

FOREING LANGUAGE II(ENGLISH)

| | | | |
|-------------|---|---|---|
| 1 | Course Title: | FOREING LANGUAGE II(ENGLISH) | |
| 2 | Course Code: | YAD102 | |
| 3 | Type of Course: | Compulsory | |
| 4 | Level of Course: | First Cycle | |
| 5 | Year of Study: | 1 | |
| 6 | Semester: | 2 | |
| 7 | ECTS Credits Allocated: | 3.00 | |
| 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: | Öğr. Gör. Tekin ÖRENLİ | |
| 15 | Course Lecturers: | Okt. Cüneyt AVŞAR; Okt. Gönül UĞURALP; Okt. Sedat KORKMAZ; Öğr. Gör. Uğur ÇETİNAVCI; Okt. Elif ERTÜRK; Okt. Nusret MALKOÇ; Okt. Murat MADAK | |
| 16 | Contact information of the Course Coordinator: | cuneytav@uludag.edu.tr; 0536 566 6457 Uludağ Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi A.B.D. | |
| 17 | Website: | | |
| 18 | Objective of the Course: | To improve students' basic language skills through reading, writing, listening and speaking | |
| 19 | Contribution of the Course to Professional Development: | | |
| 20 | Learning Outcomes: | | |
| | | 1 | Students will be able to take part in simple everyday conversations. |
| | | 2 | Students will be able to talk about everyday topics using simple structures and vocabulary. |
| | | 3 | Students will be able to understand the gist of short, simple foreign language texts. |
| | | 4 | They will be able to understand authentic texts (e.g. forms, instructions, brochures, information leaflets) |
| | | 5 | They will be able to write and answer postcards and simple personal letters with the help of a dictionary. |
| | | 6 | |
| | | 7 | |
| | | 8 | |
| | | 9 | |
| | | 10 | |
| 21 | Course Content: | | |
| | | Course Content: | |
| Week | Theoretical | Practice | |

| | | |
|-----------------|--|--|
| <p>1</p> | <p>Unit 8 Past simple 2-negatives/ago Starter (SB. p60) Working in pairs and saying the Past Simple of the verbs in the box. Checking the answers with the whole class, getting students to spell the past forms and making sure they can pronounce them correctly. Famous Inventions (SB. p60) Focusing attention on the photographs and getting students to name each of the items shown. Checking pronunciation carefully, especially of the 'international' words which are the same or very similar in other languages, e.g. Izamburger/'hamba:ga/, Coca-Cola l'kauka 'kaulal, jeans /dgi:nz/, television /'telrvrgn/, and photograph l'fautagra:f. Working in pairs and matching the verbs from the Starter activity to the nouns. Checking the answers with the whole class. Grammar Spot: Focusing attention on the Grammar Spot table. Getting students to work through the answers orally first. Then checking the answers with the whole class, writing the sentences on the board for students to copy Highlighting that he/she/it has a different form in the Present Simple from the other persons, but that all forms in the Past Simple are the same. Reading Grammar Reference 8.1 and 8.2 on p 129 together in class, and or asking students to read it at home. Encouraging them to ask you questions about it.</p> | |
| <p>2</p> | <p>Practice (SB p62) Three inventors Asking students to look at the three photos and saying what they can see. Reading the three texts, checking new words in their dictionaries such as cloth, painkiller, arthritis....etc. Telling students they are going to read the texts again, focusing on the dates. Stressing that all three dates in each text are incorrect. and getting students to discuss in pairs what the correct dates might be. Reminding them that they already have some of the correct dates from Famous Inventions, exercise 4 and pointing out that they aren't expected to know the correct dates, just have fun guessing. Listening and correcting the dates. Asking students to make a negative and a positive sentence about each date. Drilling the example sentence in the Student's Book chorally and individually. Time expressions Asking students to identify the correct preposition for the time expressions. Giving them these rules to help: on + day/day of the week plus part of the day, e.g. on Saturday morning in + part of the day (except night)/month/season/year/century at + time Everyday English: Special occasions Looking at the list of days and saying which are special. Matching the special days with pictures. Talking about which days we celebrate in our country and what we do. Completing the conversations and saying what the occasions are. Listening and checking. Homework: Workbook Unit 8 Exercise 8 A vocabulary exercise on words that are both nouns and verbs Exercise 9 A puzzle activity on machines and inventions .</p> | |

3

Unit 9 Food you like

STARTER (SB p66) Giving examples of your own favourite fruit, vegetable, and drink. Then getting students to write their own answers. Students' comparing their answers in pairs. Asking students to tell the rest of the class their answers. Building up lists on the board for each category and getting students to copy into their vocabulary notebooks.

FOOD AND DRINK (SB 66) Count and uncount nouns

Matching the food and drink in columns A and B to the pictures. Telling students that they are going to listen to two children talking about what they like and don't like to eat and drink. Listening to Daisy and Tom and ticking the things they both like in lists A and B on p66. Checking the answers. Playing the recording again and getting students to decide who says which sentence. Writing D for Daisy or T for Tom. Checking the answers. Students' looking at the lists of food and drink, and deciding what they like and don't like. Working in pairs and talking about their likes and dislikes. Encouraging them to use the expressions from exercise 2, rather than simply I like/I don't like Monitoring and checking. GRAMMAR SPOT Focusing attention on the Grammar Spot and looking at the questions as a class. Allowing students time to think. Reading Grammar Reference 9.1 on p143 together in class, and/or asking students to read it at home. Encourage them to ask questions about it. Revising like with count and uncount nouns. I like and I'd like Focusing attention on the photo and getting students to describe briefly what they can see. Reading and listening to the conversation. Practising the conversation with a partner and then having similar conversations about food and drink.

4

GRAMMAR SPOT Look at the Grammar Spot questions as a class. Guiding students to understand the difference between I like and I'd like. Highlighting that would like is a polite way of making requests and offers. Pointing out that when we talk about things in general, we do not use an article/determiner with plural count nouns or with uncountable nouns. For example: I like biscuits. (NOT *I like some biscuits.) Highlighting the use of some with both count and uncount nouns when saying what we want. Highlighting the special use of some in requests and offers, and any in other questions and negatives. Reading Grammar Reference 9.2 on p143 together in class, and/or asking students to read it at home. Encouraging them to ask questions about it. PRACTICE Choosing Would/Do you like.....? Or I'd like..... . Listening and checking. Practising with a partner. Listening and choosing the correct answers. PRACTICE a or some Consolidating the concept of count and uncount nouns and practising the use of a/an and some. Checking how well students have grasped the concept. Working in pairs to write a, an, or some before the nouns. AT THE MARKET some/any, much/many Practising some/any, and introducing (not) much/many with both countable and uncountable nouns. Reading the instructions and focus attention on the picture. Making sure students understand homemade brown bread and homemade white bread, and briefly revising the other items in the picture. Focusing attention on the examples. Drilling the examples around the class. Looking at the picture and making positive and negative sentences, working as a class. GRAMMAR SPOT Looking at the Grammar Spot section as a class. As well as the notes in the Student's Book, highlighting the use of many with the plural verb are and much with the singular verb is. Reading Grammar Reference 9.4 on p143 together in class. and/or asking students to read it at home. Encouraging them to ask questions about it. Highlighting the use of any in the questions and the contrastive use some/many with count nouns in the answers, e.g. Yes, there are some. but there aren't many, and some/much with uncount nouns, e.g. Yes, there is some, but there isn't much. Drilling the questions in open and closed pairs. LISTENING Focusing attention on the shopping list. Listening to the conversation in the shop, and ticking what Piers buys. If necessary, playing the recording a second time to allow students to focus on the reasons why he doesn't buy certain items. Checking the answers. PRACTICE Completing the questions using much or many. Choosing an answer for each question in the exercise. Practising the questions and answers with a partner. Working in pairs to find the mistakes.

| | | |
|-----------------|--|--|
| <p>5</p> | <p>EVERYDAY ENGLISH Polite requests. Looking at the photograph and getting students to say what they can see. Pre-teaching pass (the salt), sparkling or still. Asking students to match questions and responses. Listening and checking the answers. Looking at the requests and completing them, using Can/Could I . . . ? or Can/Could you . . . ? Working in pairs to practise the requests and giving an answer. Playing the recording and getting students to compare their answers with those on the tape.</p> <p>UNIT 10 Bigger and better!</p> <p>CITY LIFE Comparative adjectives Putting the students into pairs and getting them to match the adjectives with their opposites. Checking the answers. Asking students which words describe life in the city and life in the country. Asking students to look at the chart and working in pairs to make sentences comparing city and country life. GRAMMAR SPOT Reinforcing and making clear to your students the rules governing the formation of comparative adjectives. Getting students to work individually to complete the comparative sentences and trying to formulate any rules they can. Working in pairs to write the comparative forms of the adjectives in the exercise. Checking the answers with the whole class, getting students to spell the comparative forms. Highlighting bigger as an example of the doubling of the consonant in short adjectives with a short vowel sound. Asking students for the irregular forms of good and bad. Reading Grammar Reference 10.1 on p144 together in class, and/or asking students to read it at home. Encouraging them to ask questions about it. LISTENING Telling students they are going to read and listen to the telephone conversation between Andy and Joel. Telling students to complete the conversation with the missing adjectives. Making it clear that some of them are comparatives and some are not. Playing the recording through once and then asking students to check their answers in pairs. Playing the recording again for students to add in any answers they missed. Checking the answers with the whole class.</p> | |
| <p>6</p> | <p>GRAMMAR SPOT Highlighting the form and use of have got compared with have. Reading through the notes with the whole class. Highlighting the fact that the have in have got contracts but that it doesn't in have for possession. Practising saying the examples in the box. Drilling them chorally and individually. Highlighting the past of have and have got. Eliciting a few examples from the class of things they had when they were younger, c.g. I had a dog. I had a bike. Asking the students to study the conversation and underline all the examples of have got and had. Making it clear that they are looking for questions and negatives and not just the positive. Asking students to check in pairs, and then checking with the whole class.</p> | |

| | | |
|---|---|--|
| 7 | <p>READING The World's Best Hotels- Superlative adjectives- Asking students to look at the pictures of the hotels and reading the information about each of them. Asking them to tell which they like and why. Trying to highlight the new structure. Focusing attention on the examples, pointing out the superlative example the cheapest but not going into detail at this stage. Working in pairs to decide which sentences are true and which are false, and to correct the information in the false ones. Checking the answers with the whole class. Getting students to work in pairs and focusing on the six correct sentences. Asking the class what they notice about all these sentences. Highlighting the –est endings in the short adjectives and the most form with longer adjectives. Checking comprehension of best as the superlative of good. Getting students to discuss which is the best hotel near where they live and to describe what it has got.</p> | |
| 8 | <p>GRAMMAR SPOT Completing the superlative sentences and trying to supply the rules. Prompting and guiding the students. Writing the rules up on the board and taking the opportunity to remind the students of the comparative forms. Focusing on the irregular forms. Reading the Grammar Reference 10.1 on p144 together in class, and/or asking students to read it at home. Encouraging them to ask questions about it. PRACTICE Demonstrating the activity by reading the example aloud to the class. Then asking students to work on their own to complete the sentences. Playing the recording and asking the students to check their answers. Talking about your class Reading the examples with students, then putting them into small groups and asking them to make sentences about the other students. Giving them enough time to describe one or two other people. Check it Asking students to work in pairs or small groups to tick the correct sentence. Asking them to work quite quickly, then conducting a full class feedback on which are the correct answers. Trving to get students to correct each other and explain any mistakes they hear. VOCABULARY: City and country words Working in pairs and putting the words into the correct columns by using the dictionaries. Matching the words with the pictures and completing the sentences with one of them. Listening and checking. EVERYDAY ENGLISH Directions 2 Listening to Andy's directions to his cottage. Marking the route on the map and then completing the directions. Completing the text with the prepositions. Listening to Joel and Andy's conversation. Checking the answers. Covering the text. Looking at the pictures and telling Joel's story.</p> | |

9

UNIT 11 Looking good!

Starter Asking students to look around the classroom and try to find the items of clothing. Focusing attention on the examples trousers, jeans, shorts, shoes, trainers, and boots. Asking students what they notice about these words (they are all plural in English). Drilling the pronunciation of the words and briefly revising colours. Asking students to make sentences such as It's a white T-shirt, They're black shoes.

DESCRIBING PEOPLE Present Continuous Pre-teaching pretty and fair/dark/grey (hair). Explaining the difference between good-looking (general), handsome (for men), and pretty (for girls/women). Focusing attention on the photo of Poppy and on the description of her. Eliciting one or two other descriptions from the whole class and then drilling the sentences around the class. Pre-teaching the verbs in the list. Using mime to demonstrate the verbs if necessary. Asking the questions for the examples in the Student's Book and getting students to read the answers. e.g. Toni's smiling and Angela's running. Asking the students each of the questions in the list and getting them to reply using the contracted form of the third person of the Present Continuous. Drilling the questions and answers. Asking and answering the questions in the list in pairs.

GRAMMAR SPOT Reading the notes with the whole class. Eliciting other examples, by pointing to people and objects in the class, e.g. He's tall. It's new. We're happy, etc. Reading the notes with the whole class and then getting students to complete the table, using contracted forms. Checking the answers with the whole class. Naming the tense and then getting students to work out the negative and question forms. Getting students to do this in pairs and then writing up the answers on the board, or referring students to Grammar Reference 11.1 and 11.2 on p145. Focusing attention on the sentences. Getting students to work out the difference between Present Simple and Present Continuous. Talking about you Demonstrating the activity by giving two or three examples about yourself. Getting students to work individually and writing their answers. Getting students to work in pairs and exchanging their answers. Monitoring and checking for correct use of the Present Continuous and for appropriate linking, e.g. I'm not wearing a jacket.

10

Who's at the party? Reading the instructions with the whole class. Listening and writing the names next to the correct people. Focusing attention on the table and on the names of the guests in the first column. Playing the recording again as far as He works in LA and getting students to read the example in the table. Asking students to work in pairs to complete the table. Playing the recording again to check before the answers. THE HOUSE IS A MESS Whose is it? Introducing Whose is it? and possessive pronouns using the classroom situation and using the coursebook material for further practice and consolidation. Taking some personal possessions from the students and putting them on the floor where everyone can see them. Holding something up and asking Whose is this? Is it Pelin's? Is it Mehmet's? Using the board and writing up the question Whose is this?, pointing out that whose is not the same as who's. Then holding up a possession of your own, and asking Whose is this? Teaching It's mine. Writing this on the board. Then doing the same for the other possessive pronouns, yours, his, hers, ours, and theirs. Focusing attention on the picture. Working in pairs and locating the items in the scene. Playing the recording. Listening to the questions and then completing the answers with his, hers or theirs. Drilling the questions and answers from the recording. Demonstrating the singular and plural question forms, using words from the box in exercise 1, e.g. Whose is the bike? Whose are the sunglasses? Asking and answering questions about the other things in exercise 1. GRAMMAR SPOT Making sure students understand the different categories in the table by putting simple sentences on the board and asking students to highlight the key word, e.g. We speak English. (subject pronoun) They are helping us. (object pronoun) Our classroom is large. (possessive adjective) Those book are ours. (possessive pronoun) Reading the notes with the whole class. Pointing out that there are two ways of asking the question, whose + noun + is this, or whose + is this + noun, and that possessive pronouns replace possessive adjectives + noun. Highlighting the difference between Who's = Who is and Whose? for possession. Telling students that the pronunciation is the same, but the meaning is different. Reading Grammar Reference 11.3 on p145 together in class, and/or asking students to read it at home. Encouraging them to ask questions about it. PRACTICE who's or whose? Working individually and choosing the correct word. Getting students to compare with a partner before checking the answers with the whole class.

What a mess: Introducing the use of the Present Continuous to refer to arrangements in the near future. Listening and completing the conversation. Checking the answers. Playing the recording of the conversation again. Getting students to listen and repeat. Working in pairs to make similar dialogues. Doing the first couple as an example with the whole class. Check it Working individually and correcting the mistakes and then checking the answers in pairs. Then checking the answers with the whole class.

EVERYDAY ENGLISH In a clothes shop Looking at the lines of a conversation in a clothes shop and deciding who says them. Trying to match some of the lines in the conversation. Getting students to practise any sets of lines that work but not to recreate the whole conversation at this stage. Working in pairs and trying to put all the lines of the conversation in the correct order. Homework Workbook Unit 11 Exercise 12 Vocabulary of parts of the body Exercises 13 and 14 A writing exercise on linking words and writing about a member of your family.

UNIT 12 Life's an adventure STARTER Focusing attention on the I'm going to Brazil and I went to Brazil. Establishing the overall time reference by asking past, present, or future? about each sentence. Recognizing went as the past of go but making sure that students realize going to refers to the future. Pre-teaching the meaning of retire. Working in pairs and making sentences using the time references in the second box. Checking the answers with the whole class. Demonstrating the activity by giving similar sentences about yourself, e.g. I'm going to (Istanbul) soon. I went to (South America) when I was a student, etc. Drilling the sentences in the Student's Book and then getting students to continue the activity in pairs. Eliciting any interesting or surprising examples in a short feedback session with the whole class. FUTURE PLANS going to The context for the presentation of going to is future plans not only of a young boy but also of his sports teacher who is about to retire. Asking the students to look at the photographs of Jack and his teacher Danny Carrick. Eliciting a few suggestions about what their future plans might be. Pre-teaching the meaning of grow up, train, scuba-dive. Making it clear that students are going to read about Jack's and Mr. Carrick's future plans. Putting students into pairs to discuss the sentences and put J or DC according to who they think is speaking. Telling them that sometimes Jack and Danny Carrick both have the same plan. so they must write J and DC next to the sentence. Playing the recording of both Jack and Danny Carrick and asking students to listen c a r e fully and checking if they are right. Putting the students into pairs, one telling the other about Jack's plans, and the other about Danny Carrick's focusing on the plans they have in common, using They're both going to Monitoring as students do this, checking for correct use of going to.

12

GRAMMAR SPOT Highlighting the form of going to by getting the class to figure out the positive and then the negative forms of the verb to be. Reading the notes with the whole class and then getting students to complete the table using contracted forms. Checking the answers with the whole class. Getting students to work out the question and negative forms in pairs, and then writing the answers on the board or referring students to the Grammar Reference on p146. PRACTICE Questions about Jack Working in pairs to form the questions about Jack and then matching the answers. Playing the recording and getting students to check their answers. Then asking them to practise saying the questions and answers in pairs. Questions about you Asking students to tell the class about themselves and their partner, thereby practising third person singular and first person singular and plural I'm going to sneeze Introducing the second use of going to, that is, something is sure to happen in the future. Reading the Caution Box with the whole class. Asking students to look at the pictures and writing a sentence for each picture using going to with it, you, I, etc. Checking through the answers with the class as a whole. Asking individuals to read a sentence aloud. Students' working on their own or in pairs to fill the gaps, using sentences from the exercise above. Playing the recording and getting students to check their answers. I WANT TO SEE THE WORLD Infinitive of purpose First asking the students to look at the photographs on p93 and asking them which places they recognize. Working in pairs to match a country or city with an activity, and a photograph. Then checking quickly through the exercise with the whole class. Going through the dialogue with the whole class. Asking one student to read Danny Carrick's lines and another Harold's. Completing Danny Carrick's final line. Playing the recording for the students, not only to check the line, but also to familiarize them with the stress and intonation in the dialogue.

13

GRAMMAR SPOT Reading through the notes with the class and highlighting the use of going/coming rather than going to go/going to come. Focusing attention on the sentences and getting students to decide if they mean the same. Explaining that the infinitive can be used in answer to a Why...? question and focusing on the example in the Student's Book. Reading Grammar Reference 12.2 on p146 together in class, and/or asking students to read it at home. Encouraging them to ask questions about it. PRACTICE Putting students into groups of four. Asking them to take turns to tell the part of Danny Carrick 's planned journey. Reminding them to use the adverbs ,first. then, next, after that, finally. Why and When? Introducing the activity by just going through the examples in the Student's Book, saying some names of places you visited in the past and then getting students to ask you why you went there and when, for example:
Teacher: I went to Madrid.
Student(s): Why did you go to Madrid?
Teacher: To visit a friend and to practise my Spanish.
Student(s): When did you go?
Teacher: Eighteen months ago.
Asking students to write down the names of some places they visited in the past - countries, cities, villages, or any places of interest. Then putting them into pairs to ask each other questions about the places. Rounding the activity off by asking one or two individuals to give feedback to the class about their partner. VOCABULARY AND SPEAKING The weather Asking the students to look at the weather symbols. Eliciting words for symbols students already know and then getting them to continue working in pairs to match the remaining symbols and words. Going through the answers with the class. Getting students to look out of the window at the weather conditions. Either playing the recording or modelling the questions yourself. Making it clear to the students that the question What.....like? is used for asking for a description and What is the weather like? is used for telling the weather. Asking the students to listen and write in the weather for today, yesterday, and tomorrow. Checking their answers.

| | | |
|-----------|--|--|
| 14 | <p>EVERYDAY ENGLISH Making suggestions Focusing attention on the two examples and then eliciting a few more activities for good weather (go for a walk, play tennis, gardening, etc.) and some for bad weather (read a book, do a jigsaw, play chess, etc.) Students' continueing the two lists on their own and then comparing their lists with a partner's. Telling students that they are going to hear the beginnings of two conversations, one for good weather and one for bad. Asking them to read and listen at the same time and complete B's suggestions. Asking students to practise the conversations in pairs. Reading through the Caution Box with the whole class. Asking the students to work in pairs. Asking them first to find the 'good weather' lines and then the 'bad weather' lines. Then asking them to put each set in order to complete the conversations from exercise 2. Playing the recording and getting students to check their answers. Playing the recording again and getting students to repeat, encouraging good stress and intonation. Getting students to practise the conversations in closed pairs. Homework Workbook Unit 12 Exercises 8 and 9 Bringing together all the auxiliary verbs covered so far. Exercises 10 and 11 Revising many items of vocabulary covered so far. Word list Reminding the students of the Word list for this unit on p140.</p> | |
|-----------|--|--|

| | | |
|-----------|---|--|
| 22 | Textbooks, References and/or Other Materials: | 1- the THIRD edition New Headway Elementary Student's Book&Workbook Liz and John Soars 2- English for Life Student's Book&Workbook Tom Hutchinson. |
|-----------|---|--|

| | | |
|-----------|-----------|--|
| 23 | Assesment | |
|-----------|-----------|--|

| TERM LEARNING ACTIVITIES | NUMBE R | WEIGHT |
|--|------------|--------|
| Midterm Exam | 1 | 50.00 |
| Quiz | 0 | 0.00 |
| Home work-project | 0 | 0.00 |
| Final Exam | 1 | 50.00 |
| Total | 2 | 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 |
|-----------|-------------------------------|

| 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 | 14 | 3.00 | 42.00 |
| Homeworks | 0 | 0.00 | 0.00 |
| Projects | 0 | 0.00 | 0.00 |
| Field Studies | 0 | 0.00 | 0.00 |
| Midterm exams | 1 | 18.00 | 18.00 |
| Others | 0 | 0.00 | 0.00 |
| Final Exams | 1 | 18.00 | 18.00 |
| Total Work Load | | | 120.00 |
| Total work load/ 30 hr | | | 4.00 |
| ECTS Credit of the Course | | | 3.00 |

| 25 | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS | | | | | | | | | | | | | | | |
|--|---|-----|-----|--------------|-----|-----|-----------------|-----|-----|---------------|------|------|--------------------|------|------|------|
| | PQ1 | PQ2 | PQ3 | PQ4 | PQ5 | PQ6 | PQ7 | PQ8 | PQ9 | PQ10 | PQ11 | PQ12 | PQ13 | PQ14 | PQ15 | PQ16 |
| ÖK1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ÖK2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ÖK3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ÖK4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ÖK5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LO: Learning Objectives PQ: Program Qualifications | | | | | | | | | | | | | | | | |
| Contribution Level: | 1 very low | | | 2 low | | | 3 Medium | | | 4 High | | | 5 Very High | | | |