



מדינת ישראל
משרד החינוך
המזכירות הפדגוגית
אגף שפות
הפיקוח על הוראת אנגלית

The above announcement has raised questions. This message is an attempt to clarify and explain.

Numerous studies in Applied Linguistics have shed light on the importance of vocabulary acquisition in language learning. Vocabulary is considered the strongest predictor for command of the four language skills namely, listening, speaking, reading, and writing. A wealth of research has shown that vocabulary is the key component in raising reading and writing ability. To promise student success, we must create a “vocabulary flood” (Nation, 1993). Therefore, plans to introduce a principled approach to teaching vocabulary as well as its assessment on Bagrut examinations are now under consideration.

Why module E? In this module, there are two receptive items, one of which is not authentic and irrelevant to language learning. I’m referring to the listening test component as it appears today. This lack of authenticity has become more apparent ever since the broadcasting of Israeli radio was stopped and electronic chips have replaced the source of listening. The listening assignment should be connected to speaking - the oral test - turning it into an authentic logical communicative context. By doing that, we are freeing place and points for assessing vocabulary.

Vocabulary assessment- This should cover the knowledge of Bands 1 and 2 (Foundation and Intermediate levels). Additionally, it is necessary to assess high school vocabulary knowledge. To coordinate expectations for our first attempt at assessment, the planned pilot for this coming summer will only target 200 items, from Band 3 level B1 for the reading text and the vocabulary questions. B1 refers to the vocabulary level according to the standards of the Common European Framework of Reference for Languages (CEFR).

Dictionary use - Dictionaries are excellent teaching and learning tools. However, when used on tests, they are counterproductive. Students are not as committed as they can be to learning more words and language chunks when they can rely on a dictionary as a scaffold. If students learn the vocabulary and come prepared, they gain language for receiving and conveying meaning and messages. Furthermore, when they sit for the exam, they can spend more time on understanding content and forming answers instead of using up test time looking for the meanings of lexical items in dictionaries. Please note that only in Module E students will not be allowed to use dictionaries.

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The 200 wordlist targeted for the exam, as well as sample test tasks, will be posted in the next few days. In the meantime, please ensure student knowledge of the lexical bands listed in the National Curriculum.

I would like to thank the schools and teachers who have embarked on this journey and joined the module E pilot. We would be happy to welcome more participants. (Please follow the link above.)

Happy holidays,
Tziona Levi

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