



THE ENGLISH INSPECTORATE BULLETIN (חוזר מפמ"ר)

August, 2017

To District Directors, General Inspectors, School Principals and Pedagogic Advisors, English Regional Inspectors, English Coordinators and Teachers,

Dear English teachers,

I hope you have been having a wonderful and restful summer. I'm thrilled to have the opportunity to reconnect with all of you as we prepare for the new school year.

The Ministry of Education divides the country according to regions. Each of these regions has an English inspector as well as a team of counselors. The inspectors have multiple responsibilities, the most important of which is to hire and place English teachers in the schools in their region. I would like to take this opportunity to extend a huge thank you to the regional inspectors and national counselors. They are true partners in leading English to new heights.

- [Click here for the contact information of the regional inspectors for 2017-2018.](#)
- [Click here for a list of the National counselors and their contact information.](#)

Beginning another school year elicits feelings of rejuvenation, stimulation, motivation, curiosity as well as the desire to learn and teach more. This year, the Ministry of Education has increased the budgets considerably. This budget increase acknowledges the tremendous importance of English in:

- higher education
- research in all fields
- science and technology
- international trade and commerce
- tourism and diplomacy.

As the "startup" nation in a world of high tech advancements, knowledge of English is vital. With that in mind, the Ministry of Education is developing, promoting and funding exciting programs that increase opportunities for our students to develop and acquire English language skills at the highest possible level.



State of Israel,
Ministry of Education
Pedagogical Secretariat,
Language Department
English Language Education

As we all embark on the challenges of the academic school year beginning on September 1st, 2017, this bulletin offers the most relevant and up-to-date information for English language educators in Israel

I would like to take the opportunity to thank each and every English language educator in Israel personally. You invest the professionalism and energy that makes English teaching vibrant and meaningful for our students:

- You create the memories students have.
- You give them access to knowledge, tools to develop skills and healthy attitudes.
- You are their role models for life-long learning.

I would like to wish you all a healthy, happy and productive new school year.

Best wishes,

Dr. Tziona Levi

Chief Inspector of English

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State of Israel,
Ministry of Education
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English Language Education

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PROFESSIONAL DEVELOPMENT FOR ENGLISH TEACHERS - FOR 'GMUL' ACCREDITATION



PLC-PROFESSIONAL LEARNING COMMUNITIES FOR ENGLISH TEACHERS

The concept of learning communities in education emerged in the 1990s. Professional literature defines a PLC as a group of people who share an interest in a domain of knowledge, and meet to interact, engage, think and develop relationships with one-another by discussing an issue of joint concern. Learning communities are the place where research and practice are integrated emphasizing a bottom-up approach where the teachers take an active role in designing curricula. The learning communities allow for intimate and individually-tailored learning. The PLCs also include peer observations, reflection on action, analysis of case studies and simulations.

This year, the PLCs provided a vibrant atmosphere where matters of pedagogy, classroom management and issues related to the teaching of English were discussed while placing the emphasis on teaching oral proficiency skills. The PLC movement for English teachers is going strong, with 50 continuing Professional Learning Communities in the Pisga Centers throughout Israel planned for this coming year.

To join a PLC please contact your regional inspector.

NATIONAL ONLINE COURSES

Many of the professional development courses this year are offered online in order to cater to teachers from all sectors, in all geographical areas. This makes it possible to work from the convenience of home while offering participants access to the most talented instructors and advanced technological tools. These stimulating 30-hour courses are of cutting-edge quality, and tailored to suit your needs and interests. To register, follow the links below  . Please note that space is limited.

*When I pronounce the word Future,
the first syllable already belongs to the past.*

By Wislawa Szymborska
Translated by S. Baranczak & C. Cavanagh



COURSE NAME	INSTRUCTOR	REGISTRATION
<i>DIGITAL PEDAGOGY IN THE NEW AGE</i>	<i>ROS RUBINSTEIN</i>	
<i>TEACHING VOCABULARY (ELEMENTARY SCHOOL)</i>	<i>JENNIFER HOYSMAN</i>	
<i>TEACHING VOCABULARY (JH AND HS SCHOOL)</i>	<i>GAIL SINGER</i>	
<i>TEACHING AND EVALUATION OF SPEAKING IN THE ENGLISH CLASSROOM (FOR ALL LEVELS)</i>	<i>LAURA SHASHUA</i>	
<i>DEBATING AND PUBLIC SPEAKING</i>	<i>OHAD DAVIDOV</i>	
<i>BUILDING AN ONLINE PORTFOLIO FOR TRANSLATION TEACHERS</i>	<i>GABI REVED</i>	
<i>CREATING ONLINE PERFORMANCE-BASED TASKS FOR CONFLICT RESOLUTION TEACHERS</i>	<i>DANIA MASARWA</i>	
<i>EVALUATION AND PLANNING: THE ABLE KIT FOR LEADING TEACHERS AND COUNSELORS</i>	<i>AHARONA GVARYAHU</i>	
<i>MANAGEMENT TOOLS FOR THE ENGLISH COORDINATOR (JH AND HS)</i>	<i>AVIVA SHAPIRO</i>	
<i>PRACTICAL PROBLEM BASED LEARNING TASKS</i>	<i>SIMONE DUVAL</i>	
<i>LITERATURE</i>	<i>REGIONAL COURSES</i>	Coming soon
<p>NEW FORMAT MICRO-ACCREDITATION – 10 HOUR COURSES – <u>READ ALL ABOUT IT!</u> EACH COURSE BELOW IS A 10 HOUR MICRO-ACCREDITAION.</p>		
<i>HOW TO USE ELECTRONIC DICTIONARIES</i>	<i>GAIL SINGER</i>	 Register for the courses of your choice.
<i>HOW TO INTERPRET THE RESULTS OF THE SCREENING TEST IN THE ABLE KIT</i>	<i>AHARONA GVARYAHU</i>	
<i>HOW TO GIVE POSITIVE FEEDBACK TO ORAL CLASS PRESENTATIONS</i>	<i>GALIT YONA</i>	
<i>HOW TO USE GOOGLE QUIZ TO ENHANCE VOCABULARY TEACHING AND LEARNING</i>	<i>GAIL SINGER</i>	
<i>HOW TO SAY WHAT YOU MEAN</i>	<i>MITZI GEFEN</i>	
<i>HOW TO BREAK THE SPEAKING BARRIER</i>	<i>LAURA SHASHUA</i>	



COURSES IN LOCAL PISGA CENTERS

Information about courses in your local Pisga Center is available via the Pisga website or your regional English inspector.

OFEK CHADASH 7 – 9 COURSES

Courses will be offered for English teachers **in English**, to reach levels 7 – 9 ,in 3 colleges around the country - Herzog, Talpiot and Kaye. For details, contact the colleges directly.

DEVELOPMENTS IN THE FIELD

ELEMENTARY SCHOOL

English teaching in elementary schools is looking so much brighter this coming year. Here are a few of our planned programs:

ENGLISH LIBRARIES

280 schools meeting all the required criteria will be able to apply for funds to purchase books for their English libraries. These schools will receive careful guidance as to how to use these books effectively in order to encourage pupils to read for pleasure.

Criteria for joining the program:

- i) Schools with 50% or more students who scored in the lowest quarter in the last 3 Meitzav tests in English.
- ii) Schools that present a rationale for joining the program including goals, a work plan and criteria for assessing their program.
- iii) Schools willing to allocate specified time for English reading per week in all English classes in grades 4-6 (reading time and reading activities).

For further information and registration, please contact your school principal or your regional inspector.



PORTAL FOR EDUCATORS

[On this site](#), wonderful resources have been created for teachers of all levels.

Here, you can find lots of inspiration for building creative lesson plans and projects. You will also see a link to PowerPoints (in English and in Hebrew) that are useful for you to build your yearly plans. These have been written according to the English Curriculum and are divided according to class level. You are invited to make use of these resources.

SPEAK UP

Speak up is an exciting new program designed to help teachers encourage English language learners to speak more English using WhatsApp. It's fun and very easy to implement. Guidelines will be posted on the English Inspectorate site soon or contact Lori Rot, [National Counselor](#).

THE ABLE KIT

The ABLE KIT was designed to assess and map basic reading skills and build intervention programs based on the results of mapping student's specific skills. For the first time, the ABLE kit will be disseminated by RAMA- the testing and evaluation division in September. If it does not reach your school by the end of September, please contact AharonaGvoryahu gvaryahu@gmail.com

The screening test should be administered to all fifth graders during the first two months of the school year.

5 MINUTE ACTIVITIES

During the course of the year, we hope to implement a new program which will expose our elementary school pupils to English for 5 minutes during the course of each school day. Updates will appear on the Inspectorate Site and the Portal regularly.



PROFESSIONAL LEARNING COMMUNITIES

There are many PLCs (professional learning communities) for elementary school English teachers which have sprung up throughout the country over the past year. They are different from traditional in service courses (hishtalmuyot) in that formal instruction is limited and instead, learning from each other and sharing successful ideas and tips is the central goal of the meetings. PLCs members receive either a 30-hour or a 60-hour gmul and have the unique opportunity to visit simulation centers at Bar Ilan University and Kiryat Ono . So don't delay, join a PLC at your local Pisca Center.

CURRICULUM AND TEACHING MATERIALS

A site especially designed with the goals, main topics and skills accompanied by sample links with materials that reflect what needs to be taught and assessed at the primary level has been developed. This pertinent tool for every English teacher in elementary schools in Israel will be [available online and accessible on a mobile phone.](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

[Grade 6](#)

JUNIOR HIGH SCHOOL

LET'S TALK

Let's Talk is a speaking project for 7th graders. 248 schools have received additional hours to promote oral proficiency. The schools were chosen according set criteria, based mainly on the analysis of the school's' achievements on the eighth grade Meitzav in the last two years, (2015, and 2016) school size and socio-econometric index according to the Central Bureau of Statistics.

The objectives of the program are to promote oral language and presentation skills among 7th graders while using engaging activities, to improve oral proficiency language teaching and address needs in classroom management, and assessment. For further information and registration, please contact your school principal or your regional inspector.



DEBATE CLUBS

Debate enables students to practice English in an active and effective manner while developing expressive language skills. In addition, debate practice develops critical thinking, promotes understanding and acceptance of various opinions and serves as a tool for understanding global and current issues. In 2017, 130 Debate groups for 9th graders will open throughout the country. Teachers will be trained to instruct and assess debating. To sign up for an in-school debate club please contact your regional inspector.

HIGH SCHOOL

LADDERS

The LADDERS program was designed specifically to assist students who aspire to climb the English Bagrut ladder to 3 points, from 3 to 4 points or from 4 to 5 points. The vision of "Ladders" is to , minimize gaps in language skills create equal opportunity for all students, while helping them develop and advance their English language skills .The schools accepted into the program meet combined criteria of the students' Bagrut achievements in recent years, school size and socio-econometric index according to the National Bureau of Statistics.

In the 2017-18 school year, approximately 400 schools with approximately 600 classes have been allocated supplementary (teken) hours for smaller classes. Specific teaching and learning materials were prepared for these additional hours. The material caters to all Bagrut students and teachers. The materials can be found on the [LADDERS' site](#).

The program is made available through the National Program Division of the Ministry of Education to promote mathematics, science and English studies.



HIGH SCHOOL MAJOR: DIPLOMACY AND INTERNATIONAL COMMUNICATION

This year we will see the continued growth of the first high school major offered in Israel in which English is the Medium of Instruction: [*Diplomacy and International Communication in English*](#). The interdisciplinary five-point subject first opened in September 2015. This year, those students will graduate and the major will celebrate its first graduating class of about 300 students from 23 schools. To get a sense of how it has grown in just two years- this year's incoming class will consist of about 1200 students from 57 schools! Each year, teacher-training is offered for three new cohorts to prepare for the expansion of the program by about 20 schools a year.

[*Diplomacy and International Communication in English*](#) can be studied as a student's single major or as a second or third major. It is studied in addition to general English studies.

As a five-point major, students study the primary subject (Communication Skills) culminating in a matriculation exam and an additional advanced level subject (a choice of either Translation Skills or Conflict Management) which is assessed internally. ALL students who major in the subject must complete all 5 points.

The subjects studied are interpersonal communication, intercultural competence, media studies, international relations, and either translation skills or and conflict management and resolution studies. The learning is active- case study, deliberation, debate, role-play negotiations, and simulations are used to access the subject areas and give students the chance to develop their skills and apply the knowledge. This prepares motivated students for a future in science, international relations, community service or business.

To find out more about the major and about training opportunities, explore the site: [*Diplomacy and International Communication in English*](#)



UPDATES ABOUT BAGRUT EXAMINATIONS

- i. The Winter 2018 Bagrut exams, will display the paragraph number within the exam text , increasing student accessibility to information when referred to a particular section of the text . This will be in addition to the line numbers, which are marked conventionally. Below is a sample of a text in which both paragraphs and line numbers are marked.

Please note: Paragraph numbers will appear where suitable both text-wise and graphically, and not necessarily in all exams.

אנגלית, קיץ תשע"ו. מס' 016481, גרסה א'

PART I: ACCESS TO INFORMATION FROM WRITTEN TEXTS (70 points)

Read the text below and then answer questions 1-7.

"CAN WE SAY GOODBYE TO THE "THROW-AWAY SOCIETY

I In June 1992, a conference called Earth Summit was held in Rio de Janeiro, Brazil. At that conference, government representatives from over 150 countries agreed to take action to protect the environment. One of the decisions was to reduce the amount of waste that is produced every year. But, 5 unfortunately the situation has only gotten worse since the conference, and the mountains of garbage have been getting higher and higher.

II Sociologists use the term "throw-away society" to describe the way we live: We constantly throw things away, maybe because we like to have the newest model or the latest fashion, or because we don't have the time or 10 energy to get things repaired. And it's not only clothes and toys that are thrown out needlessly, but also electrical appliances such as refrigerators, ovens, and washing machines. Many of these appliances contain harmful materials, and when we throw them out those materials pollute the ground and the drinking water. So with every additional appliance that goes into the 15 garbage, greater damage is done to the environment.

III Various efforts are now being made to change our throw-away culture. According to new laws in France, for example, companies that produce electrical appliances have to let customers know how long those 20 appliances are expected to work. The lawmakers believe that this will encourage the companies to make products that last longer. The new laws also enable customers to get free repairs for two years after purchase. Any company that breaks these laws will have to pay a heavy fine.

- ii. As of Winter 2018, the order of the Bagrut English tests will be changed to allow for more time between the test modules. Specifically, the literature modules (B,D, and F) will be in between the other modules. For specific details, please check [the Testing Department site](#) once the future schedules are posted.



OMER: BAGRUT QUESTIONS OF VALUES, INVOLVEMENT AND RELEVANCE

According to Pedagogical Secretariat policy, all Bagrut examinations, in all subjects, must include 'Omer' questions (**OMER**= רעמ"ר = ערכים, מעורבות, רלוונטיות). At least 5 points are to be devoted to this policy, in order to facilitate the Ministry of Education's important agenda of "Meaningful Learning". In light of this directive we examined recent the English Barut examinations and were pleased to see that all exams have question types- both in the writing sections and in the reading comprehension sections that can be counted as 'Omer'. It is recommended to raise student awareness to the relevance and educational values that are reflected where appropriate and discuss them explicitly in the English classroom. In addition, it is advised to elaborate on these issues with students as specific topics when preparing for the oral proficiency exam. [See appendix 1 for examples.](#)

ORAL PROFICIENCY EXAM PILOT

This year, 285 students participated in two unique test pilots of the oral Bagrut exam. In the first test option, students were tested via Skype, applying the familiar format of the interview and project questions as the tester met students virtually. The second test option applied the iTest technological system (familiar to teachers as a platform used for Bagrut testing of students with testing accommodations), where in addition to the routine interview and project questions, students were shown a video clip, to which they had to respond by recording themselves.

The feedback we received from both teachers and students was overwhelmingly positive. Therefore, next year, we are planning to expand the pilot to 1500 students for both oral test options. Further information about the oral proficiency test and how to register will be announced at a later stage on the English Inspectorate site. In the meantime, it is advised to continue devoting class time to practice speaking and provide feedback to enhance student abilities with the spoken language skills. Teachers interested in participating in the pilot in 2017-18 are welcome to sign up [by clicking here.](#)



ELECTRONIC DICTIONARIES

Starting from Winter 2018, all students will be allowed to use electronic dictionaries, both in Junior High, at teacher discretion and for learning purposes, and in High school, including in the Bagrut exams. So far, 4 dictionaries have been approved by the Book Approval Department.

<p>Oxford לוני כהן – אוקספורד דגם XF7 מספר אישור: 4388 מחיר: 298 ש"ח</p>		<p>Website</p> <p>User Manual</p>
<p>Babylon 1 יהודה ברמן Texton Babylon 9222 מספר אישור: 4462 מחיר: 296 ש"ח</p>		<p>These 2 are basically the same dictionary – the only difference is their casing / design but all their functions are exactly the same</p>
<p>Babylon 2 יהודה ברמן Babylon plusTexton 9222 מספר אישור: 4475 מחיר: 296 ש"ח</p>		<p>Website</p> <p>User Manual video</p> <p>User Manual</p>
<p>Wizcomm quicktionary Wizcomtech-TS קוויקשנרי מספר אישור: 4480 מחיר: 420 ש"ח</p>		<p>Website</p> <p>User Manual</p>

Please note that students are now permitted to use both digital and paper dictionaries on the bagrut examination.

Additional materials regarding use of the electronic dictionaries will be posted on the English Inspectorate site.



BAGRUT MARKERS

As always, we are interested in recruiting more Bagrut markers. Applicants must be teachers who have been teaching for the Bagrut in English for at least 3 years, have a teaching license to teach in High School and have taken the HOTS literature course. If you fulfill the requirements and are interested in applying please [submit online](#) to the Experts site, along with the required documents, including a letter of recommendation from both the school principal and the English regional inspector.

EXTERNAL STUDENTS

Updated guidelines for External and Mishne students as of Winter 2018 can be found on the [inspectorate site](#). Please note that the literary pieces are linked directly from the table with all of the necessary information that appears on the site.

BAGRUT AND LITERATURE CLUSTER MEETINGS

English teachers are invited to meet the English Chief Inspector to provide input –regarding the literature program based on the survey results conducted in April 2017. Additionally, in the meeting, senior Bagrut markers will discuss marking of specific modules, will raise awareness regarding methods to improve reading and writing skills, and will discuss implications that arise with respect to particular modules. Meetings will take place in Beersheva, Jerusalem, Tel-Aviv, Afula and Haifa. Additional information will soon be announced through the regional inspectors. Please save the date most appropriate for you!

Date	Area	Location
Wednesday 27/9/17	Jerusalem	Jerusalem Pisga, 11 Narkis street
Monday 23/10/17	North	Ort Afula
Sunday 22/10/17	South	Beit Yatziv
Sunday 29/10/17	Centre	Seminar Shein, Petah Tikva
Monday 20/11/17	Haifa	Haifa Pisga



TECHNOLOGICAL CERTIFICATE – ENGLISH ELEMENT - 90 HOURS

The following relates to students in special education settings, 07 students in regular education settings and students in the Technological Centers - מרכזי הינוך .

In some cases, there are students who have tremendous difficulty coping with the MOE's requirements for matriculation. As a result, a Technological Bagrut - requiring 90 hours of study in three academic subjects, in addition to the technological subject was created in order to assure that the student will receive a certificate of completion, at the end of 12th grade.

This certificate of completion confirms that the student has completed a required course of study of 90 hours in English, Math and Language and has completed an internal task. .In English this is applicable to students who, by the end of 11th grade have not taken any Bagrut module in English, and who have many challenges making that impossible at the present time. These students will then spend their 12th grade year preparing for the Technological Certificate.

They will be required to:

- a. Read a short unseen on a topic that they have been prepared for, and will answer questions on the text.
- b. Participate in an oral language evaluation – answering basic questions relating to themselves and their lives.
- c. Fill in a form, similar to the form required when embarking from an airplane, or when applying for a job.

This is not instead of English study. The students MUST be included in English classes throughout their high school years.

- ✓ Additional information will be posted on our site.
- ✓ Specific material is available through the book publishers.
- ✓ Questions? Do not hesitate to contact Aharona Gvanyahu gvanyahu@gmail.com



THE ONLINE TUTORING INITIATIVE

This [initiative](#) offers online learning support for 10-12th grade students, free of charge, in the afternoons. The service is available for any learner, using their IDM password (attainable through the school secretary or directly from [the ministry](#)). Our instructors are experienced teachers and tutors carefully selected and trained for this program.

ALL GRADES

THE BEST BACK TO SCHOOL ACTIVITIES

The Ministry of Education has launched a [new portal](#) to gather ideas, activities and inspiration for teachers for a variety of purposes and needs.

In the English section [Portal for Educators](#), which is divided into three levels, the team has been curating all the best ideas that can be found on the Internet for teachers to use. Since this is a portal for teachers designed by teachers, we want to create the opportunity to share inspiring ideas that YOU do in YOUR classrooms.

In order to do so, Best Practices Competitions were designed. The first will run from mid-August to mid-September, and for that one, we would like teachers to share their very best *Back to School* activities!

ALL submissions that meet the [criteria](#) will be uploaded to the Portal and the teacher-contributor will be given credit for them! The teacher who submits the MOST submissions which SUIT THE CRITERIA will win a prize. A leaderboard will be shared once a week.

We recommend that you write the details of your activity in a blog, on a site, Google Doc, etc, and provide us with the URL (internet address hyperlink) that links to the longer explanation online. In order to submit your ideas please fill in this [Google form](#). [For additional details click here](#).



SPECIAL ENGLISH DAYS

In many schools throughout the country, special activities were conducted within the framework of English studies that focused on a particular subject or language proficiency. These activities are excellent examples of authentic and meaningful language use.

An excellent example of such an activity is the poetry competition which was held this past year in Jerusalem. This event marked the 50th anniversary of the unification of the city. A creative writing contest for students in grades 5-10 was held. Students composed poems, in English on the topic "My Jerusalem." In a unique collaboration between the Pedagogical Secretariat and the Jerusalem Municipality, 50 of these student-written poems were printed on posters and hung on lampposts on the streets of the capital.

Other examples of special English days include the Choir Conference in the Central District, which combined music and songs in English, the Spelling Competitions in the Northern and Haifa Districts, municipal activities to encourage reading in Netanya, an English writing competition in the Southern District, and more. In the new school year these events will continue since a tradition has been set and a standard for meaningful English learning has been achieved.

To join or initiate an English event, please contact your English regional inspector.

ETAI

ETAI was founded in 1979 as a grass-roots non-profit teachers' association run on a voluntary basis, by teachers for teachers. Its aim is to provide professional support, advice, teaching ideas and background knowledge to teachers of English in Israel. It complements, but does not compete with, similar services provided by the Inspectorate and the Ministry of Education. Its membership combines English teachers from all sectors and communities in Israel.



ETAI aims to promote professional excellence of the English teaching profession in Israel, and hence the level of English learning by Israeli students.

ETAI contributes to the creation of a professional English teachers' community, whose members provide support for each other and practical teaching ideas through study days and conferences.

ETAI is committed to fostering universal humanistic values as an integral part of teaching English in the Israeli educational system. It sees the teaching of English as an international language as a contribution towards global understanding and peace.

ETAI holds three major conferences a year: in the South, North or Center and in Jerusalem. The Winter and Spring conferences are one-day events: the main National Conference is in the summer, lasting two days.

To supplement these major conferences, ETAI holds several 'mini-conferences' at different times of year. These are local, four-hour events held after school hours to cater to the needs of teachers in specific areas. They are free for ETAI members; non-members pay a small entrance fee. All speakers in all the conferences give their services for free; most of them are practicing teachers.

Finally, ETAI publishes the *ETAI Forum* three times a year, which is distributed free to members. This is a journal written by teachers for teachers and includes a number of practical teaching ideas and photocopyable classroom material as well as ongoing discussions of professional issues, information on ETAI events, suggestions for useful websites, and so on. Its editors work voluntarily, and contributing authors get no fee for articles.

I would like to encourage participation in ETAI events.

To learn more, go to the [ETAI site](#).



REPORT ON THE WORK OF THE SPECIAL COMMITTEES

Five committees have been working intensively this year to develop missing curricular elements that promote English teaching and learning. The results of their work will be available to English teachers within the next few months. Below is a summary of the work of each committee.

TEACHING IN HETEROGENEOUS CLASSES

In 2004, RAMA published a study that indicates the negative effect of group distribution on the achievements of students in matriculation examinations in English ([access the study here](#)).

Following the publication of the study, which in fact corroborates findings from many other studies, the Advisory Committee headed by Prof. Penny Ur, decided to recommend a delay in distribution to English ability groups until the end of the seventh grade (with the exception of emergent readers who continue studying in separate groups). Nevertheless, it was decided to seek ways to help teachers deal with heterogeneous classes, through training and publishing teaching materials for middle school teachers who deal with a wide range of abilities, levels of knowledge, learning styles and more.

Hence, a committee of experts and knowledgeable practitioners on teaching English in heterogeneous classes was formed to plan designated courses, monitor and respond to the their impact on the educational work of the graduates; examine the overall assessment of the effectiveness of the courses; publish a booklet for teachers, which includes a collection of activities and strategies in teaching English in heterogeneous classes. A study day of the committee findings will be held in October with details to be published in the near future.



REVISION OF PROFESSIONAL STANDARDS FOR ENGLISH TEACHERS

A booklet that defines professional standards for English teachers in pre-service and in-service settings was published in 2004 by the Department for Planning and Development of Study Programs and Supervision.

[Professional standards for English teachers; knowledge and performance](#)

הוצאת האגף לתכנון ולפיתוח תוכניות לימוד והפיקוח על הוראת האנגלית

Meanwhile, changes have taken place on several levels. For example, there have been developments of knowledge about language instruction, changes in the curriculum and the expansion of the use of advanced technological tools in teaching. Therefore, a committee was formed to update the document, which is supposed to serve as a basis for the planning and composition of courses in English teacher-training programs at colleges and universities as well as monitor professional development courses in the field. The committee will present their work during the first weeks of 2018.

EXTENSIVE READING

Students at all levels must be encouraged to engage in extensive reading in English, at a level of difficulty that is appropriate for them and with emphasis on reading fluency and enjoyment.

This committee was established to:

- set norms for intensive reading in primary, middle and high school grades
- formulate guidelines for teachers on library management
- find ways to motivate reading
- find ways to evaluate and provide feedback.

The work of this committee will soon be published.



THE ADAPTATION OF THE CEFR TO ENGLISH STUDIES IN ISRAEL

The committee has completed their work preparing a policy document and position paper which was presented to the Ministry of Education General Director. This policy document related to the adjustment of the CEFR (Common European Framework of Reference-Standards for language learning, teaching and assessment) to the Israeli English curriculum and local schools. Currently, a professional committee is working to set further goals for learning and instruction and will present their work in mid-2018.

VOCABULARY LEARNING

Very intensive work on a core list of lexical items to serve high school English teachers has culminated in the production of **Band III**, which follows the first two bands in the English curriculum that help set targets for vocabulary instruction and assessment. The esteemed committee of Prof. Penny Ur, Dr. Elisheva Barkon and Sharon Fayerberger have compiled two lists within **Band III**:

- i. Single words according to frequency (1,130 items - not including the derivatives)
- ii. Chunks which include frequently used phrases, phrasal verbs and binomials (350 items) including examples when there are multiple meanings.

To create the list, the committee members consulted multiple sources such as Global Web - GlwBe corpus of global web based English , Liu's list of expressions (2012), Martinex& Schmitt - Phrasal expression list (2012) , Garnier&Smidtt Phrasal verbs (2015).



APPENDIX 1 – SAMPLE OMER QUESTIONS

Following are some examples from previous tests.

Topics considered relevant to students:

- ✓ Summer 2015 module E: GREEN EDUCATION
- ✓ Moed Bet 2015 module C: GETTING READY FOR THE REAL WORLD:
- ✓ Moed Bet 2016 module G: COMPUTERS THAT KNOW HOW YOU FEEL

The **writing tasks** in the Bagrut also consist of relevant topics to student lives. For example:

- ✓ Winter 2016, module C: Describe someone who has influenced your life.
- ✓ Winter 2016 module G: Do you think too much emphasis is put on grades in the education system?
- ✓ Moed Bet 2016 module G: Do you think people are losing their social skills because of electronic communication?

"Omer" questions are found in the literature English Bagrut specifically assessing the component of analysis and Interpretation:

Q. Relevance

HOTS	Question
Explicitly Distinguishing Different Perspectives	You could bring into class half a cup of water and ask: "What do I have here?" "Is everyone's answer the same?" "Why do we see things differently, when they are inherently the same?" How both of you looked at the same thing yet may have seen things differently. How you yourself can see something in one way one time and another time see if differently. "
Distinguishing Different Perspectives	"How do we use this skill in everyday situations? Can you think of a time when something like this happened to you?"



Applying the HOTS of Distinguishing Different Perspectives to analyze the text- promotes relevance and encourages involvement:

Literary Text	Question
Thank You Ma'm	After the first scene in the story, what do you think Mrs. Jones should do with Roger? What does your neighbor think she should do with Roger? Do you have the same opinion? Why is that?
The Road Not Taken	What is your interpretation of the sigh at the end of the poem? Do you perceive the sigh as a reflection of happiness or of regret? Can there be more than one interpretation?
The Road Not Taken	"Is the traveler in <i>The Road Not Taken</i> pleased with his choice of the path?" What do you think? Is there more than one answer?

In the literature program, the personal response tasks, the analysis and interpretation tasks and the summative assessment tasks, are also always relevant.

Personal Response	questions
Reflection on the HOTS and the Literary piece.	How have you applied the HOTS to your own life? Which character did you relate to the most and why? Which HOTS do you think is most useful for your learning / life and why?



In the Summative Assessment: Analysis and Interpretation

Literary Text	Question
A Summer's Reading	After Sophie realizes that George hasn't been reading the 100 books she says, "Why should I break my back for you? Go on out, you bum, and get a job." Do you agree with Sophie's opinion of George? Explain, with reference to the text.

Q. Values can be found in the Summative Assessment- Bridging Text and Context

Literary Text	Question
A Summer's Reading	"Many first generation Americans, like Bernard Malamud, valued education as a path to opportunity for themselves and their children." -- from an interview for <i>The Paris Review</i> with Bernard Malamud by Daniel Stern. Make a connection between this quote and the story. Support your answer with information from the story.



Q. Relevance and engagement:

Book Reports/Reading for Pleasure	<ol style="list-style-type: none"> 1. Write about one of the characters you identify with and explain why? Etc... 2. Have a mock trial defending your opinion of the book. 3. Write about: <ul style="list-style-type: none"> -things in the story that could NOT happen in real life - things in the story that COULD happen in real life - things you would LIKE to have happen to you - things you would NOT like to have happen to you
The Project	Research an issue, place, idea that interests <u>you</u> .
The Initiative Problem Based Learning Task: PBL	Based on the themes of a literary piece, formulate a problem that is authentic, relevant to you and then decide on the best solution to solve the problem.

Sample OMER עומ"ר questions in the Diplomacy major:

Q. Values

1. In many countries in Europe, citizens cannot wear a face veil in public. Choose one human right that is affected by such a law and present the competing perspectives. (write 150-250 words)
2. What are the economic, political, social or cultural implications for citizens who violate the law by wearing a veil. Complete a 4-worlds chart.

Q. Relevance

Imagine you have been asked to address a group of foreign leaders about a global issue. Write out the speech you would deliver. Explain why progress is needed on the issue and suggest a way to make progress. Use the DEPP (Describe, Explain, Predict-Prescribe) template to organize your answer.



Q. Participation/ involvement

Read the scenario below. Then, answer the questions that follow.

Your municipality is being twinned with a city abroad. You have been asked to help with this exchange and partnership project. Choose one of the animals in the list below as a symbol that represents your town. All the animals are common in Israel. Think about how and why this animal best represents your community to your partner city abroad.

- i. A lizard
 - ii. A bird
 - iii. A cat
-
- a. Short Essay (Write 150-180 words). Justify your choice by presenting an argument containing the reasons for your choice. Relate to what your partner city may not know about your town or about the animal. Use the SEET format make your argument.
 - b. Using the scenario above, answer either (i) or (ii) below (write up to 50 words).
 - a. Choose one animal on the list that you think should not be on the list and explain why it should be removed from the list of nominated animals.
 - b. Select an animal that is not currently on the list to be added. Explain why this animal is worthy of joining the others on the list.