



Bulletin of the Chief Inspector for English

July 2018





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General Information

Introduction

August 2018

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

Dear English Teaching Professionals,

I am delighted to present you with the annual bulletin that provides information about programs and plans concerning the instruction of English as another, mostly foreign, language to be taught in Israeli schools at all ages and in all sectors.

Learning English in school entails learning how to read, listen, write and speak. This bulletin addresses the principles of EFL instruction that are considered cornerstones of these four skills. It is a well-known fact that English instruction should not focus only on the grammatical features of the language, but rather emphasize language use as a communication tool applying the building blocks of lexis and linguistic chunks. Therefore, English instruction should be communicative and interactive. Additionally, an English teacher fills the roles of prompter, motivator and participant in a community of professionals. All these roles have the power to encourage, intensify and sustain English learning.

The national program to promote English studies is entering its third year of implementation. English is the language of higher education, research in all fields; science and technology, international trade and commerce, tourism and diplomacy. In today's world of high-tech advancements, knowledge of English is vital. With this in mind, the budget devoted to English studies has increased, reflecting the tremendous importance the Ministry of Education attaches to English learning and instruction. In addition, programs are being developed and funds allocated for innovative programs that increase opportunities for our students to acquire English language skills at the highest level possible.



This bulletin provides instructive, advanced and stimulating information and is also attentive to your needs as versatile teachers. I encourage you to use this information to help you prepare for the delights and challenges of the new academic school year beginning on September 2nd, 2018.

I would like to take this opportunity to thank so many of you who walk this path with me, National Counselors, Regional Inspectors, Lead Teachers and other partners, for their service to the joint cause of working towards a more desirable, excellent quality of English instruction in Israeli schools. I wish you all a healthy and productive new school year.

Warm regards,

Dr. Tziona Levi,

Chief Inspector of English

Copies:

Mr. Shmuel Abuav, Director General, Ministry of Education
Dr. Shosh Nachum, Head of Pedagogical Administration Section
Dr. Miri Schlissel, Head of Pedagogical Secretariat.
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Mrs. Dalia Fennig Deputy Head of Pedagogical Secretariat
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Mr. David Gal, Director of Testing Department
Mr. Moshe Za'frani, Head of Department of Languages
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Ms. Etty Sassi Head of Elementary Schools



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Stay Up to Date – the English Inspectorate Site

The English Inspectorate site <http://www.education.gov.il/english> is where English teachers can find all the official documents and most updated information. It is important that all English teachers at all levels are familiar with the site and the information available. We recommend visiting the site regularly.



English Portal

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. Stay tuned for the next update and resource for the first lessons of the school year.



Facebook English Teaching Community

I am happy to announce that our Facebook group - [English Teaching Community in Israel](https://www.facebook.com/groups/1579374488953020/) has almost 9,000 members from all over the world who are sharing ideas, asking questions, and getting answers! We are still waiting for all those who haven't yet joined! You can join the group by logging into your Facebook account and in the search box entering the name of the group or go to <https://www.facebook.com/groups/1579374488953020/>

In this group you learn about what is new and what concerns English teachers in Israel. We also raise issues for discussions, ask questions, receive answers from the English Teachers' Community and share ideas and information.



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[Contact Information for Regional Inspectors 2018 - 2019](#)

[Inspectors' and District Counselors' Areas 2018-2019](#)



[National Counselors 2018 - 2019](#)



The Israeli Picture

The “[Israeli Picture](#)” is an innovative project that facilitates a unique learning experience during which students can experience and research tens of central events that have shaped our country and its history.

The project consists of three sections:

- 1) A timeline poster for display at school.
- 2) A virtual reality application that can be downloaded to a smartphone and used in conjunction with the printed timeline poster.
- 3) An internet site “Israel at 70” that offers further information as well as additional educational activities.

The Ministry of Education, led by the Pedagogical Secretariat, developed the project [The “Israeli Picture”](#) to commemorate Israel’s 70th birthday. The project is intended for use in the coming years and you are all invited to use and enjoy these resources while expanding on relevant subjects and integrating additional events.



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External Students

Updated guidelines and tables of specification 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.



Social Involvement in Alternative Assessment

Recently, a joint document was written by the *Pedagogical Secretariat*, the *Pedagogical Administration* and the *Youth and Society Administration* on the subject of “Integrating Social Involvement in Alternative Assessment “. The document was written as part of the systematic concept of educating towards values. This document strengthens the concept that integrating education towards values into the teaching of different subject matters increases meaningful learning. Teaching that is based on relevant connections between the content learnt and the world of the student becomes learning that encourages value development as well as facilitating critical thinking.

The integration between alternative assessment and social involvement can strengthen meaningful learning. The program assists students in understanding and learning the subject matter while being able to connect between content and reality. Integrating alternatives in assessment and social involvement has added education value in increasing motivation for civil and social involvement as a result of learning. In this manner we can assist our students in their personal development and identity building and strengthen their self-image, their sense of belonging and their commitment to society.

In the 2018 – 2019 school year, we encourage all English teachers to implement this approach in their classes, based on the principles outlined in [this document](#).



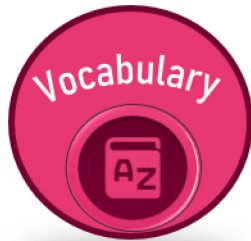
Curriculum



Updated Curriculum Design.

Our curriculum has been updated with a fresh new design.

[Check it out here.](#)



Vocabulary

It is a known fact and supported by abundant studies that vocabulary is the strongest predictor of language knowledge in all 4 skills. Thus, special emphasis has been placed on the teaching, learning and assessment of vocabulary, which will only grow in the next few years. A special area with relevant teaching materials and resources (including the updated activity booklet written by the expert Penny Ur) has been uploaded to the [English inspectorate site to address this important lexical focus.](#)

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 & Schmitt Phrasal verbs (2015).



Alignment to CEFR

It has become apparent that the English curriculum that was written in 2001 and revisited in 2014 should be aligned to international standards. To meet this aim, a committee was established to work on the revisions and especially to consider the curriculum alignment with the CEFR (Common European Framework of Reference: Standards for Language Learning, Teaching and Assessment). The CEFR is a series of descriptions of abilities formulated in terms of 'can-do' statements that provide clear targets for achievements in language learning. In its deliberations over the past year, the committee not only referred to the CEFR, but also to other international settings that support English learning similar to the Israeli one. To date, all the domains of the English curriculum has been covered and the vocabulary and grammar components are works in progress. A preliminary draft is expected to be completed within the coming months.



Reading for Pleasure

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 an emphasis on reading fluency and enjoyment.

This committee was established to set norms for intensive reading in primary, middle and high school grades, to formulate guidelines for teachers on library management, to find ways to motivate students to read in a foreign language and to design means to evaluate and provide feedback.

The work of this committee has been published in the ["Reading for Pleasure" booklet](#).



The English File

The English File is a relevant and useful online tool that can enhance teaching and learning. The file presents the English Curriculum for all age levels and sectors and is organized according to class level. The tool assists in planning the learning and educational process efficiently by connecting knowledge, skills and values.

The file includes:

- 1) The knowledge required according to the English curriculum.
- 2) The main skills to be taught according to the curriculum (cognitive, inter-personal and intra-personal).
- 3) The central values in the different domains enhanced by the English curriculum.

In addition, the file includes a range of materials, units of study, clips and assessment tools that encourage diverse learning while using up-to-date tools and methods for meaningful learning.

The file is part of a national strategic plan that aims to advance learning to match 21st century skills in all subjects. The file, available both in English and in Hebrew, can be accessed directly from the English inspectorate site or [by clicking here](#) and can be accessed easily on your smartphone.



Professional Standards for English Teachers

Standards for English teachers were outlined in the publication *Professional Standards for English Teachers* (Ministry of Education, 2003). To keep up with the rapid changes that characterize today's society, and align with contemporary research in language education, a decision was made to revisit and revise this document. The *Professional Teaching Framework for English Teachers in Israel* is based on contemporary research and understandings of language teaching and learning. It includes clear descriptions of knowledge, insights and competences for language teachers at three levels of professional growth: basic, skilled and expert. Though based on the original document from 2003, this Framework constitutes a reconceptualization of the domains and standards. Additionally, it includes extensive additional content such as descriptors of levels of performance, examples of evidence to determine teacher achievement, suggestions for teacher reflection, and a checklist for self-evaluation. The document has undergone extensive review by researchers and practitioners in the field and is now in its final stages of revision.



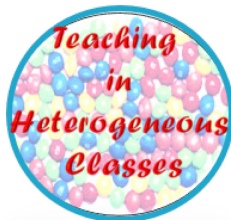
Literature

The updated handbook was posted on the official Ministry of Education Site at the beginning of this year. The handbook has been divided into two parts; the Pedagogy section and the Requirements section. The updated handbooks [can be found here](#).

This year there were two courses offered for Problem-Based Learning Tasks in English Literature. High School English teachers, who have experience teaching the Literature log, explored the third option for Module F, the Literature Initiative, worth 26% of the final Bagrut grade. The course included one face-to-face session and seven online sessions.

Problem Based Learning Tasks are defined as Alternative Based Assessment, which encourage a process of active research about issues that are relevant to the students' world. The central component of problem-based learning is a practical issue that is relevant to the students' lives, (not a theoretical issue), which the students need to research and study to suggest a solution. The aims of the course are as follows:

1. become familiar with the theory of Problem-Based Tasks
2. learn the model
3. prepare a problem-based task for the classroom



Teaching in Heterogeneous Classes

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

Following the publication of the study, (which also 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 may have studied in separate groups earlier). Hence, 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 other issues in the English classroom.



To address this need, a committee of experts and knowledgeable practitioners on the subject of teaching English in heterogeneous classes was formed to plan designated courses, monitor and respond to their impact and examine the overall assessment of the effectiveness of these courses. It was decided to publish a booklet for teachers, which includes a collection of activities and strategies for teaching English in heterogeneous classes. The booklet will be published soon on the English inspectorate website.



"Omer" – Values, Involvement and Relevance

According to Pedagogical Secretariat policy, all Bagrut examinations, in all subjects, must include 'Omer' questions (**OMER**= עמר = ערכים, מעורבות, רלוונטיות). Approximately 10 points are to be devoted to this policy, in order to facilitate the Ministry of Education's agenda of "Meaningful Learning". In light of this directive we examined recent 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 considered '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 lessons. In addition, it is recommended to elaborate on these issues with students as specific topics when preparing for the oral proficiency exam.

[For further information visit the website.](#)

Sample questions from recent Bagrut examinations:

Module G:

- The Demand for Sand - The innovative project mentioned in lines 29-20 is an example for attempts to find.....(substitutes for sand in order to stop the damage to the environment).
- Writing task: What is the most useful thing you've ever learned? Write a composition explaining how you learned it and/or why you think it is so useful.

Module A:

- How to help your body clock - Why is sunshine important? This text is about...(how to have lots of energy).
- A Guide to Biking - Why should bike riders not talk on the cell phones while riding their bikes.



Module C:

- Learning A New Language - We learn...(what may help us learn a new language).
- Describe volunteer work you have done. Explain how you felt about it.

Module F - external literature test:

The Road Not Taken/Robert Frost

"I roamed the countryside searching for answer to things I did not understand -

Leonardo Da Vinci

Make a connection between the above quote and the poem. Give information from the poem to support your answer.

The Enemy/Pearl S. Buck

"It is the enemy who can truly teach us to practice compassion and tolerance." - the Dalai Lama

Make a connection between the above quote and the story. Give information from the story to support your answer.

Module D - external literature test:

The Treasure of Lemon Brown/Walter Dean Meyers

"Treasure your relationships, not your possessions." - Anthony J. D'Angelo

Make a connection between the above quote and the story. Give information from the story to support your answer.

The Road Not Taken/Robert Frost

"Whatever choices you make, they will affect the rest of your life. Choose wisely." - Roy T. Bennett

Make a connection between the above quote and the poem. Give information from the poem to support your answer.



Professional Development



Courses for Teachers

Many professional development opportunities are available to English teachers – both online as well as at the many Pisga centers around the country. Click here for more details about the different courses available: ([Appendix 1](#))

[Click here to check for more updates pertaining to courses available and registration details.](#)



PLC

The concept of learning communities in education emerged in the 1990s. Professional literature defines a PLC (professional learning community) 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.

Over sixty PLCs for English teachers have been established throughout the country over the past two years. 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 provide a vibrant atmosphere where matters of pedagogy, classroom management and issues related to the English instruction are discussed while placing an emphasis on teaching oral proficiency skills and the integration of vocabulary targets. PLCs members receive a 60-hour 'gmul' and have the unique opportunity to visit simulation centers.

The existing PLCs are continuing this year, and some new ones are opening. Contact your regional inspector to find out which one is suitable for you.



Connected Online



This year we completed creating and filming our online lesson program for teachers of teachers. This online course (MOOC) was created to be used at the various teacher training centers around the country. There are three types of lessons that are presented. A frontal lesson, a synchronous lesson and an asynchronous lesson. Each lesson is based on an authentic teaching situation. This program was jointly coordinated with Matach (CET) and the course is now open for registration. You can find the [course here](#) and you can begin the course at your convenience. To enrol click here



Building Blocks

According to their two most recent external Meitzav results, 220 elementary schools nationwide and 145 JH schools have been identified as under-achieving schools in terms of their pupils' English language achievement levels. There are a number of possible causes for this, including inadequate in-service teacher training programs that specify literacy skills and additionally, an insufficient amount of qualified English teachers. If young children are not given quality literacy instruction, they will very likely continue to be under-achievers as they progress through the school system. This cyclical pattern must be stopped and prevented. By instructing school counselors in literacy theory and teaching strategies, they will, in turn, relay these to the teachers in schools where they counsel English teachers on a regular basis as well as at regional in-service training programs (hishtalmuyot) for English teachers. By carrying out this program, there will be raised awareness and discourse about English reading literacy among language educators; English teachers, counselors and school principals. The expected result of this intervention is that eventually the Meitzav grades at these under-achieving schools will improve.



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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.

ETAI holds three major teacher conferences as well as mini-conferences every year. In addition, ETAI publishes the *ETAI Forum*, which is distributed free to members. I encourage participation in ETAI events. To learn more, go to the [ETAI site](#).

Raising Achievements

Elementary school

*"Do not confine your children to your own learning, for they were born in another time."
(Chinese Proverb)*



English Libraries

English Libraries is a national program designed to encourage extensive and intensive reading at the elementary school level, specifically in grades 4-6.

In 2017-18, 278 schools were accepted to the English Libraries' program based on their Meitzav scores

Schools in the English libraries program are required to create a work plan including goals and evidence of good use of the books received. In the middle of the year, schools are required to provide evidence of assessment and visual results of the program's progress. Additionally, schools are required to allocate a specific amount of time for English reading per week in all English classes in grades 4-6.



Towards the end of the school year, teachers responsible for the program at their schools are required to publicize their pupils' work in response to reading the library books, in the form of digital or physical displays in the school building itself or on the school or Ministry websites.

This program has been expanded in 2018-19 to include an additional 253 elementary schools nationwide.

Each school participating in the program is given a box of approximately 270 individual readers for pupils at all levels of literacy in grades 4-6 as well as 30 copies of Aladdin and 30 copies of The Secret Garden, especially adapted for Hebrew / Arabic speakers at 5th and 6th grade levels respectively. New vocabulary, translated into both Hebrew and Arabic, appears in a glossary at the bottom of each page.

Turn the Page is a site that has been created especially to provide resources and ideas for English teachers who are participating in the English Libraries' program and additionally for English teachers who are not yet in the program, but would like to learn about ideas and be inspired by what can be done with extensive reading programs at their schools. Evidence of pupils' responses to reading in English can be seen in the [Photos and Videos section](#).



Five Minutes of English

Five Minutes of English is a program which is currently being developed for pupils in elementary schools, one year prior to their obligatory learning of English. It will consist of five-minute clips which will focus on auditory and oral skills in an entertaining and experiential manner. The pupils will be able to relate to the characters in the clips and enjoy the songs, riddles and even the storyline that runs through all of them. Our pedagogical advisors have paid special attention to the gradual exposure of new vocabulary and lexical chunks, with an emphasis on cognates and relevant content for this age group. The pupils will be encouraged to interact with the presenter they see on the screen and be provided with suggested links to practice the learned material at home.



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Online Academy

Last year we brought you teaching English with humor in the classroom. Here is [the link](#) to the broadcast. The academia online (ברשת) involves streaming an online lesson through the internet to many classes simultaneously. The Online Academy "Academia Bareshet" also allows for a few classes to participate online with the host while the rest of the classes watch the broadcast from their classrooms. This next year we hope to bring more lessons on Music, Gaming and What's Hot with our young learners. There is no limit to how many pupils can view these online lessons. We hope they will continue to be a success.

[Link to YouTube Channel](#)



Music for the Masses

This coming year we want to encourage the use of music and songs in our English lessons to help promote oral and aural skills and enrich the learning of English. This project is still in the early stages, yet some of the ideas that have been suggested range from talent competitions, "Kululam" and 'A Song a Day' that already exists in many elementary schools. This project is very exciting and sounds like music to the ears.

Updates will be posted in the near future – [check the English inspectorate website](#).



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SpeakUp

Speak UP is an innovative program designed to promote the speaking of English at the Elementary and Pre-foundation levels. It is simple and fun to implement. English teachers nationwide are now using *WhatsApp* to send spoken texts to parents and students, based upon curriculum relevant topics, everyday situations, relevant expressions, and assorted school events.

Teachers in the field are reporting with enthusiasm that they are finally hearing the voices of shy and weaker students who have never spoken in class! The great news is that teachers don't have to "invent the wheel". The [Speak UP Website](#) provides a bank of recordings that can be sent directly to parents, as well as a variety of additional useful resources for teachers. Teachers can also collaborate and share ideas on the new [Speak up 4 Teachers](#) link.

For further information and sample videos modeling speaking activities in the classroom, please visit the [SpeakUp website](#).



The Able Kit

The ABLE KIT was designed to assess and diagnose basic reading skills and build intervention programs based on the results of mapping student's specific skills. The ABLE kit is disseminated by RAMA- the testing and evaluation division. The screening test should be administered to all fifth graders during the first two months of the school year or by the end of the 4th grade. If your school has not received the Kit, please contact National Counselor: Aharona Gvaryahu at gvaryahu@gmail.com



Junior High School

"What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child."
(George Bernard Shaw)



GO English

Go-English (Geography and English) is a pilot project for 8th graders. The project is based on the CLIL (Content Language Integrated Learning) methodology that combines content learning and language learning. The objectives of the program are to promote English language skills through learning in English about geographical phenomena.

In 2017-18, ninth graders from 22 schools around the country participated in the project. They received two additional hours per week to learn about Antarctica, floods, volcanoes and city planning. Students worked both individually and collaboratively on tasks such as building a shelter in Antarctica, designing cities and preparing a presentation about volcanoes. Special focus was given to using digital collaborative tools to present information.

To measure the language gains, students' performance on vocabulary and writing tests was assessed before and after the program. Teachers who participated in the program took a 30- hour online course, "Exploring the World through Content-Based Learning in the Middle School Classroom", to enrich their knowledge on ways to teach the geographical content. In 2018-19, the program will continue in 8th grade connecting English and geography teachers in the same school.

Sample unit: <http://www.ourboox.com/books/unit-1-exploring/>

More info: tammarshmerler@gmail.com



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 2018-19, 180 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. Teachers who wish to participate in the program but have not taken the debate course, need to register for one of the courses opening in the various districts. Information about the courses and about debate competitions will be given by the regional English inspectors.



Let's Talk

"Let's Talk" is a Ministry of Education initiative for 7th grade classes that systematically teaches speaking skills. 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. The US embassy has also been a part of this project, contributing to the materials, and providing enrichment for the majority of the schools.

Three hundred schools have been chosen to receive additional hours to promote oral proficiency. The program includes chants, cheers, reader's theater, speaking games, role plays, and assessment tools. The materials, which are free and downloadable, are suitable for any junior or high school class, and are recommended for everyone, not only the designated schools.

For further information visit the "Let's Talk" website
at <https://sites.google.com/view/letstalk7/home>.



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Shared Learning

The shared learning concept originated in Northern Ireland as an educational concept for bridging the gap between children born into conflict zones. This concept has been adopted by both the Abraham Fund and CET (Matach) who, in cooperation with the English inspectorate, will be piloting projects for Arab and Jewish students to study English together in the coming school year.

If you are interested in further information, please contact: gailsinger@gmail.com

[Abraham Fund](#)

[CET](#)



Arrow to the Future

The main goal of this program is to strengthen the involvement and connection of Junior- High students to school and to improve scholastic achievements by connecting the material studied English teachers integrate content on to the students' future and to various desirable careers. the future career world into the regular curriculum, in a manner that makes the lesson relevant Teachers, who join the program, receive training and mentoring during .to the students' lives The program includes activities with parents and the surrounding .the academic year community. For example, students meet with employers, key figures in the municipality and go to local colleges. The program is designed for all students in the class and does not distinguish Accordingly, the program encourages gender-based thinking .between different levels of study and investigation, and raises questions among students regarding the normative structures of practicing skills related to roles for women and roles for men in the labor market in addition to learning functions in the 21st century (group work, presentation, independent learning, etc.). To learn more you can contact Dana Friedman at danielaf@education.gov.il [To see sample units of instruction click here.](#)



G2G

G2G - Generation to Generation! Technology and heritage come together when students and older family or community members are paired for mutual learning and dual benefit. Together they build closer intergenerational connections and share life experiences while enriching their identity, history, collective memory and technical skills. The G2G (קשר רב דורי) initiative is undertaken by The Museum of the Jewish People in Beit Hatfutsot, together with the Israeli Ministries of Education and Social Equality. The students broaden the adults' Internet and computer skills, while the adults introduce the students to their life stories – their background, values and heritage. Each pair together documents a chapter in the fascinating story of Israel, which is then posted online as part of the Beit Hatfutsot – The Museum of the Jewish People's collection of the greater ongoing story of the Jewish people. The G2G program, in its Hebrew version, involved thousands of students and adults from hundreds of schools in Israel and abroad till now. Now, for the first time, we offer the G2G Program in English, as part of the English studies program for the 8th and 9th grades In Israel. Want to know more? Click [here](#) or contact Lior Shohat, Initiatives and development coordinator, Generation to Generation: lior@bh.org.il Mobile: 0545532111 [For registration, click here and complete the form.](#)



High School

*"Education is not the filling of a pail, but the lighting of a fire."
(William Butler Yeats)*



Bagrut Updates

An adapted rubric for grading the Module C writing task has just been published. [Check Appendix 2 for details.](#)

The rubric for the writing task in Module G will be adapted accordingly as well.

In addition, we will be publishing an updated Bagrut Handbook that will contain all the updated information pertaining to receiving a Bagrut in English.

[Follow this link to find these updates \(coming soon\).](#)

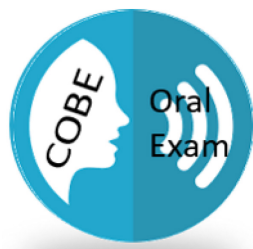


Aim High

The "Aim High" program is designed to give students in their final years of high school, the belief, motivation and learning tools that are necessary to complete the requirements to reach the three-point Bagrut matriculation. The most recent data reports that 20% of Israeli high school students are not eligible for the three-point matriculation test. With this in mind, the Ministry of Education has allocated a special budget for those specific students who despite attending school, have tremendous gaps in their knowledge in English.

"Aim High's" vision is to create appropriate learning environments adapted to meet the needs of these students and offer an equal opportunity for all students in Israel to reach the minimal requirement of 3 points. Thus, students in Mabar and Etgar classes, or those who go to Technological centers are targeted. Students will now have the opportunity to learn in a small group of 3-10 students, where a learning program will be tailored to their learning needs.

A call for applications will be announced in September. For more details, please contact Irmit Rabin irmitrabin@gmail.com



Oral Bagrut Exam

Many students around Israel will be taking the Oral Bagrut via computer this year, also known as the Computerized Oral Bagrut Exam (COBE). In 2017-18, 12,000 students were successfully tested, raising the validity and reliability of the oral scores. We hope to have many more students being orally tested using technology and raising more awareness of the need for practicing speaking in class. To read more about this innovative program that is taking oral assessment to the next level [visit the section on the portal](#).



Diaspora Project

A new program is offering the option of doing a project on Jewish Life in the Diaspora. The project will be reported on and discussed during the oral Bagrut examination.

The focus of this new program is Jewish life in the Diaspora, especially in North America, where the largest Jewish community exists outside of Israel. The content of the program will be developed through CET (Matach) in the form of a 30-hour course for accredited "gmul." The program will include a wide exposure to the history, culture, identity and dilemmas in the way Jewish communities in North America experience their Jewish life.

The training course will start in October 2018. In class, teachers who take the course will present it to their students as a theme for the oral Bagrut project. These teachers will implement the knowledge they have gained during the training course and will encourage their students to explore the Jewish North American world.



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Keep Talking

The aim of the 'Keep Talking' 10th grade speaking program is to raise the level of oral proficiency in English among Israeli students, not only in preparation for the oral component of the matriculation exam, but more importantly as preparation for active participation in today's global world. Consequently, one of the national goals for promoting English proficiency this year is the improvement of students' English speaking skills. The Ministry of Education has created a new 10th grade program - *'Keep Talking'* - allocating an extra 30 hours of English speaking classes to all pupils in the 10th grade.

Keep Talking was launched in February and March in seven national cluster meetings from Akko to Eilat, with over 1500 teachers attending the meetings. Teachers were exposed to the rationale, pedagogy and teaching methodology, and experienced workshops led by ministry teacher trainers, and the publishers, A.E.L, Eric Cohen Books and UPP, who each produced a book specifically for the Keep Talking program.

Since March over 409 schools have implemented the program, and that number is set to double in 2018/2019. Feedback from both students and teachers has been overwhelmingly positive, as the program provides opportunities for students to speak in pairs and small groups about topics that are of immediate relevance to their lives. Research shows that activities need to be relevant and authentic, and provide useful lexical items for students to learn, use and recycle, both inside and outside the classroom. This is the case with 'Keep Talking', as one teacher reported: "I have heard pupils, who had never talked before, talking fluently and expressing their opinions freely." Another teacher said: "Some of the students who never believed they would be able to speak are capable of conducting several minute conversations on at least three topics." A student commented: 'I think this program is very important and fun! I believe it will improve my English.' We believe so too.

For more information go to the ['Keep Talking' button on the Stay Up To Date website](#).



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Ladders

The LADDERS program is designed specifically to assist students who aspire to climb the English Bagrut ladder up 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 2018-19 school year, approximately 580 schools with approximately 1088 groups will be allocated supplementary two (taken) hours per group. Specific teaching and learning materials will be prepared for these additional hours. The material caters to all Bagrut students and teachers and can be found on the [LADDERS' site](#).



WhatsUp Project

The purpose of the WhatsUp Project is to encourage students to read. In this project teachers receive a short reading text via WhatsApp on a variety of topics of interest that relate to students in the 7-12 grades. Teachers then forward the WhatsApp text to their students in their own WhatsApp groups. More information and how to join can be found [here](#).



Technological Certificate – 90 hours

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

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.

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 a substitute for 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 National Counselor: Aharon Gvaryahu
gvaryahu@gmail.com



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The Online Tutoring Initiative

This initiative offers private 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 (obtainable through the school secretary or directly from the ministry). The instructors are experienced teachers and tutors carefully selected and trained to help students prepare for their tests or simply to help promote their English studies.



Diplomacy and International Communication in English

Diplomacy and International Communication in English can be studied as a major in English for 5 extra points in addition to general English studies. 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.

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



Appendix 1 - Professional Development Opportunities for English Teachers

Type of Professional Development	Target audience	Number of hours	Subjects
PLC	All teachers	60	Simulations, Case analysis, peer observations, checking different practices and work protocols, teaching spoken English etc.)
Face to face courses in the Psagot	All teachers	30	New teachers, Teaching in heterogeneous classes, English proficiency, Vocabulary, Reading and writing skills, additional subjects in conjunction with the District English Inspectors.
Online courses	Elementary		<ol style="list-style-type: none"> 1. Screening and helping struggling students – building a workplan for private lessons. 2. Teaching vocabulary in elementary school 3. Teaching and assessing speaking in elementary school
Online courses	JH & HS		<ol style="list-style-type: none"> 1. Teaching Literature 2. Teaching Vocabulary to JH and HS students 3. Teaching and Assessing Speaking in English Class 4. GO – Geography Content Based Instruction 5. Diaspora Project – North American Jewry (for the oral bagrut)
Online courses איחוד מול ייחוד	All teachers		<ol style="list-style-type: none"> 1. Management Tools for the English Coordinator 2. Integrating Movie Clips into English Teaching
Online courses איחוד מול ייחוד	JH & HS		<ol style="list-style-type: none"> 1. Debating and Public Speaking for English and Diplomacy 2. Building an Online Portfolio for Translation Teachers 3. Creating Online Performance-based Tasks for Conflict Resolution Teachers 4. Digital Pedagogy in the New Age 5. Practical Problem Bases Learning Tasks in Literature
Online Micro-accreditation	All teachers	10	<ol style="list-style-type: none"> 1. How to use reader's theater to improve oral fluency 2. How to improve your pupils' vocabulary retrieval 3. How to prepare students for an interview 4. How to use rubrics to improve student's writing skills 5. How to break the Speaking Barrier 6. How to give positive feedback to oral class presentation 7. How to Say What You Mean 8. How to understand the results of the screening test in the ABLE kit 9. How to use Google quiz to enhance vocabulary teaching and learning 10. How to use regular and electronic dictionaries



Study Days and conventions	Invitations will be sent according to target audiences.	4 – 16 hours	<ol style="list-style-type: none"> 1. Teaching Speaking 2. Alternatives in Assessment 3. Vocabulary 4. Curriculum – Alignment to CEFR
M-teach (scholarship eligible)	Teachers in elementary school who want to expand to teaching in JH and HS.	1 – 2 years	Expanding accreditation
Academic programs in universities	English Teachers with a BA	2 years	MA in English Teaching, TESOL, Literature and Linguistics

Appendix 2 – Writing Rubric for Module C

<i>MODULE C – WRITING RUBRIC</i>				
<i>CRITERIA</i>	<i>CORRECT</i>	<i>PARTIALLY CORRECT</i>	<i>MINIMALLY CORRECT</i>	<i>INCORRECT</i>
<i>CONTENT AND ORGANIZATION</i>	<ul style="list-style-type: none"> • on topic • information is relevant • content is understood • text is well organized 	<ul style="list-style-type: none"> • partially on topic • information is partially relevant • content is partially understood • text is partially organized 	<ul style="list-style-type: none"> • minimally on topic • information is minimally relevant • content is minimally understood • text is minimally organized 	<ul style="list-style-type: none"> • not on topic • information is not relevant • <i>In most cases, when both the above bullets are applicable, it will result in zero for the entire task.</i>
<i>10</i>	10	7	3	0
<i>VOCABULARY</i>	<ul style="list-style-type: none"> • correct use of words • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) 	<ul style="list-style-type: none"> • partially correct use of words • partially appropriate use of instances of chunks and phrases 	<ul style="list-style-type: none"> • minimally correct use of words • minimally appropriate instances of chunks and phrases 	<ul style="list-style-type: none"> • incorrect use of words • inappropriate use of chunks and phrases
<i>8</i>	8	5	2	0



LANGUAGE USE	correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	partially correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	minimally correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	incorrect use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions
8	8	5	2	0
MECHANICS	correct use of: • spelling • punctuation, capitalization • no run-on sentences	partially correct use of: • spelling • punctuation, capitalization • some run-on sentences	minimally correct use of: • spelling • punctuation, capitalization • frequent run-on sentences	Incorrect use of: • spelling • punctuation, capitalization • consistent use of run-on sentences
4	4	2	1	0

(Question = 30 points)

GENERAL COMMENTS:

- Markers can give in-between grades e.g. 7 pts.
- In cases when the topic of the reading passage (unseen) and writing task are similar and student copies from the text:
 - If the writing task has been copied in its entirety from the reading passage – zero for the entire task.
 - If substantial parts have been copied from the reading passage, in the word count, count only the parts written in the student's own language. Count the words not copied from the text and deduct according to the table of deduction for length. However, the use of individual vocabulary items from the unseen passage is acceptable.
- An entire composition will receive a zero when any of these criteria occur:
 - there are fewer than 25 words
 - the piece is totally unrelated to the topic
 - the content cannot be understood at all
 - the composition has been copied from the Internet (In this case a *chashad* (חסד) will be reported with the address of the Internet site.)



4. Do not include the following words when doing the word-count:

- letter elements (e.g. date, Dear X, Yours/Love and kisses, signature).
- when the student copies the instruction sentence word for word. (When the student incorporates the instruction sentence correctly by changing pronouns and making other adjustments, it is acceptable and should be counted as part of the task.)
- substantial parts are copied word for word from the reading passage.
- a title (Note that students are not required to write a title.)

5. When making deductions for length, first evaluate the task on merit as if it were the right length. Then, make the deduction, starting with the Content criterion.

6. Deduction for length (task required: 70-90 words).

# of words	60-69	50-59	40-49	30-39	25-29	Fewer than 25
# points off	1	3	6	10	15	30



Breakdown of criteria with further caveats and explanations:

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	<ul style="list-style-type: none"> on topic information is relevant content is understood text is well organized 	<ul style="list-style-type: none"> partially on topic information is partially relevant content is partially understood text is partially organized 	<ul style="list-style-type: none"> minimally on topic information is minimally relevant content is minimally understood text is minimally organized 	<ul style="list-style-type: none"> not on topic information is not relevant <p><i>In most cases, when both the above bullets are applicable, it will result in zero for the entire task.</i></p>
10	10	7	3	0

Partially correct:

- when all the requirements of the task are not completed such as when students must "describe an invention and explain how it could change their lives" but they only describe the invention;
- when the student writes the task in the wrong tense, for example, instead of describing an event in the past, the student describes a future event;

Minimally correct:

- a student will get zero or a minimal number of points, depending on the case, for Content (but will receive marks for the remaining criteria) when irrelevance to the topic clearly reflects misunderstanding of the subject. For example, the student misunderstands "pastimes" and writes about "past times" or instead of describing "after-school activities" that are done after the school day, he writes about activities that he did after graduating from school;
- if the student's partial reference to the task changes the essence of the task, zero for the entire task. For example, if the student is required to describe "a nice thing that someone did for him" but he only describes "a nice thing" such as a car.
- When poor language, poor organization, poor vocabulary (due to the misuse of electronic dictionaries or otherwise) make the task almost incomprehensible. In these cases, 1-2 marks might be given for Content. The marks for the remaining criteria will also be very low, as a result.
- In cases when the content is completely incomprehensible due to the above, zero should be given to entire task.



Partially organized (Deduct 1 - 2 points in each of the following cases):

- when the student writes in list form;
- when the student writes in letter format (date, Dear X, signature) in tasks that are not letters;
- when the student begins with "Hi" / "Hi. My name is.../ I live in.../ I study at X school/ I am seventeen years old" when it is irrelevant to the topic or task. (Note that there may be cases when this opening is appropriate such as in informal letters.)
- when the task is a letter and the student does not use the elements of the letter format such as date, Dear X, signature.

Deduct 1-3 points for the following case:

if whole ideas are repeated (for example: "I love my job...I like my job very much...I'm so fond of my job...I'm crazy about my job").

VOCABULARY	<ul style="list-style-type: none"> • correct use of words • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) 	<ul style="list-style-type: none"> • partially correct use of words • partially appropriate use of instances of chunks and phrases 	<ul style="list-style-type: none"> • minimally correct use of words • minimally appropriate instances of chunks and phrases 	<ul style="list-style-type: none"> • incorrect use of words • inappropriate use of chunks and phrases
	8	5	2	0
<p><u>Deduct up to 3 points for each of the following cases:</u></p> <ul style="list-style-type: none"> - when vocabulary is correct but repeated; for example, using the word <i>very</i> and <i>much</i> over and over - when the student uses slang in general or in abbreviations such as 4U (for you), BTW (by the way) 				
LANGUAGE USE	correct use of:	partially correct use of:	minimally correct use of:	incorrect use of:
	<ul style="list-style-type: none"> • basic tenses and/or basic language structures • word order • pronouns and prepositions 	<ul style="list-style-type: none"> • basic tenses and/or basic language structures • word order • pronouns and prepositions 	<ul style="list-style-type: none"> • basic tenses and/or basic language structures • word order • pronouns and prepositions 	<ul style="list-style-type: none"> • basic tenses and/or basic language structures • word order • pronouns and prepositions



8	8	5	2	0
<p><u>Correct use of language:</u></p> <p>Students are expected to be able to formulate sentences correctly using the basic tenses (present simple/progressive, past simple, future simple). They are also expected to make correct use of modals, parts of speech, determiners, singular and plural nouns. Deductions for errors in these basic language structures should be made according to severity.</p> <p>Along with deductions for basic language errors, credit of several points can be given if the student uses more advanced language correctly such as the perfect tenses, gerunds/infinitives, complex sentence structures (conditionals, relative clauses, temporal clauses, etc.)</p>				
MECHANICS	correct use of:	partially correct use of:	minimally correct use of:	Incorrect use of:
	<ul style="list-style-type: none"> spelling punctuation, capitalization no run-on sentences 	<ul style="list-style-type: none"> spelling punctuation, capitalization some run-on sentences 	<ul style="list-style-type: none"> spelling punctuation, capitalization frequent run-on sentences 	<ul style="list-style-type: none"> spelling punctuation, capitalization consistent use of run-on sentences
4	4	2	1	0
<ul style="list-style-type: none"> The maximum deduction for spelling alone is 2 points. When problematic spelling is accompanied by errors of punctuation, capitalization and/or run-on sentences, more points may be deducted. N.B. Unlike the requirements of the Module G writing task, the students writing the Module C task should not be penalized for not “paragraphing”. Namely, the task can be one paragraph or more. 				