**.................................. LİSESİ 2016-2017 EĞİTİM ÖĞRETİM YILI**

**II. DÖNEM İNGİLİZCE DERSİ EK ZÜMRE ÖĞRETMENLER**

**TOPLANTI TUTANAĞIDIR.**

**Toplantı No :** 3

**Toplantı Tarihi/ Saat :** 17.02.2017 – 12.10

**Toplantı Yeri :** Öğretmenler Odası

**Zümre Öğretmenleri :**

**GÜNDEM MADDELERİ:**

1. Açılış ve yoklama
2. Ölçme ve değerlendirme esaslarında yapılan değişikliklerin görüşülmesi
3. Dilek ve temenniler

**GÜNDEM MADDELERİNİN GÖRÜŞÜLMESİ**

1. Yapılan yoklamada Tüm zümre öğretmenlerinin toplantıda hazır bulunduğu görüldü.
2. Ortaöğretim kurumları yönetmeliğinde yapılan değişiklikler sonucu, yönetmeliğin 45. maddesi h bendi göz önünde bulundurularak, ölçme değerlendirme kriterlerinde değişikliklere gidilmiştir.

***“(Ek:RG-13/9/2014-29118) (Değişik:RG-28/10/2016-29871) Dil ve anlatım ile yabancı dil derslerinin sınavları dinleme, konuşma, okuma ve yazma becerilerini ölçmek için yazılı ve uygulamalı olarak yapılır.”***

**Ayrıca Ortaöğretim Genel Müdürlüğünün 14.11.2016 Tarihli yazısı incelenmiştir.**

Yeni gelen bu yazı incelendiğinde bir dönemde en az 1 yazılı ve 1 uygulamalı sınav yapmak

yeterli olmaktadır. Bu yazı doğrultusunda 1 tanesi ortak yazılı, 1 tanesi uygulama olmak

üzere toplamda 2 yazılı sınav yapılması kararlaştırıldı. 2. Sınav uygulamalı olarak

yapılacak, bu sınav her bir bölüm 25 puan üzerinden değerlendirilecek şekilde okuma,

yazma, dinleme ve konuşma becerilerini ölçecek şekilde yapılacaktır. Uygulama sınavı her

sınıfın öğretmenince uygulanacaktır. Konuşma ve okuma becerileri ayrıca ölçülerek,

öğrencinin aldığı not ve çizelgesi uygulama sınav kâğıdına eklenecektir. Değerlendirmeler

aşağıdaki değerlendirme çizelgesine göre yapılacaktır.

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| **No** | **Öğrenci**  **Ad - Soyadı** | **Speaking(25 pts)** | | | | | **Reading(25 pts)** | | | | | **Listening(25 pts)** | | | | | **Writing(25 pts)** | | | | | **Toplam puan**  **Toplam puan** |
| **Content** | **organization** | **Fluency** | **Accuracy** | **Vocabulary** | **Intonation** | **Comprehension** | **Fluency** | **Pronunciation** | **Stressing** | **Gap filling** | **True / False** | **Question&Answer** | **Comprehension** |  | **Organisation** | **Vocabulary** | **Grammar** | **Content analysis** | **Plot** |
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Ayrıca , yabancı dil eğitimi milli eğitim bakanlığının eğitim politikalarına bağlı olarak düzenlenmiştir. Bakanlık yabancı dil eğitiminde **CEFR** (Common European Framework of Reference for Languages) göre hareket etmektedir.Bu yüzden, İngilizce öğretmenlerin **CEFR** yabancı dil eğitim proğramını bilmesi gerekmektedir **CEFR** programı aşağıda verilmiştir.

**ENGLISH LANGUAGE TEACHING CURRICULUM FOR HIGH SCHOOLS**

This English Language Teaching Curriculum has been designed in accordance with the principles of the Turkish National Education policy, specifically, referring to the **Common European Framework of Reference for Languages (CEFR)**.

The main purposes of the curriculum are;

1. to implement the CEFR principles of learner autonomy, self-assessment and cultural diversity in a life-long and life-wide perspective,
2. to make use of the **European Language Portfolio (ELP)** as a self-assessment and self-reflection tool for their linguistic and intercultural achievements and progress both inside and outside of the classroom settings,
3. to increase students’ awareness about the significance of learning English as the most commonly used lingua franca rather than merely a lesson subject to study,
4. to motivate them to use English as a vehicle for communication both inside and outside of the classroom and the school environment for their communication needs,
5. to help students develop the language skills they need to communicate effectively,
6. to initiate the students’ ability in adopting five language skills namely, listening, reading, spoken interaction, spoken production and writing as given in the CEFR,
7. to develop the students’ problem solving skills and use of information technologies.

The curriculum is based on an **Action Oriented Approach**, promotes students’ self-directed

learning and encourages the use of the European Language Portfolio as a self-assessment tool. It

uses the proficiency levels of the CEFR; “Basic User” (A1 – A2/ Breakthrough-Waystage) and

“Independent User” (B1 – B2/ Threshold-Vantage). It also prepares students for the upper CEFR

levels of “Proficient User” (C1 – C2/ Effective Operational Proficiency- Mastery) as shown in the

table below (See Table 1):

Table 1. Proficiency Levels of the CEFR

|  |  |  |
| --- | --- | --- |
| **Basic User**  **(Breakthrough/Waystage)** | **A1** | * Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. * Can introduce himself / herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. * Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |
| **A2** | * Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). * Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. * Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| **Independent User**  **(Threshold/**  **Vantage)** | **B1** | * Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. * Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. * Can produce simple connected text on topics which are familiar or of personal interest. * Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| **B2** | * Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. * Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. * Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| **Proficient User**  **(Effective Operational Proficiency/**  **Mastery** | **C1** | * Can understand a wide range of demanding, longer texts, and recognise implicit meaning. * Can express him / herself fluently and spontaneously without much obvious searching for expressions. * Can use language flexibly and effectively for social, academic and professional purposes. * Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| **C2** | * Can understand with ease virtually everything heard or read. * Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. * Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations. |

İngilizce Öğretmeni İngilizce Öğretmeni İngilizce Öğretmeni

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