</i>	rain

A DIALOGUE

In this lesson preparation model for language teaching, a dialogue is written for each lesson. Apart from the teacher, 6 people participate in this dialogue. This dialogue contains the key word, 24 words in the subject area and introduction of the teacher.

WEATHER REPORT

Teacher	6 students organised a trip to Germany. They talk about the weather conditions in Germany.
Task	Form groups of six persons and arrange the conversation as roleplaying in front of the class.
Participants	Sonja, Max, Feyza, Mert, Antonio, Frank
Part I	
01 Antonio	We want to prepare a trip around Germany for next month. Our trip starts in Kiel. According to the weather report, there will be shower in Kiel on 1 April. We should always have our umbrellas with us.
02 Mert	What will the weather be like on the second day of travel?

03	Antonio	It will rain. We probably may not enjoy the sun there.
04	Frank	We will be in Rostock on the third day. And the weather report says there will be a storm.
05	Mert	Will it rain too?
06	Frank	Frank: Yes. There is rain and a lot of thunder and lightning! Yes. There will be rain, lots of thunder and lightning! That's really scary.
07	Sonja	I'm afraid of storms and cyclones.
08	Frank	Frank: Sonja, you are a scared rabbit! A little wind can't kill you. A little wind can't hurt you.
09	Sonja	A storm is not just a little wind!
10	Mert	But not a tornado either!
Part II		
11	Antonio	The next place to stay is Hamburg! The weather report says there is snow, and sometimes sleet. There is a lot of fog in the evening.
12	Feyza	I love Hamburg! But I wish it was sunnier! Or at least only slightly cloudy. Then we could go for a walk in the city and see the sights.
13	Sonja	There was definitely frost in the morning. It will be very cold!
14	Mert	We will definitely survive it.
15	Max	Where is there sunshine?
16	Antonio	In Berlin! In addition to sunshine, there will also be rain. Maybe we can see a rainbow too!
17	Feyza	I will take a lot of photos! But it is said to be partly cloudy.
18	Frank	It will be very cold and humid in Berlin. In the morning we will be able to see dew.
19	Sonja	The next destination is Dresden, but there's hail there!
20	Mert	Bad luck! Should we skip Dresden?
Part III		
21	Feyza	Yes, that's not a bad idea.
22	Frank	Yes, the best thing to do is go to Frankfurt and then to Dresden.
23	Feyza	The sky will be wonderfully blue in Frankfurt!
24	Max	There will be a lot of rain in Dresden after the hail. And the weather report warns of floods.
25	Antonio	Where is it dry? Which place is dry?
26	Frank	Nowhere! There is more humidity in Germany!
27	Mert	The last stop is Cologne. There is also rain (precipitation) there.
28	Sonja	Germany is very wet.
29	Max	Unfortunately, you're right!
30	Feyza	It will definitely be an interesting trip.

Table 4.
The flow chart of the lesson weather report

Step	Duration (min.)	Teacher Behaviour	Student Behaviour	Technique / Method	Materials
1	6 min.	The teacher places a picture of the climate protection activist Greta Thunberg on the wall. He/she asks the students what they know about Greta. The teacher announces the subject of the weather report. The teacher asks: „Is the sun shining today?	The students say what they know about Greta Thunberg. A student writes the nouns such as rain, snow and sun on the board. The other students form similar sentences.	Question answer	Picture Black board Projector
2	6 min.	The teacher shows different images on weather report and asks what the participants think about the images.	The students discuss the images reflected on the wall. The weather is nice today. The sky is cloudy today. It is rainy today.	Oral statement	Images
3	10 min.	He asks the students to hang the flash cards according to the first section of the instructions. The teacher stretches the clothesline in the classroom. He gives those in the front row 25 flash cards about the weather report 25 clothes pegs and clothesline instructions enough for groups of two.	The students hang the flash cards on the clothesline in groups of two.	Group work	Clothesline. 25 flash card, 25 clothes pegs
4	10 min.	The teacher asks the students to form groups of seven students and distributes the dialogue prepared beforehand and asks them to discuss the contents of the dialogue with the participation of the referee.	The students constitute groups of seven persons, the referee distributes the text of the dialogue, they choose their roles, the dialogues are read and its contents are discussed.	Group work	Dialogue text

5	10 min.	The teacher asks the students to take their seats in the class and asks them to share the ideas related to the dialogue.	The students take their seats in the classroom and share the ideas they have made.	Class	Individual notes
6	20 min.	The teacher announces that he will be playing the weather report card game. He asks the students to form groups of five and distributes the materials prepared beforehand.	The students thank the teacher for the game and form groups of five. The game takes place with the distribution of materials. After the game the students share the results of the group studies with the other students.	Group work and presentation	Materials of weather report card game
7	10 min.	The teacher asks the students to form groups of five and distributes the texts written on "weather report." He asks the students to create a word list (German and Turkish) with nouns, adjectives and verbs. He asks the students to answer the questions related to the text at home.	The students form groups of five and examine the weather report text distributed. They create a word list (German and Turkish) with nouns, adjectives and verbs. The students write down the homework.	Group work	Reading text answer sheet
8	6 min.	Teacher asks for the flash cards, clothes pegs and the clothesline to be collected and given to the class leader.	The students give the flash cards, clothes pegs and the clothesline to the class leader.	Individual work	25 flash cards, 25 clothes peg clothesline
9	2 min.	The teacher summarizes the activity, thanks the participants and assigns them homework for the following week.	The students take notes while listening to the teacher. They thank the teacher for the activity.	Oral statement	
Total period: 80 minutes					

Source: Coşkun.

Task: Write a text of about 200 words in Turkish, German and English about climate protection activist Greta Thunberg. Share your text with the class.

EVALUATION

The results of the evaluation are the guidelines for lesson planning. It is therefore very important that the lesson planning also includes space for evaluation. The evaluation of educational activities is important in lesson planning. The evaluation is carried out to measure how close the planned objectives have been achieved (Bakırcıoğlu, 2016, p. 434; Başol, 2016, p. 3). The results of the evaluation provide feedback to the individual planning the teaching and learning process. Therefore, during the planning phase, the lesson to be assessed has to be planned in detail and the necessary measurement and assessment tools should be carefully prepared (Bayçu, Coşkun, & Kocadağ, 2014, p. 24).

CONCLUSION AND RECOMMENDATIONS

At the beginning of this article, it was pointed out that foreign language teaching is an important part of the Turkish education system. Some state schools offer up to two foreign languages. At private schools, students have the opportunity to learn even more languages. Foreign language courses are offered at universities both as compulsory courses and as optional courses. Parents also attach great importance to learning foreign languages. Pupils and students generally choose English as the first and German as the second foreign language.

The number of languages competing with German has increased in the recent years. Due to the high unemployment rate in Turkey, the number of students and adults wishing to go abroad has increased. Most adults are interested in working in Germany. Knowledge of German at B2 level is an important requirement for working in Germany.

It is very important that current topics are dealt with in German classes. It is also important that German lessons are designed to be didactically interesting and that the learning process is supplemented with contemporary media, books and additional materials. The weather report was selected as the topic for this lesson. Literature research has shown that weather and climate change have a major impact on nature, i.e. water, plants, animals and people. The weather report, the topics related to the topic of weather, is given an important place in daily newspapers, textbooks and magazines, on the Internet.

In the last issue of 2019, the renowned German magazine Spiegel published a picture of the Swedish climate protection activist Greta Thunberg on the cover page alongside well-known politicians, athletes and artists. Her photo appeared in the first position. The editorial of this magazine was also about the Swedish climate protection activist Greta Thunberg. The author Mathieu von Rohr (2019, p. 6) summarised Greta Thunberg's activities in the following manner:

"Suddenly there was this girl. Children and adolescents flocked to the street. And finally everyone talked about the climate. Because you almost became used to it at the end of this year, it must be emphasised once again how extraordinary this was in 2019: a movement of schoolchildren shook society, alarmed mankind and made it its largest regular Friday challenge. ... The call came from

a generation that was previously considered apolitical, but had now found its topic. Very ambitious: saving the world.”

Finally, the author writes the following:

The question of whether Greta is just “hype” or has initiated fundamental change has not yet been decided. However, the debate about climate has reached the centre of political discourse. ... You have to thank the demonstrating children and teenagers. They form the necessary counterweight to an increasingly aging electorate, which has the say, whose future is only partially concerned.

In the recent years, there have also been protests in Turkey because of the deforestation, the opening of mines (quarries) and hydroelectric power plants. Children, adolescents and adults are often involved in this. The Bachelor students at Hacettepe University and the master students at Karatekin University have participated intensively in the development of this teaching unit.

RECOMMENDATIONS

The recommendations below are based on the experiences gained in the field of theory and application:

- The topics of weather and climate change are to be dealt with both at school and at the university;
- The quality of foreign language teaching at schools and universities should be improved on the basis of contemporary learning theories, current topics and teaching materials;
- Pupils and students should have the opportunity to improve their language skills by living abroad;
- The teachers and lecturers should speak at least two foreign languages;
- Model lesson plans should be developed for similar topics;
- Multilingual word lists should be created for each topic;
- Additional materials should be developed for interactive lessons;
- An educational game should be developed for each sample education plan;
- There should be a communication network between teachers and lecturers;
- Pupils, students, teachers and lecturers should be interested in social development and climate change.

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