



*Designing Effective English for Specific Purposes (ESP) Courses:
Integrating 21st Century Skills for Learner Success*

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Abstract ;	Article info
<p><i>The design and development of English for Specific Purposes (ESP) courses play an essential role in the process of addressing the language needs of students in academic and professional contexts. Designing an ESP course requires undeniable attention as it ensures that students acquire the language skills and communicative competence necessary for success in their chosen disciplines. Thus, the aim of this article is to explore the significance of English for Specific Purposes (ESP) course design by delving into key components such as the teacher factor, 21st century skills for ESP students, needs analysis, syllabus design, material development, and ESP assessment, and explaining the reasons why these components are essential for addressing the specific language needs of learners. As a result, examining relevant research, this article is expected to equip ESP teachers, course designers, material developers to construct ESP courses utilizing systematic frameworks.</i></p>	<p><i>Received</i> 10/08/2023</p> <p><i>Accepted</i> 26/12/2023</p> <p>Keyword:</p> <ul style="list-style-type: none">✓ <i>Course design</i>✓ <i>ESP courses:</i>✓ <i>Needs analysis</i>✓ <i>Material development</i>

1. Introduction

English holds great importance in subject-matter courses at universities and also in professional life. English is often the language of instruction in many universities around the world. When the significance of English in specific areas is considered, some outputs of the courses can be pointed out. ESP (English for specific purposes) learners have easier access to academic knowledge and research in their areas; collaborate globally; communicate internationally; have more networking; and show more digital presence. Hence, it appears to be a very significant point to support learners practicing in specific areas and rehearsing for a more attainable profession. To serve this very significant purpose, all educators, ESP course designers, and ESP material developers are expected to be competent enough to design courses, both attaching importance to learners' target needs and aiming at developing learners' 21st century skills as learners will strive to outperform each other in a competitive context in professional life.

In a nutshell, as future specialists will be vying for positions in their profession, educators should shoulder some of the burden by designing effective lessons. In this respect, the fundamental objective of this article is to dwell upon the nature of ESP courses and the systematic framework

followed in designing courses where ESP learners are educated in line with their target needs and equipped with 21st century skills.

The following sections discuss the theory about ESP courses, stages of the course design, ESP learners' needs and 21st century skills, and provide some examples about lesson planning and material development.

2. Theory

Developing an ESP course is like sculpting a masterpiece. Like a sculptor working on a statue, you need to employ a variety of techniques, approaches, skills and expertise to bring the course to life. The purpose of this section is to present these methodologies, strategies, learners' and teachers' skills and knowledge as well as how the ESP course designers bring them all together in an organized and systematic style.

Language functions as a tool for communication. This approach has led to the development of individualized learning programs to meet the specific needs of various learners. English for Specific Purposes (ESP), a field characterized by its distinct curriculum, materials, pedagogy, assessment, and research methodologies (Nunan, 2004). The increasing enthusiasm for this subject arises from the recognition that a standardized method of language

instruction is insufficient in adequately equipping students for the intricacies of their specialized fields.

ESP courses are specifically tailored to address the language needs of students within specific academic or professional fields, including but not limited to business, engineering, medicine, and aviation. The theoretical foundation of English for Specific Purposes (ESP) posits that language education should be deliberate and relevant to the learners' specific field of study, enabling them to effectively communicate within their specialized setting (Hutchinson & Waters, 1987). Therefore, the curriculum of ESP courses is specifically designed not only to facilitate the acquisition of essential language skills, encompassing vocabulary, discourse patterns, but also to teach the communicative strategies that are relevant to students' prospective profession.

According to Holme (1996), language syllabi are inherently selective because they are developed with an awareness of the challenges faced by students of English as a second language. For instance, in general English lessons for adolescents, the emphasis is placed on linguistic activities that match to experiences typically associated with adolescents. This method is quite similar to doing a preliminary needs analysis in the sense that it requires course designers to determine the particular needs of their target students. In this sense, ESP

courses acknowledges the interconnected character of language skills and field knowledge.

Given the aforementioned concerns, the development of an English for Specific Purposes (ESP) course necessitates the establishment of a comprehensive structure that accurately aligns with the language needs and goals of the intended learners. The process involves conducting a methodical needs analysis to identify the language requirements of learners within their respective professional or academic environments (Dudley-Evans & St. John, 1998). The comprehensive examination permits course designers to design and modify the content, instructional materials, and assessment procedures in response to the specific language needs of the learners. Therefore, ESP courses provide learners with the ability to communicate proficiently, and make valuable contributions within their professional or academic communities by addressing their specific language needs.

Even for experienced educators, the process of course design can present significant challenges and consume a considerable amount of time. The development of a course specific to a particular objective, such as English for Academic Purposes (EAP) or English for Specific Purposes (ESP), may potentially involve challenges such as exploring the learners' needs, syllabus design, material

development and assessment. As a result, educators may have concerns about how and where to start designing their courses. The following section discusses the key topics that will aid program developers in the design of EAP and ESP courses.

2.1 Stages in ESP Course Design

Course design involves planning how a syllabus will be implemented, including what teaching methods and resources will be required, how much time will be allotted, how classroom activities will be organized, and how the program will be evaluated (Dudley-Evans & Johns, 1998).

In designing an EAP/ESP course, there are five primary phases:

1. needs identification and analysis,
2. syllabus design,
3. materials production,
4. instruction, and
5. evaluation (Dudley-Evans & Johns, 1998)

According to Richards (2001), one of the most crucial points is that the phases do not progress in a linear fashion but rather follow a cyclical pattern and are connected to one another.

1. Needs Analysis

The first stage ‘needs identification and analysis’ requires a comprehensive

understanding of the learners' needs, aims, and the language needs of their professional field. It is essential to conduct a thorough needs analysis to determine the linguistic skills and competencies that learners must acquire to communicate effectively in their particular domain. Educators must consider the following questions during the analysis phase:

- Who are the students? What are their professional backgrounds responsibilities, and levels of language proficiency?
- What specific language skills and knowledge are necessary for their profession?
- What are the specific learning objectives and purposes of the students?
- What limitations and obstacles may influence the design and implementation of the ESP course?
- What resources, such as textbooks, authentic materials, and technological tools, are available to support the design of the course?

The purpose of conducting a needs analysis is to gather information about the individual needs of learners with the end goal of establishing the most conducive learning environment possible (Hutchinson & Waters, 1987). This analysis may involve interviewing, surveying, or examining

actual texts from the learners' professional or academic contexts. The needs analysis aids in defining the course's goals and serves as a starting point for further design stages (Basturkmen, 2010).

The language and skills that learners will use in their target context or study areas are recognized and considered during this process in connection to the learners' current state of knowledge, their perceptions of their requirements, and the limits of the teaching setting. The data gathered throughout this procedure is utilized to determine and improve the content of the EAP/ESP course (Bastürkmen, 2010).

Hutchinson and Waters (1987) identify various needs that should be addressed during the needs analysis procedure. Target needs, for instance, refer to what is expected of learners in the target situation. There are three sorts of target needs: necessities, lacks, and wants. The term "necessities" refers to what students must acquire in the EAP/ESP program in order to meet the goals that have been established. The gap between what students already know and what is required to function effectively in the objective situation is referred to as a lack. Wants refer to the perspectives of learners regarding their needs. According to Basturkmen (2010), it is crucial to take students' preferences into account when planning lessons and deciding which approaches to

use. The wants of students who use English to accomplish their objectives are closely related to their interests.

Learning needs include information about learners, such as how they learn, why they are learning the language, and the time and location of the ESP course. By conducting a comprehensive needs analysis, educators can gain valuable insights into the needs of their students and tailor the course material and instructional strategies accordingly. Some of the research methods for needs analysis, as Long (2005) indicates, are unstructured/structured interviews, questionnaires and surveys, language audits, text-based analysis, observations, diaries, journals and logs.

2. Syllabus Design

This stage involves creating the general course organization, syllabus, and instructional strategies. The specific materials, language, and skills to be addressed in the course are determined at this stage based on the learners' determined needs (Hutchinson & Waters, 1987). After the needs analysis is conducted to determine the learners' specific language needs and objectives, the course outline should be designed to address these demands and include relevant subjects, learning objectives, and assessment procedures (Basturkmen, 2012). In addition, the design stage should reflect the contemporary context, taking into account

the impact of the digital transformation of the 21st century and the incorporation of technology in language learning to enhance the learning experience and satisfy the particular needs of ESP students. (Tuzlukova & Heckadon, 2020).

3. *Development of Materials*

Following the completion of the syllabus design, the next stage ‘materials production/materials development’ involves the production of the actual instructional materials and resources (Basturkmen, 2010). This involves generating lesson plans, coming up with new materials or adapting existing ones, and ensuring that they are in line with the design expectations (Basturkmen, 2010; Belcher, 2006; Hutchinson & Waters, 1987); developing or selecting learning-enhancing multimedia resources, such as audio recordings, videos, and interactive online activities (Gionnikas, 2019)

According to Hutchinson and Waters (1987), the resources have been developed to cater to the learners' individual linguistic needs within the context of their respective academic or professional fields. Thus, educators should ensure that course materials and resources effectively address the language requirements of learners and provide opportunities for meaningful practice and application of language skills during the development phase. Minasyan (2016) also report that material

development should be tailored to the specific language requirements of the learners and integrate a variety of authentic resources, such as industry-specific texts, case studies, and multimedia resources.

De Chazal (2014) argues that writing materials and using authentic materials can be challenging for EAP instructors, particularly if they are required to write materials for an entire course. He suggests that materials should be

- relevant to the academic needs of the target students.
- applicable, which implies that students should be able to easily adapt the skills and language in the materials.
- specified, that is, with well-defined learning outcomes.
- comprehensible
- clear in terms of the specific objectives of the material, i.e., the materials should make it apparent to students why they are performing these tasks and what they can learn from them.
- engaging, for instance through the selection of texts and assignments that are intrinsically engaging for these students; this reflects their assumed interest in their chosen field.

- diverse, i.e., comprising a range of subjects, genres, task categories, and activities.
- accurate, that is, with correctly-referenced source texts, and accurate grammar, punctuation, and use of language.
- appealing, using visuals where appropriate

An Illustration to ESP Course Design

A sample lesson plan used in an ESP course is demonstrated in appendix A. This lesson features a technologically improved lesson, which is indicative of an up-to-date ESP course that is suitable for use in the modern world. The sample lesson plan has been designed for a dentistry course and sample course materials, demonstrated in appendix B, have also been developed for the same discipline. The materials indicate digital tools such as *padlet*, *wordwall*, *pictochart*, and media sources such as *you tube videos*.

The procedure of the lesson is explained in order to show how the lesson can flow in an ESP course:

At the beginning of the reading stage, learners are asked to predict the number of stages involved in the development of dental caries in the patient's mouth. The next stage is to examine the text and determine whether or not their predictions are accurate. The next step is to determine

the main point of the text. A general question about the text is asked to assist the students in identifying the main idea. Students organize the paragraph to practice the coherence of the text, and then answer two questions to find specific information in the text. After completing the reading comprehension activities, the Word Wall is accessed to practice the vocabulary. These terms are "degrade, weaken, discolor, caries, cavity, sensitivity, and fracture." There is an image and three options beneath the image on the Word Wall. Students compete for the correct response.

The final stage is post-reading, in which students develop oral skills through role-playing. The role cards are illustrated for pairs in this task. One of the students is a dental hygienist who performs the initial examination of the patient's mouth, while the other is a dentist who will administer the treatment. The dental hygienist will identify the issues and explain them using the vocabulary terms they have practiced using the digital tool 'word wall'. The purpose of this task is to improve students' oral fluency. Thus, accuracy errors are disregarded, and errors are not corrected. The last task is a piece of writing that is related to the role-playing assignment. Students are required to compose a patient's report on Penzu, a website that promotes individual writing projects such as journaling. In the patient's report, they

must include the observations made during the examination of the patient's mouth, the recommended steps, and their thoughts as a dentist. Students have the opportunity to look through the writings of their peers, and teachers can provide feedback via Penzu.

The above plan (also illustrated in appendix A) presents a lesson integrated with language skills/subskills and learners' specific area of study. The content of the lesson is designed according to students needs and materials are developed addressing both learners' proficiency level and target needs. Furthermore, digital tools are utilized in order to be compatible with modern, technology-enhanced instruction.

4. Instruction

The next stage in the course design framework is "Instruction," the actual teaching of the course to the students takes place. This comprises instructing the lectures, moderating discussions, leading activities, as well as giving learners with guidance and support throughout the entire process of learning (Basturkmen, 2012). Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998) report that the goal in this stage is to create a stimulating and participatory learning environment that enables students to advance their language skills in a variety of circumstances. Hence, it is vital that teachers implement the instructional strategies and make use of the

materials that have been developed to create a learning environment that is dynamic and engaging for the students. Problem-based learning (PBL) environments are examples for the most useful instructional methods in ESP contexts. According to Kırkgöz (2015), PBL can be implemented in a range of educational contexts, allowing students to acquire a deeper understanding of their subject matter and the ability to apply what they've learned.

5. Evaluation

The last step "Evaluation" involves determining how successful the overall course design was and how much of an influence it had on the language acquisition of the students. Assessment and evaluation in ESP courses should be aligned with the learners' individual language needs and objectives of the course. It should focus on assessing learners' abilities to communicate successfully in their professional or academic context. Oral presentations, written reports, case studies, and simulations of real-world language use may be used as assessment methods (Tuzlukova & Heckadon, 2020). According to Hutchinson and Waters (1987), evaluation can take many different forms. Formative assessments can be given throughout the course, and summative assessments can be given at the end. Formative assessment methods can include performance-based assessment processes

(Katz, 2014; O'Malley & Pierce, 1996) such as peer- and self-assessment, teacher observations, projects and language portfolios. Additionally, evaluation procedures such as self-evaluation and peer feedback can be used to improve the language development of students.

Digital tools can also be employed for various types of assessments. The subsequent section lists several digital tools employed in assessment procedures. Digital tools have the potential to undergo changes or become obsolete as time progresses. It is important for readers to bear in mind that these tools are merely recommendations.

1. Chatzy - Allows students to pose queries or express opinions during a lecture.
2. Coggle is a mind-mapping tool that provides insight into pupil thought processes.
3. eSurvey Creator - Create surveys and questionnaires for students quickly
4. flipgrid-Allows students to create quick videos in response to instructor prompts.
5. Formative - Assign real-time homework, grade it, and provide immediate feedback
6. Pear Deck - Create interactive presentations that students can participate in via mobile devices

7. Plickers - Real-time collection of formative assessment data without the need for student devices
8. The Queue - A free Twitter-like educational chat application that facilitates remote class discussion.
9. Quizalize - Easily generate assignments and quizzes with a fast-grading feature
10. Quizlet - Create mobile-friendly tests, quizzes, flashcards, and study activities
11. Remind - Send fast texts to students and parents to confirm comprehension.
12. SurveyPlanet allows users to create fast surveys to assess student knowledge.
13. VoiceThread-Create discussions around documents, videos, and other media with
14. Zoho Survey- Make mobile-friendly student surveys and receive real-time results with.

Following a systematic approach in the development of an ESP course helps creating effective and targeted language instruction. Educators can construct ESP courses that equip students with the necessary language skills and competencies for professional success by analyzing students' needs, designing appropriate instructional strategies,

implementing the course, and evaluating its effectiveness.

2.2 21st Century Skills for ESP Learners

Knowledge alone is insufficient for a successful citizen in today's society, so people with both knowledge and skills are required. Communication and collaboration are just two of the skills that modern students require in order to apply their knowledge and keep learning. They want to be connected to real-world problems, so when academic courses are related to their interests, they learn better. The acquisition of 21st century skills is essential for students to thrive in contemporary society. The Partnership for 21st Century Skills (P21), an American organization dedicated to promoting 21st century readiness for all students, has formulated a framework for 21st century learning. This framework identifies three distinct categories of skills, each of which encompasses specific abilities (Munteanu, 2016).

1. **Life and Career Skills** encompass a range of abilities that are essential for success in both personal and professional contexts. These skills include *flexibility and adaptability*, which involve the ability to adjust and respond effectively to changing circumstances. *Initiative and self-direction* refer to the capacity to take independent action and demonstrate self-motivation. *Social and cross-cultural skills*

pertain to the aptitude for effectively interacting and collaborating with individuals from diverse backgrounds. *Productivity and accountability* encompass the ability to efficiently manage tasks and take responsibility for one's actions. Lastly, *leadership and responsibility* involve the capacity to guide and influence others while demonstrating a sense of responsibility.

2. **The acquisition and development of learning and innovation skills**, encompassing the four Cs: The essential skills that are highly valued in academic settings include *critical thinking and problem-solving, collaborative abilities, effective communication*, as well as *creativity and innovation*.

3. **Skills in Information, Media, and Technology**: *Proficiency in information literacy, competence in media literacy, aptitude in ICT (information, communications, and technology) literacy*.

Munteanu (2016) suggests employing practical problem-solving techniques, construct and administer surveys, deliver presentations, and utilize various online platforms or media when engaging in team-based activities. Additionally, fostering collaboration with fellow students during English for Specific Purposes (ESP) sessions, whether inside and outside the classroom, is highly encouraged. The findings additionally indicated that

adaptability/flexibility, time management, oral communication, critical thinking, and problem-solving skills hold significant importance as transferable skills for students, contributing to their future employability and professional achievements.

Tuzlokova and Heckadon (2020) indicate that the design and implementation of ESP courses play a pivotal role in the cultivation of essential skills necessary for prospective work opportunities. It has been demonstrated that during a period characterized by economic and digital advancements, there is a need for educational practices and curriculum development to prioritize real-world tasks. It will provide students with the necessary skills and methodologies to excel in courses related to English for Specific Purposes (ESP).

Another potential instructional strategy, proposed by Frederick (2002), is the implementation of a whole-class debate within an English for Specific Purposes (ESP) classroom. This approach aims to facilitate the development of students' abilities in communication, collaboration, critical thinking, and problem-solving.

Additional activities that effectively engage students in the educational process and facilitate the acquisition and application of 21st century skills within ESP courses include the utilization of

questionnaires/surveys, project-based assignments, and oral presentations. In his work, Stoller (2002) explores the utilization of surveys as a pedagogical tool to enhance project-based learning within educational settings. Collaboration has also become an immediate event facilitated by cost-free platforms such as Google Docs, Dropbox, or WhatsApp.

3. CONCLUSION

It takes considerable thought and a methodical approach to build effective ESP courses that meet the needs of 21st century learners. The teachers', course designers', and material developers' creativity and ability to motivate ESP students are essential for the development of the learners' language skills and the master of the course material. The stages of the ESP course design can be followed as a blueprint which provides a systematic framework creating learner-centered and outcome-driven ESP courses.

In the 21st century, digital resources have become indispensable in the development of all educational areas and naturally in ESP course design. Padlet, Kahoot, and Glogster are just a few examples of online classroom tools that provide students with multimedia-rich, interactive spaces to work collaboratively and express their ideas. In addition, they facilitate real-time feedback and assessment, allowing teachers to monitor student progress and address

individual learning needs effectively. Hence, educators can provide a more engaging and relevant learning environment for their students in ESP classes by making use of such technologies.

Using digital tools and multi-media rich sources are not enough to nourish learners' 21st century skills. Besides, ESP learners must also think critically about local and global issues, solve problems creatively, communicate effectively in a variety of media. The dynamic transformations occurring in our global society necessitate that students possess adaptability, proactivity, and innovative capabilities. Consequently, students are expected to actively engage in various activities such as participating in debates, designing and conducting surveys, delivering presentations, utilizing online resources, collaborating in team-based case studies, and undertaking projects. By incorporating these 21st-century skills into the teaching of English for Specific Purposes (ESP), educators can effectively cultivate students' abilities, enabling them to become competent individuals.

Based on the aforementioned concerns raised in the article, it can be inferred that the presence of a highly skilled ESP instructor is of great significance in the process of course design. These instructors should integrate language teaching skills, subject matter competence, student needs and goals. Teachers can promote language acquisition and teach professional skills by connecting their methods with ESP. Therefore, developing an ESP course is like sculpting a masterpiece, as mentioned at the beginning of this article.

In conclusion, creating effective ESP courses necessitates having a thorough awareness of the needs and goals of learners in the 21st century. The development of linguistic competence and subject-area knowledge relies heavily on the efforts of competent educators. As educators, researchers, course designers and material developers explore the nuances of ESP course design, the area of ESP education will continue to develop preparing students for success in their careers and making positive contributions to society.

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Time	Stage/activity	Stage aim	Procedure	Interaction
7 mins	Lead-in	<ul style="list-style-type: none"> to introduce the topic and warm learners up for the lesson activate learners' schema about dental caries 	<p>T shows the picture of the tooth with pits and fissures on it, and introduce the topic of dental caries. Then she leads the learners to the digital tool Mentimeter, writes the internet address 'www.menti.com' on chat box and writes the pin number of the activity. There are two questions on Mentimeter:</p> <ol style="list-style-type: none"> What causes dental caries? What happens if caries go untreated? <p>When learners write their answers on the provided space on Mentimeter, a wordcloud appears on the main screen which involves their replies. The teacher and the learners have discussion over these wordclouds.</p>	T-Ss
3 mins	Prediction	<ul style="list-style-type: none"> to arouse interest on the topic and to give Ss a reason to read 	T asks Ss to predict how many stages there are in the formation of dental caries	Ss-T
5 mins	While-reading (skimming reading task)	<ul style="list-style-type: none"> to confirm their predictions Ss find the gist of the text To make learners understand the text coherence 	<p>Ss quickly read through the text to check their predictions.</p> <p>Ss try to understand the main idea of the text</p> <p>T asks learners to put the paragraphs (stages) into correct order to get a coherent text.</p>	<p>Ss-T</p> <p>T-Ss</p>
5 mins	While Reading (reading for specific information)	<ul style="list-style-type: none"> Ss understand the detailed information about the text 	<p>T uses the exercise from p. 12</p> <p>Learners find specific information about the symptoms of dental caries at various stages.</p> <p>Ss report the answers</p> <p>Teacher gives feedback</p>	<p>Ss-T</p> <p>T-Ss</p>
10 mins	Vocabulary	<ul style="list-style-type: none"> to learn and practice target words 	<p>Teacher uses the digital tool 'Wordwall' where she has prepared a meaningful activity for vocabulary practice. She has put the visual of each word mentioned above and asks the students to choose the correct word. This is an interesting and gripping activity for vocabulary practice as learners compete against each other and they enjoy interactive games.</p>	T-Ss

<p>8 mins</p>	<p>Post reading 1 Spoken Interaction</p>	<ul style="list-style-type: none"> • have a role play activity using the useful expressions and target words they learned in the text 	<p>Teacher selects volunteers for this activity. As this is an online class, more impulsive students might participate in activities that need oral interaction</p> <p>Teacher assigns the roles to the students.</p> <p>A. One student is a hygienist and detects the problem in patients' mouth. s/he talks whether the patients have symptoms and what s/he advises the patient to do.</p> <p>B. The other student will be the dentist who will be treating the patient. S/he will talk to the hygienist about the patient.</p>	<p>Ss-Ss</p>
<p>Out of class activity</p>	<p>Post Reading 2 writing</p>	<ul style="list-style-type: none"> • To fill out a patient report on Penzu 	<p>Penzu is a digital platform where learners can carry out individual writing tasks. Students might read each other's' writings if the teacher minges the students on a virtual class.</p> <p>Depending on the conversations during spoken interaction, learners will fill out a patient report. Teacher will provide the template of the report on Penzu. They will write the observations during the examination, steps to be taken, and comments as a dentist.</p> <p>Teacher has an access to learners' written reports as she has formed the virtual class.</p>	<p>Individual work</p>

Appendix B_ Sample Course Materials designed for dentistry students



A. Lead-in

A.1 Go to 'https://tr.padlet.com/yyburcak/9nfowabo34p298aj' and answer the following questions.

- 1. Have you ever got your tooth filled?**
- 2. What is the most dreadful thing during the filling process?**
- 3. Did the dentist inform you about the steps of filling during your treatment?**
- 4. Did the dentist give information about the material s/he will use?**



B. READING

B1. Prediction

Watch the video and try to understand the filling material in the video.

<https://www.youtube.com/watch?v=fm208EgQUoU>



Share your answers with your peers. Then read the following text and check your prediction with your peers.

B2. Reading for specific information

Read the following text and choose the best answer.

1. What is the main purpose of this article?

- a. to teach dentists how to fit fillings
- b. to tell people how to avoid needing a filling
- c. to describe what happens during filling treatment
- d. to compare the different types of filling material

2. What can be inferred about the use of composite material?

- a. It is used more frequently than other materials.
- b. It makes the filling stronger.
- c. It makes the treatment less painful.
- d. It is not a common filling material.

3. Which type of filling requires two visits?

- a. an amalgam filling
- b. a temporary filling
- c. a composite resin filling
- d. an indirect filling



GETTING A FILLING

WHAT IS GOING TO HAPPEN?

1

First, the dentist will **numb** the area with a local anesthetic. The dentist will then use a drill to remove the **decay**. he or she will probe and clean the area to check all the bacteria and decay have gone. Then the dentist will add the **filling** material in layers and the dentist will shape the material and polish the restoration.

2

Several materials are available, including **gold, ceramic, silver, and amalgam**. there are also composite resin fillings, which are more widely used nowadays.

3

Dentists make most fillings in one appointment, but indirect fillings require two. You will receive a temporary filling on the first appointment, and your permanent filling on your second visit.



<https://create.piktochart.com/output/58940123-my-visual>

D. LISTENING

Watch the video about dental filling. Put the following actions in order.

<https://www.youtube.com/watch?v=Lf3PLIKqhNg>



- Blue light is applied for composite resin fillings.
- The dentist remove the decayed area by a drill or air abrasion.
- The dentist uses a special light to harden the filling.
- The dentist place the cavity detector liquid on the tooth.
- 1 The dental assistant takes the blood pressure of the patient.
- The dentist adds the filling material in layers and shape it with the instruments.
- The dentist then remove the other decay from the tooth by a low speed air abrasion.
- The dentist numbs the area so the patient doesn't feel the needle.

D. VOCABULARY PRACTICE

<https://wordwall.net/tr/resource/33263213/isimsiz4>

Your teacher will go to the provided website and starts up the quiz show about the target words in the text. Work in groups of three and find the correct answers.



Please rinse with this liquid, and then _____ into the bowl.

A	B	C
spit	clean	polish

x2 Skor 00:00 Hızlı Tanımla

2 / 5

the hygienist used a fine tool to _____ the smaller deposits away.

A	B	C
apply	spit	scrape

x2 Skor 00:00 Hızlı Tanımla

3 / 5

Kate used a brush to _____ the paste.

A	B	C
apply	clean	remove

x2 Skor 00:00 Hızlı Tanımla

4 / 5

_____ means 'to accumulate'.

A	B	C
deposit	contain	build up

x2 Skor 00:00 Hızlı Tanımla

5 / 5

- Some other digital tools, *glogster*, *socrative*, *penzu*, *kahoot*, *thinglink*, *mentimeter*, *quizlet* can be used when designing materials for ESP courses.