| Dentistry (English) | | | |
|---|---|---|---|
| Bachelor | TR-NQF-HE: Level 6 | QF-EHEA: First Cycle | EQF-LLL: Level 6 |

## Course Introduction and Application Information

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| Course Code: | UNI081 |
| Course Name: | Approaches to English Language Teaching |
| Semester: | Spring |
| Course Credits: | ECTS: 5 |
| Language of instruction: | English |
| Course Condition: | |
| Does the Course Require Work Experience?: | No |
| Type of course: | University Elective |
| Course Level: | Bachelor \| TR-NQF-HE:6. Master`s Degree \| QF-EHEA:First Cycle \| EQF-LLL:6. Master`s Degree |
| Mode of Delivery: | Face to face |
| Course Coordinator: | Araş. Gör. BURAK ASLAN |
| Course Lecturer(s): | |
| Course Assistants: | |

### Course Objective and Content

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| Course Objectives: | Introduction to theoretical approaches to second/foreign language learning from GTM to Audio-lingual and communicative method and the overview of conceptual issues in second language learning in naturalistic settings and in the classroom with special focus on the ability to develop an teaching method applicable in real educational environments. |
| Course | Definition of language learning, general learning theories, theories of language learning, |

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| Content: | neurolinguistic, sociolinguistic, psycholinguistic. |

## Learning Outcomes

The students who have succeeded in this course;
1) To be able to define language learning,
2) To be able to describe general learning approaches
3) To describe general language learning approaches,
4) To be able to express the connection between language and brain,
5) To be able to evaluate language learning from a psycholinguistic perspective.

## Course Flow Plan

| Week | Subject | Related Preparation |
|---|---|---|
| 1) | Introduction, Brown, CH 1, Crain &Lillo-Martin, CH 1 | |
| 2) | Language Learning in Early Childhood, Lightbown & Spada CH 1 Stages of Language Acquisition, Crain &Lillo-Martin, CH 3 | |
| 3) | Second Language Learning, Lightbown & Spada CH 2 Explaining Second Language Learning, Lightbown & Spada CH 4 | |
| 4) | Instructed Second Language Acquisition, Gass, CH 11 Comparing and Contrasting L1&L2, Brown CH3 | |
| 5) | Universal Grammar, Crain &Lillo-Martin, CH 6 Modularity Hypothesis, Crain &Lillo-Martin, CH 7 | |
| 6) | Language Acquisition, Ellidokuzoğlu, 2017 | |
| 7) | Language Acquisition, Krashen, 2013 | |
| 8) | MID-TERM | |
| 9) | Language Acquisition, Krashen Video | |
| 10) | Looking at Interlanguage Processing, Gass, CH 8 Nonlanguage Influences, Beyond the Domain of Language, Gass CH 12 | |
| 11) | Communicatice Competence, Brown Ch 8 | |
| 12) | Introduction to Applied Linguistics, Schmitt & Celce-Mercia, CH 1 | |
| 13) | Introduction to Psycholinguistics, O'grady & Archibald CH 12 | |
| 14) | Introduction to Neurolinguistics, O'grady & Archibald CH 13 Introduction to | |

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| | Sociolinguistics and Language Education, Bayyurt, 2013 | |

## Sources

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| Course Notes / Textbooks: | Brown, D.H. (2017). Principles of Language Teaching & Learning 6th edition. Pearson.<br>Crain, S., & Lillo-Martin, D. C. (1999). An introduction to linguistic theory and language acquisition (No. Sirsi) i9780631195351).<br>Lightbown, P. M., & Spada, N. (2013). How languages are Learned 4th edition. Oxford Handbooks for Language Teachers. Oxford University Press.<br>O'grady, W., & Archibald, J. (2015). Contemporary linguistic analysis: An introduction. Pearson Canada.<br>Selinker, L., & Gass, S. M. (2008). Second Language Acquisition. Lawrence Erlhaum Ass. |
| References: | Brown, D.H. (2017). Principles of Language Teaching & Learning 6th edition. Pearson.<br>Crain, S., & Lillo-Martin, D. C. (1999). An introduction to linguistic theory and language acquisition (No. Sirsi) i9780631195351).<br>Lightbown, P. M., & Spada, N. (2013). How languages are Learned 4th edition. Oxford Handbooks for Language Teachers. Oxford University Press.<br>O'grady, W., & Archibald, J. (2015). Contemporary linguistic analysis: An introduction. Pearson Canada.<br>Selinker, L., & Gass, S. M. (2008). Second Language Acquisition. Lawrence Erlhaum Ass. |

## Course - Program Learning Outcome Relationship

| **Course Learning Outcomes** | **1** | **2** | **3** | **4** | **5** |
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| Program Outcomes | | | | | |
| 1) Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, and applies evidence-based data to his/her professional practice. | | | | | |
| 2) Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry. | | | | | |
| 3) Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it. | | | | | |
| 4) Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level. | | | | | |
| 5) Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations. | | | | | |
| 6) Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms. | | | | | |

| Course Learning Outcomes | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 7) Within the framework of social, scientific, and ethical values including patient privacy, communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach. | | | | | |
| 8) Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices. | | | | | |
| 9) By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice. | | | | | |
| 10) During dental practice, in cases such as abuse and addiction, performs the treatment by exhibiting the behaviors required by social ethics and legal rules, and collects and records the relevant data. | | | | | |
| 11) Uses basic and current knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities. | | | | | |
| 12) In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society | | | | | |
| 13) Generates ideas regarding health policy in dentistry, prioritizes individual and public health, and carries out preventive and therapeutic medical practices within the framework of scientific, ethical, and quality processes. | | | | | |
| 14) Differentiates the signs and symptoms commonly encountered in the dentistry profession, makes a treatment plan and refers when necessary, and manages diseases and clinical situations regarding their urgency and patient priority. | | | | | |
| 15) Can assume the leadership responsibility of the team he/she works for, manage it following scientific criteria, and support the professional development of the team. | | | | | |

### Course - Learning Outcome Relationship

| No Effect | 1 Lowest | 2 Average | 3 Highest |
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| | | | |

| | Program Outcomes | Level of Contribution |
|---|---|---|
| 1) | Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, | |

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| | and applies evidence-based data to his/her professional practice. | |
| 2) | Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry. | |
| 3) | Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it. | |
| 4) | Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level. | |
| 5) | Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations. | |
| 6) | Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms. | |
| 7) | Within the framework of social, scientific, and ethical values including patient privacy, communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach. | |
| 8) | Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices. | |
| 9) | By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice. | |
| 10) | During dental practice, in cases such as abuse and addiction, performs the treatment by exhibiting the behaviors required by social ethics and legal rules, and collects and records the relevant data. | |
| 11) | Uses basic and current knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities. | |
| 12) | In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society | |
| 13) | Generates ideas regarding health policy in dentistry, prioritizes individual and public health, and carries out preventive and therapeutic medical practices within the framework of scientific, ethical, and quality processes. | |
| 14) | Differentiates the signs and symptoms commonly encountered in the dentistry profession, makes a treatment plan and refers when necessary, and manages diseases and clinical situations regarding their urgency and patient priority. | |
| 15) | Can assume the leadership responsibility of the team he/she works for, manage it | |

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| | following scientific criteria, and support the professional development of the team. | |

### Assessment & Grading

| Semester Requirements | Number of Activities | Level of Contribution |
|---|---|---|
| Midterms | 1 | % 50 |
| Final | 1 | % 50 |
| **total** | | **% 100** |
| PERCENTAGE OF SEMESTER WORK | | % 50 |
| PERCENTAGE OF FINAL WORK | | % 50 |
| **total** | | **% 100** |

### Workload and ECTS Credit Calculation

| Activities | Number of Activities | Preparation for the Activity | Spent for the Activity Itself | Completing the Activity Requirements | Workload |
|---|---|---|---|---|---|
| Course Hours | 14 | 0 | 3 | | 42 |
| Study Hours Out of Class | 16 | 0 | 5 | | 80 |
| Midterms | 1 | 0 | 2 | | 2 |
| Final | 1 | 0 | 2 | | 2 |
| **Total Workload** | | | | | **126** |