



İNGİLİZCE DERSİ (5-8. SINIFLAR)

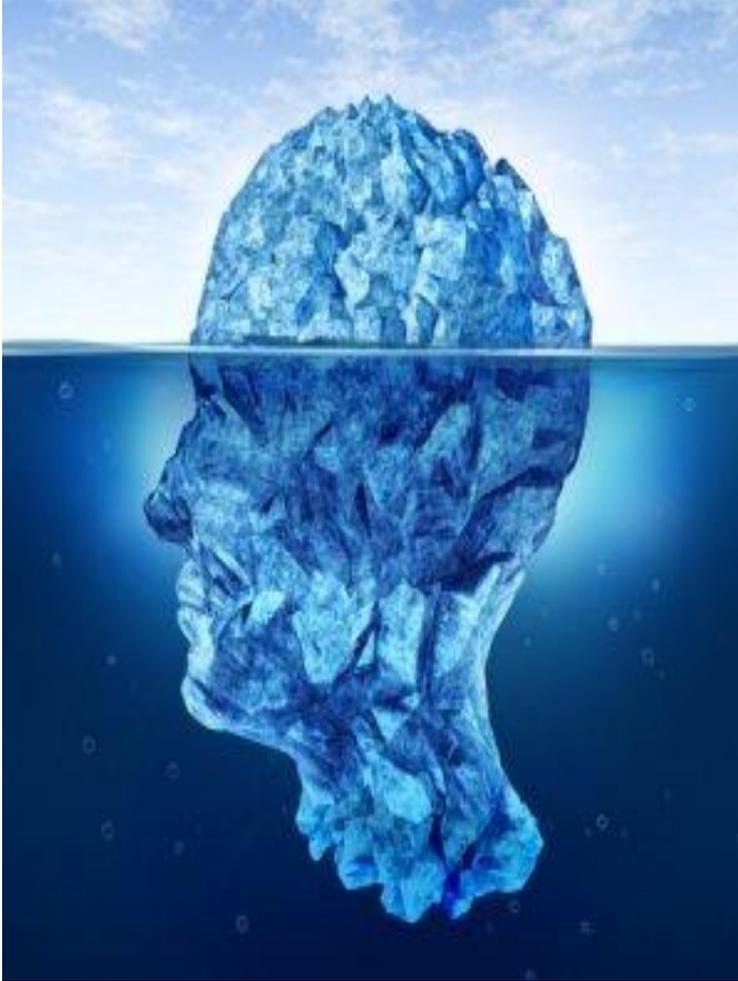
Öğretim Programı Tanıtım Sunusu

Program and teachers



- Two ends of a continuum
- Harmony of policy and practice

An educational program is like a__.



- A) THEATRE PLAY
- B) PIECE OF ICE

Map of the presentation



- DEFINING WHAT AN ELT PROGRAM IS;
- MONE'S LATEST ELT PROGRAM: THEORETICAL AND PRACTICAL ISSUES
- THREATS AND REMEDIES FOR INSTRUCTION

DEFINING THE PROGRAM



- CURRICULUM
 - The theoretical underpinnings
 - National priorities and language policy

- SYLLABUS
 - The practical reflection of curriculum
 - Course design

DEFINING THE PROGRAM



WHAT IS

- LEARNING?
- TEACHING?
- TESTING?

WHO ARE

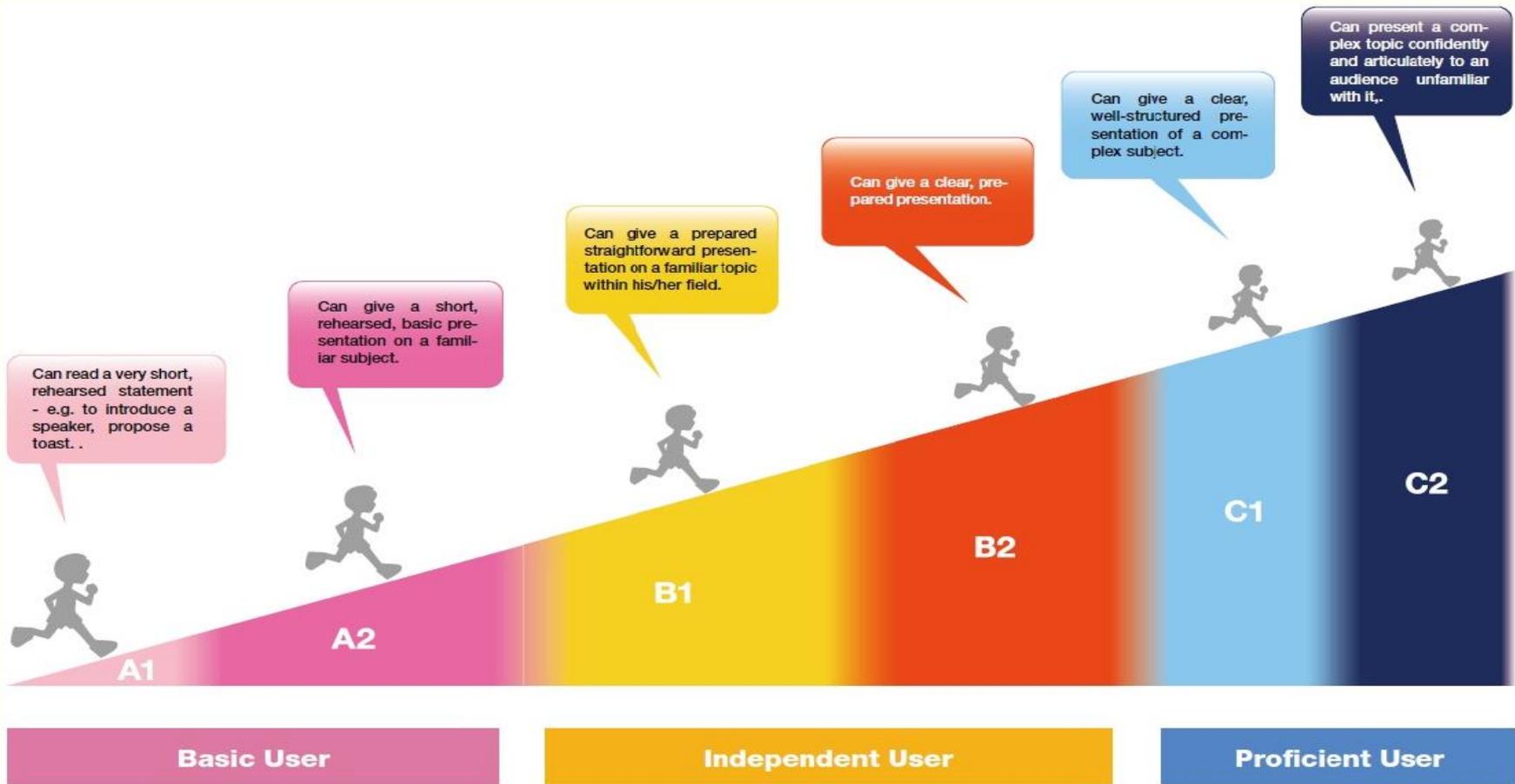
- LEARNERS?
- TEACHERS?

Current ELT program



- ✓ has been based on the CEFR since 2004.
- ✓ aims at developing communicative competence.
- ✓ depicts a notional/functional syllabi
- ✓ offers more than a program

CEFR DESCRIPTORS



MONE'S LATEST ELT PROGRAM



Updates in the curriculum

- Theoretical part has been improved;
- Values education and transversal skills has been added.

Modifications in the syllabi

- Language usages have been placed under language uses.
- Simplification based on the feedback.



Some terms to know



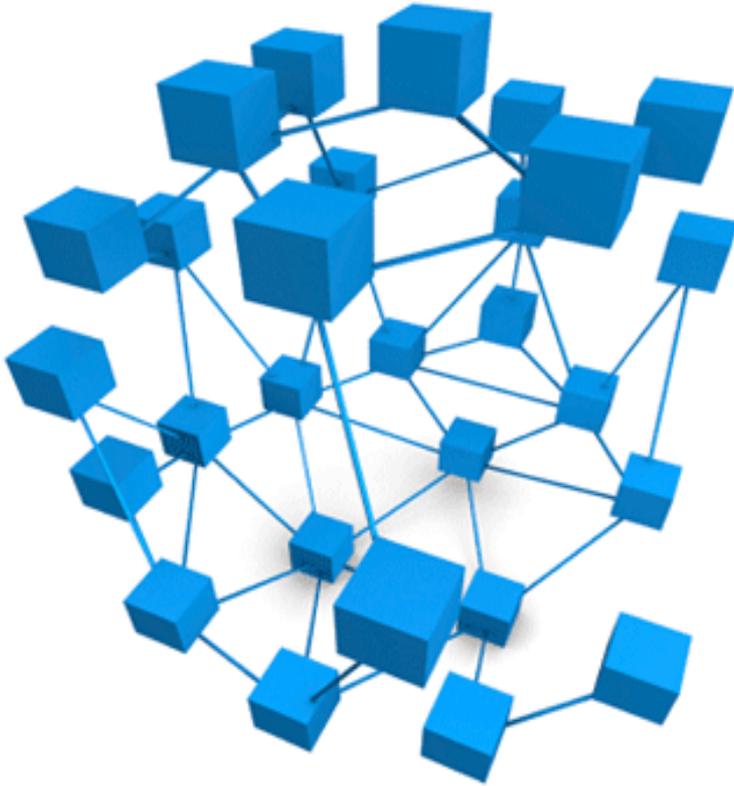
USE: FUNCTIONS

- Language uses are the communicative moves:
- Apologizing, giving suggestion, talking about predictions, etc.

USAGE: FORM – MECHANICS

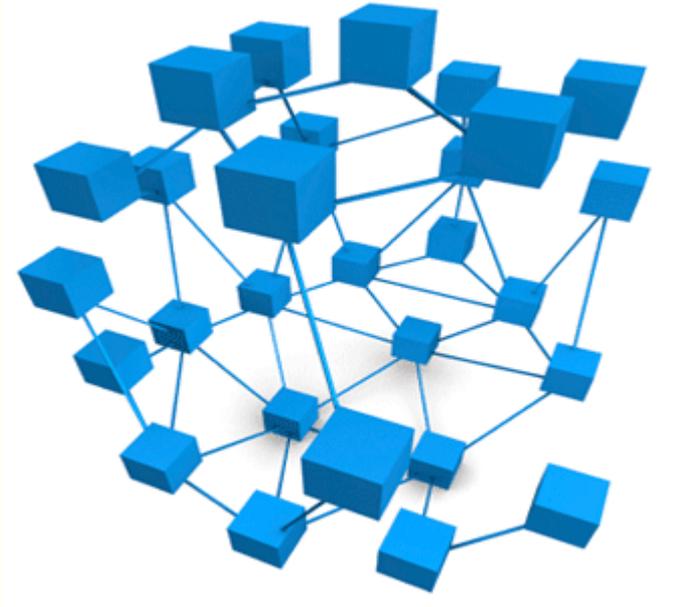
- Language forms are the linguistic realizations of the uses:
- I'm sorry. Why don't you...? It will rain tomorrow.

WHY USAGES ARE UNDER THE USES?



LETS DO A RESEARCH AND COLLECT SOME DATA:

- WHICH ONE IS UNIVERSAL, USE OR USAGE?
- HOW DOES OUR BRAIN CATEGORIZE L1 OR L2?



NOW ANALYZE THIS!

- If I were you, I would...
- COMMON WAY TO TEACH:
 - Type 2/Unreal/Present

If I were you I would...



NOW ANALYZE THAT!

- If I were you, I would...
- OUR PROGRAM'S WAY TO TEACH IT

USE: Giving suggestion

USAGE:

If I were you, I would

...

■ WHAT IS NEW IN THE PROGRAM?

İNGİLİZCE DERSİ ÖĞRETİM PROGRAMI (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. Sınıflar)

Ankara - 2017



LETS LOOK INTO THE PROGRAM

KEY COMPETENCES IN THE PROGRAM

Key competences, as generic and common objectives of all educational programs across the EU, address the basic skills that each and every citizen is to acquire during formal education. Commenced by the European Commission in the EU countries, the key competences refer to the key knowledge, skills and attitudes that are expected to equip students with the personal realization of personal and professional development and growth, with the sole goal of societal inclusion and contribution. The key competences framed by the European Commission are:

- Traditional Skills:
 - o Communication in mother tongue
 - o Communication in foreign languages
- Digital Skills:
 - o Literacy
 - o Basic skills in math and science
- Horizontal Skills:
 - o Learning to learn
 - o Social and civic responsibility
 - o Initiative and entrepreneurship
 - o Cultural awareness and creativity



LETS LOOK INTO THE PROGRAM

VALUES EDUCATION IN THE PROGRAM

No contemporary scholar of the educational sciences would discuss or describe education at any level without certain universal and local values that are critical for the individuals and societies. As prescribed in Basic Law of the National Education No. 1739 as well as in the modern literature concerned (UNESCO, 1995), values refer to the personal and societal beliefs and attitudes that are framed by specific universal and national dispositions, such as (but not limited to) Awareness of Environment, Awareness of Historical Heritage, Being Diligent, Cooperation, Family and Friendship, Generosity, Helpfulness, Mercifulness, Modesty, Self-confidence, Self-esteem, Sense of Justice and Being Just, Self-regulation, Patience Respect, Responsibility, Patriotism and Sense of Freedom.

The review process of the program was also about the question of how to include those and similar values into the syllabi for all of the grades. Similar with the efforts spent for the inclusion of the eight key competences to the program, the values were primarily embedded into the themes and topics of each unit as much as the language skills and functions covered in those units permitted such an update. Teachers and course book authors are encouraged to make use of key competences and values depicted in the program.



LETS LOOK INTO THE PROGRAM

Language Skills	Testing Techniques*	Suggestions for Test Preparation
Reading	<p>Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers.</p>	<ul style="list-style-type: none"> • Include both bottom-up and top-down reading techniques. • Bottom-up techniques focus on morphological dynamics, words, collocations, key grammatical structures, and other components of written language. • Top-down techniques are concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.
Writing	<p>Describing a picture/visual/video, etc., Filling in a form (hotel check in form, job application form, etc.), Note taking/making, Preparing an outline, Preparing a list (shopping list, a to-do list, etc.), Reporting a table or a chart, Rephrasing, Rewriting, Writing short notes, entries and responses, Writing a paragraph/essay/e-mail/journal entry/etc., Writing a topic sentence/thesis statement</p>	<ul style="list-style-type: none"> • Make sure you have prepared a reliable assessment rubric to assess students. • Provide a Genre (what to write), Audience (whom to write) and Purpose (why to write) for each writing assessment task • Encourage self- and peer-assessment if applies (for higher proficiency grades).

LETS LOOK INTO THE PROGRAM

Course and Grade

Theme

E6.

1.

SP1.

Students will be able to use a series of phrases and simple expressions to express repeated actions.

Language Skill and Learning Outcome

LETS LOOK INTO THE PROGRAM

SUGGESTED CONTEXTS AND TASKS/ACTIVITIES

Contexts

Advertisements
Biographical Texts
Blogs
Brochures
Captions
Cards
Cartoons
Catalogues
Chants and Songs
Charts
Conversations
Diaries/Journal Entries
Dictionaries
E-mails
Fables

Tasks/Activities

Arts and Crafts
Chants and Songs
Competitions
Drama
 Role Play
 Simulation
 Pantomime
Drawing and Coloring
Find Someone Who ...
Games
Guessing
Information Transfer
Information/Opinion Gap
Labeling
Making Puppets



LETS LOOK INTO THE PROGRAM

SAMPLE COMMUNICATIVE FUNCTIONS AND USEFUL LANGUAGE

Useful language part offered in the table are suggestions ONLY; different fixed expressions or cliches that comply with the communicative functions may be exploited by the teacher, course book authors and material developers.

Communicative Functions

Apologizing

Suggested Useful Language

Sorry.
I'm (so/very/terribly) sorry.
Ever so sorry.
Pardon me.
That's my fault.
Sorry. It was all my fault.
I apologize.
I'm sorry.
I'm sorry but...
It's my bad.
Sorry about that.
Oh, my bad.
My mistake.
I had that wrong.
I was wrong on that.



■ **NOW LET US WE COMPARE
THE PREVIOUS AND THE
CURRENT VERSION.**



Unit/Theme	Communicative Functions & Skills	Suggested Lexis/Language Use	Suggested Text and Activity Types	Assessment
<i>Vacation</i>	<p>Making simple inquiries</p> <p>Stating personal opinions</p> <p>Talking about past events</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to listen to and identify the holiday activities they hear. <p>Spoken Interaction</p> <ul style="list-style-type: none"> Students will be able to ask and answer about what they did on their holidays. <p>Spoken Production</p> <ul style="list-style-type: none"> Students will be able to tell what they and/or somebody else did on holiday. Students will be able to describe past activities and personal experiences. <p>Reading</p> <ul style="list-style-type: none"> Students will be able to understand short, simple sentences and expressions related to past activities. <p>Compensation Strategies</p> <ul style="list-style-type: none"> Students will be able to ask people to repeat when they don't understand. 	<p>forest, -s</p> <p>flower, -s</p> <p>fruit</p> <p>lake, -s</p> <p>mountain, -s</p> <p>picking</p> <p>river, -s</p> <p>sailing</p> <p>seaside</p> <p>sightseeing</p> <p>skiing</p> <p>trees</p> <p>What did you do last summer?</p> <p>— I played with my friends, and I also learned swimming.</p> <p>— My brother and I climbed trees and picked fruit. I enjoyed it.</p> <p>— Say that again, please. I didn't understand.</p> <p>— We climbed trees and picked fruit.</p> <p>— We came back from Marmaris yesterday.</p> <p>— We had a good time.</p>	<p>Texts</p> <p>Advertisements</p> <p>Conversations</p> <p>Picture Dictionaries</p> <p>Postcards</p> <p>Posters</p> <p>Stories</p> <p>Activities</p> <p>Arts and Crafts</p> <p>Communicative Tasks</p> <p>Drama/Miming</p> <p>Drawing and Coloring</p> <p>Flashcards</p> <p>Games</p> <p>Questions and Answers</p> <p>Real-life Tasks</p> <p>Reordering</p> <p>Story-telling</p>	<p>Quiz or Exam</p> <p>Projects:</p> <ul style="list-style-type: none"> Students prepare a postcard and write about what they did on their holiday. Students prepare a pamphlet showing different places for different holiday activities in their country. Students imagine that they visited another planet and prepare a poster showing what activities they did there. They present it in class.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Occupations	<p>Talking about occupations What does your uncle do? — He's a salesman, but he also works at a restaurant on Fridays. What do you do? — I am a nurse. Can you build a house? — No, I can't! What can you do? — I can make dresses. I can cut and sew fabric.</p> <p>Asking personal questions Was s/he in Istanbul last week? Were you at school yesterday? When were you born? Where was s/he born?</p> <p>Telling the time, days and dates — S/he was in Istanbul in May. — I was at school yesterday. — I was born on 10th of February, 2005. — S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s</p>	<p>Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates.</p> <p>Spoken Interaction E6.6.SI1. Students will be able to talk about occupations.</p> <p>Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates.</p> <p>Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</p> <p>Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</p>	<p>Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<div style="border: 2px solid orange; border-radius: 50%; padding: 10px; display: inline-block;"> <p style="margin: 0;">6 Occupations</p> </div>	<p>Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? —I can make dresses. I can cut and sew fabric.</p> <p>Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born?</p> <p>Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s</p>	<p>Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates.</p> <p>Spoken Interaction E6.6.SI1. Students will be able to talk about occupations.</p> <p>Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates.</p> <p>Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</p> <p>Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</p>	<p>Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do.

NOTICE LEXIS

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Occupations	<p>Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? —I can make dresses. I can cut and sew fabric.</p> <p>Asking personal questions Was s/he in Istanbul last week? Were you at school yesterday? When were you born? Where was s/he born?</p> <p>Telling the time, days and dates —S/he was in Istanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairstylist, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s</p>	<p>Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates.</p> <p>Spoken Interaction E6.6.SI1. Students will be able to talk about occupations.</p> <p>Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates.</p> <p>Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</p> <p>Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</p>	<p>Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments</p> <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do.

6. SINIF / 6th GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Occupations	<p>Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? —I can make dresses. I can cut and sew fabric.</p> <p>Asking personal questions Was s/he in İstanbul last week? Were you at school yesterday? When were you born? Where was s/he born?</p> <p>Telling the time, days and dates —S/he was in İstanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s</p>	<p>Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates.</p> <p>Spoken Interaction E6.6.SI1. Students will be able to talk about occupations.</p> <p>Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates.</p> <p>Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</p> <p>Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</p>	<p>Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do. </p>

6. SINIF / 6th GRADE

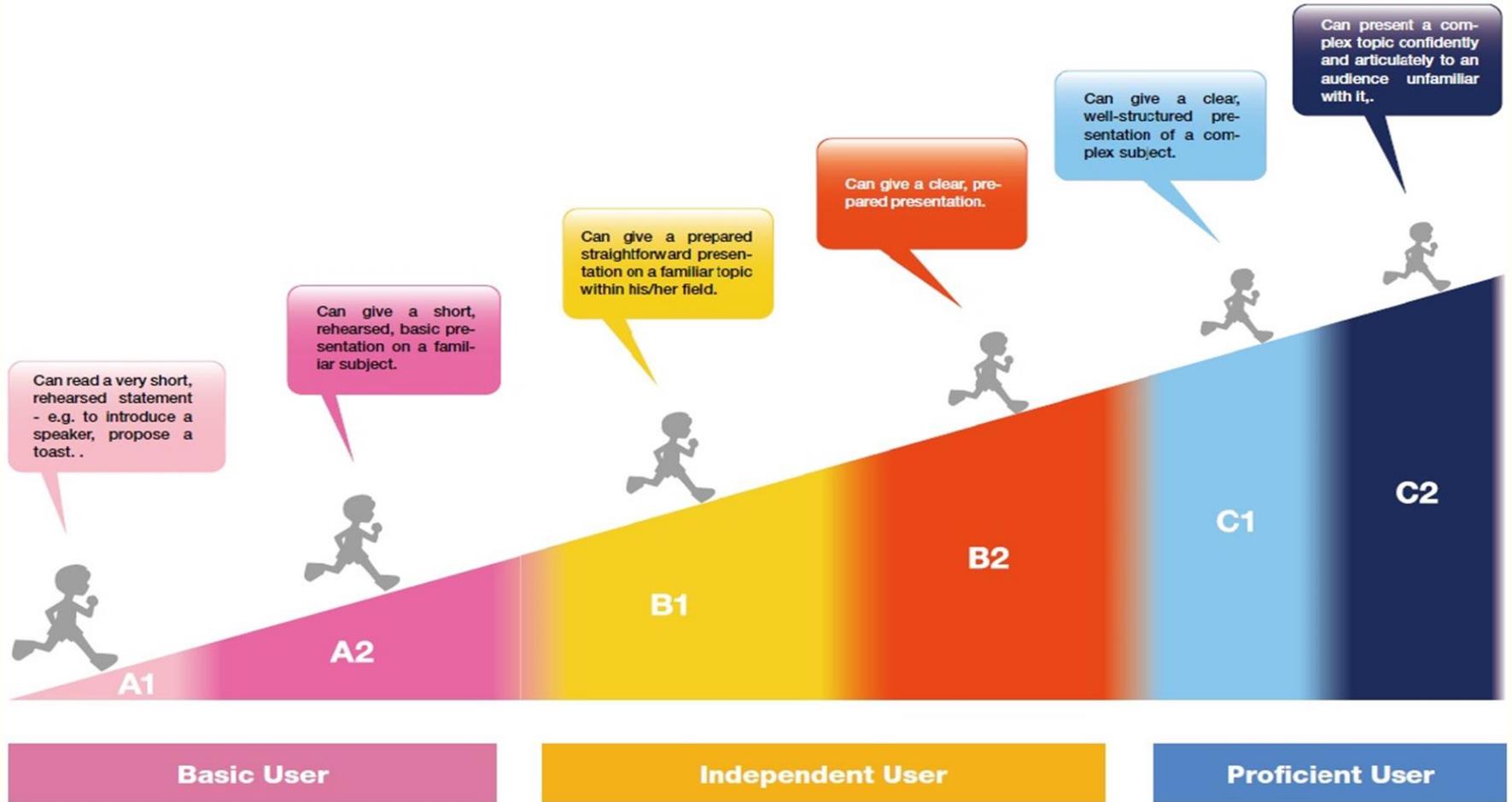
Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
6 Occupations	<p>Talking about occupations What does your uncle do? —He's a salesman, but he also works at a restaurant on Fridays. What do you do? —I am a nurse. Can you build a house? —No, I can't! What can you do? —I can make dresses. I can cut and sew fabric.</p> <p>Asking personal questions Was s/he in Istanbul last week? Were you at school yesterday? When were you born? Where was s/he born?</p> <p>Telling the time, days and dates —S/he was in Istanbul in May. —I was at school yesterday. —I was born on 10th of February, 2005. —S/he was born in Malatya in 1990. architect, -s cook, -s dentist, -s driver, -s engineer, -s farmer, -s hairdresser, -s lawyer, -s manager, -s mechanic, -s salesman/saleswoman waiter, -s/waitress, -es worker, -s</p>	<p>Listening E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. E6.6.L2. Students will be able to understand the time, days and dates.</p> <p>Spoken Interaction E6.6.SI1. Students will be able to talk about occupations.</p> <p>Spoken Production E6.6.SP1. Students will be able to ask personal questions. E6.6.SP2. Students will be able to state the dates.</p> <p>Reading E6.6.R1. Students will be able to understand familiar words and simple sentences about occupations and the dates.</p> <p>Writing E6.6.W1. Students will be able to produce a piece of writing about occupations and the dates.</p>	<p>Contexts Advertisements Brochures Cartoons Conversations Illustrations Magazines Postcards Posters Songs Stories Videos</p> <p>Tasks/Activities Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Information/Opinion Gap Information Transfer Matching Labeling Questions and Answers Reordering Storytelling True/False/No information</p> <p>Assignments <ul style="list-style-type: none"> • Students keep expanding their visual dictionary by including new vocabulary items. • Students find out the occupations of their family members and write what they do. </p>

FINAL REMARKS

- IT IS A FINE PROGRAM, YET IT IS A PROGRAM ONLY (A PLAYSRIPT OR A PIECE OF ICE).
- THE ONLY PROGRAM CATEGORIZING FORMS UNDER THE FUNCTIONS
- PROGRAM IS THE MAJOR SOURCE NOT THE COURSE BOOKS.



CEFR DESCRIPTORS AND SISYPHOS



B1



A1

THREATS

- **TEOG AND NEGATIVE WASHBACK.**
 - HOW WILL YOU RESPOND TO THE TEACHERS YOU TRAIN?

- **COURSE BOOKS AND LIMITED MATERIALS**
 - HOW WILL YOU RESPOND TO THE TEACHERS YOU TRAIN?



I DO THANK YOU ALL.

