



English Curriculum 2020

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אין לשכפל, להעתיק, לצלם, להקליט, לתרגם, לאחסן במאגר מידע כל חלק שהוא מתוכנית הלימודים.

כל הזכויות שמורות למשרד החינוך, נובמבר 2020

ممنوع نسخ أيّ جزء من المنهج الدراسي أو تصويره أو تسجيله أو ترجمته أو تخزينه في مخزن المعلومات.

حقوق الطبع محفوظة لوزارة التربية والتعليم،

نوفمبر/تشرين الثاني 2020



Accompanying documents

The *English Curriculum 2020* is comprised of four interrelated constituents as follows:

1) *English Curriculum 2020*

This core document provides background information which relates to the development of the curriculum, a detailed description of its various components, and principles guiding teaching practice.

2) *The Can-do statements*

The <i>can-do statements</i> that describe what a learner can do at each level of progression from Pre-Basic User (Pre-A1) to Independent User II (B2 5-point <i>Bagrut</i>) constitute a central part of the <i>English Curriculum 2020</i> . As described previously, they relate to communicative activities (reception, production, interaction, mediation), communicative strategies, plurilingual and pluricultural competence and communicative language competences.	Can do's		
	pre A1	PDF	Word
	A1	PDF	Word
	A2	PDF	Word
	B1	PDF	Word
	B2	PDF	Word
All levels	PDF	Word	

3) *Lexical Bands*

The <i>Lexical Bands</i> present all the lexical items across all levels of schooling in the following documents: <i>Lexical Band I</i> for elementary school, <i>Lexical Band II</i> for junior high school and <i>Lexical Band III</i> for high school.	Lexical Bands			
	Band I	PDF	Word	Excel
	Band II	PDF	Word	Excel
	Band III	PDF	Word	Excel

4) *Grammar Bands*

The <i>Grammar Bands</i> present all the grammatical structures across all levels of schooling in the following documents: <i>Grammar Band I</i> for elementary school, <i>Grammar Band II</i> for junior high school and <i>Grammar Band III</i> for high school.	Grammar Bands		
	Band I	PDF	Excel
	Band II	PDF	Excel
	Band III	PDF	Excel



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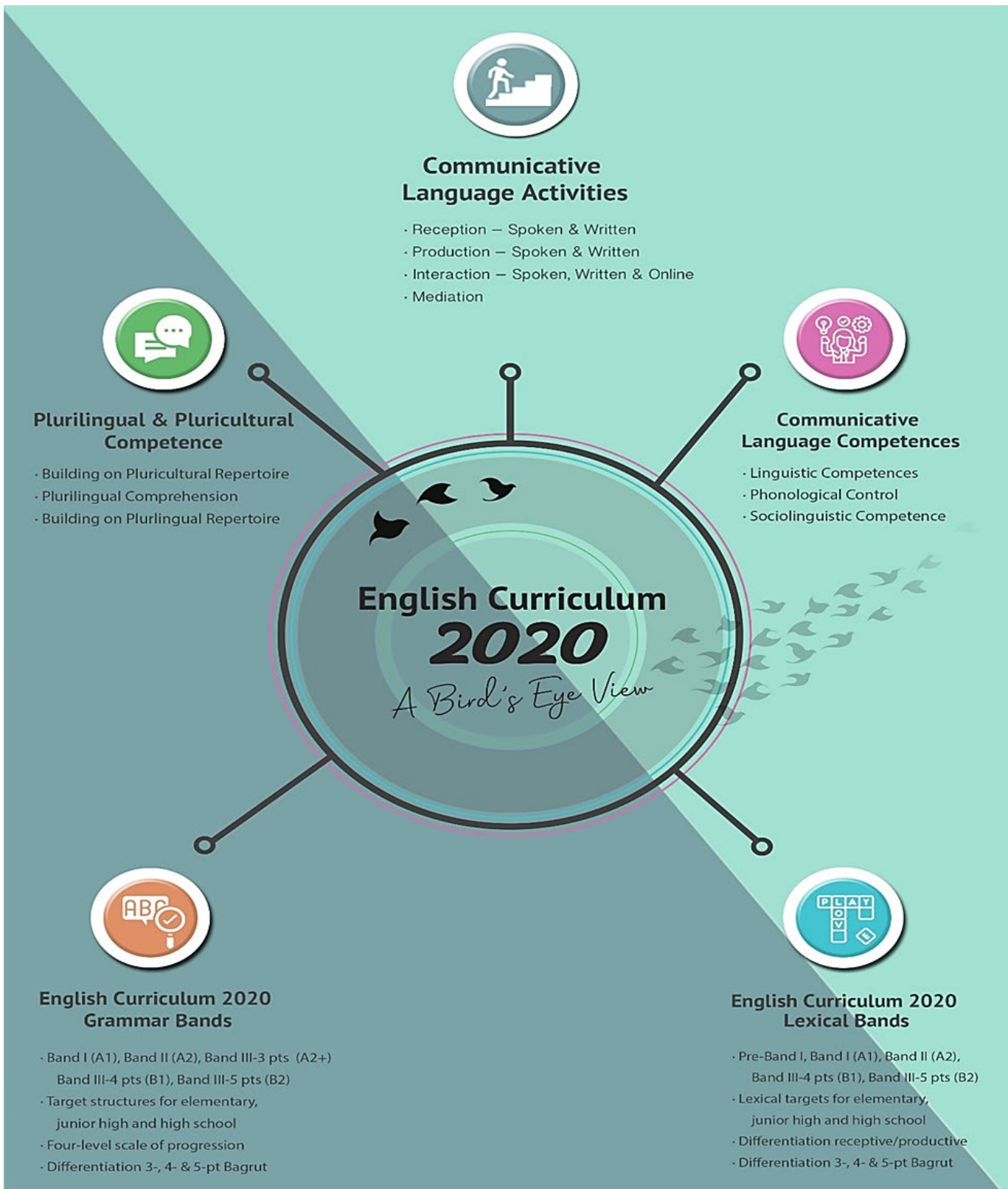
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Bird's Eye View





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Foreword

Globalization, technologization, mobility, and migration present multiple challenges and have profound implications on the learning and teaching of English, especially in countries where English is a foreign language, like in Israel. High school graduates are expected to possess knowledge and demonstrate an expansive set of skills in various academic, work-related, and social domains. In fact, during and after their academic studies, students are required to be literate and communicate orally in English. Students must use English to demonstrate both technological and intercultural skills in wide range of modalities. Additionally, given the global role of English as a lingua-franca, English is frequently used for both face-to-face and technology-mediated interaction in various work-related, social, and cultural contexts locally (in Israel) and globally. Any English curriculum must address these growing needs by adopting an action-oriented approach to prepare students to communicate effectively in English.

Consequently, the curriculum framework for English instruction in Israeli schools must address these multifaceted linguistic skills and strategies which students as language users are obliged to acquire in order to function successfully in diverse spheres and contexts. A comprehensive, transparent, and coherent frame of reference is necessary; one that aligns to a widely accepted international approach to language learning and use; one that opens doors to higher education, promising workplaces, and social opportunities.

The adoption of the CEFR in higher education in Israel clearly makes it advantageous to adapt and implement a CEFR based ELT curriculum in the Israeli school system. By connecting English teachers in schools to the CEFR, one continuum of English studies can be designed starting from the initial steps of language learning to the academic context, bridging teaching methods, materials, and tools. Creating a 'common language' across all levels of education in Israel, is an important step in modernizing and streamlining the teaching and learning of English in Israeli schools.

In his famous book "The Prince", written in the 16th century, Machiavelli stated: "It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than a new system." Much later, in the 1920's, Erika Landau, a well-known psychologist and educator, who dealt with the giftedness and creativity in children, claimed that creative thinking requires two conditions: one, finding new aspects in the known and familiar, and the other, the eagerness to face the new and the unknown. In order to offer a new and different way, one must have the courage to ask the questions, address important values and raise unresolved conflicts.

Undeniably, re-examining the EFL national curriculum, while aligning it to international standards has been a major undertaking; EFL is a core subject in the Israeli school system and a high-profile discipline. Indeed, a great deal of thought was invested in the construction of the Curriculum 2020 to ensure that it truly serves the English language learning needs of Israeli students for years to come.



I would like to thank the committee members for the endless hours they devoted to reviewing and writing the EFL Curriculum 2020. I would also like to thank my fellow policymakers at the Pedagogical Affairs Office of the Ministry of Education who approved this initiative. Finally, I would like to thank the many teachers and counselors for implementing sections of the drafts, providing input and feedback along the way. I look forward to the full adoption of the Curriculum 2020 by Israel's English teaching community.

Dr. Tziona Levi

Chief Inspector, English Language Education, Ministry of Education, Israel

Preface

The Curriculum Sub-committee was convened to develop a national curriculum for English language education aligned with the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) and in keeping with a position paper drafted by the Ministry of Education earlier that year (Ministry of Education, 2017). The initial stage of development of the *English Curriculum 2020* involved an in-depth study of several curricular frameworks for language learning and teaching with a focus on the CEFR and the conceptualization of the components of the future curriculum.

The second stage of development involved deliberations regarding the design of the curriculum and its different components. Once these were decided on, the elementary school curriculum was developed and posted on the English Inspectorate website in September 2018. The junior high curriculum was subsequently posted on the website in February 2019. The final stage of development involved the development of the high school curriculum and a review of the integrated version of the curriculum. This review was carried out to ensure consistency and clarity in presentation, coherent progression across levels and smooth transitions from level to level. The review also addressed feedback on specific components, editing and copyediting. For a general overview of the final curriculum components see the [Bird's Eye View](#).

To develop and design the *English Curriculum 2020* we consulted academic experts, inspectors, counselors, Advisory Committee members, course book writers, test developers, coordinators and teachers. These consultations provided a better understanding of the needs of the field on the one hand, and perspectives on academic standards, learning outcomes and assessment on the other. As the initial stages coincided with the development of the *Professional Framework for English Teachers 2020* (Ministry of Education, 2019) we were able to draw on insights from our work on that document thus ensuring coherence and compatibility between the two.

The alignment of the *English Curriculum 2020* with the CEFR entailed the adoption of its terminology and conceptualizations. All key terms and concepts have been explicated in the section "[Key to Communicative Language Activities](#)", and other relevant terminology appears in the "[Glossary of CEFR-related terms](#)". To become familiar with the curriculum itself, we recommend readers peruse the *can-do statements* for each of the levels of progression. These *can-do statements* comprise the core of the curriculum. This core is supported by two additional



curricular components, *Lexical Bands*, and *Grammar Bands*. These two components together define the lexical items and the contextualized use of grammatical structures to be studied across levels and enable the achievement of the *can-do statements*. For a detailed view of the progression across levels please refer to the separate can-do files.

As the *English Curriculum 2020* builds on and brings together local and international English curricula, we hope it will be perceived as part of the continuing evolution of English language education in Israel.

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Introduction

While the acquisition of English is a must to function in a dynamic, fast-changing world characterized by globalization, technologization, mobility and migration, the teaching of the language also presents multiple challenges. Insights from contemporary research in second language acquisition (SLA), learning additional languages and educational technology among other disciplines, allow practitioners to consider how to apply up-to-date thinking in classroom practice. The *English Curriculum 2020* is the outcome of the revision and revamping of the *Revised English Curriculum 2018*. In many respects it may be considered an evolution, bringing the curriculum into alignment with international standards and contributing to students' ability to experience a smooth transition from high school graduation to higher education and the global workplace.

David Crystal (2003) suggests six reasons for studying English: it is fascinating, important, fun, beautiful, useful and because it's there. Today, without question, English functions as an international language having taken on the global role of *lingua franca* in a plethora of work-related, social and cultural contexts (Ministry of Education, 2017) thus rendering its acquisition essential in the context of mastering 21st-century competences. "English is recognized as the language of commerce, academia and diplomacy, and is used extensively in many professions and sectors (for example, aviation, media, science, medicine, technology and the internet). Even in parts of the economy and professions that are dominated by the home language (such as law), trends indicate that English will remain or become the relay language" (British Council, 2018, p. 25).

Learners are today required to develop a variety of language competences and to use English both orally and in writing in performing a wide range of tasks. The global role of English today has repercussions on employer expectations of school graduates in terms of proficiency and the communication skills required for the workplace (British Council, 2018). The alignment of the



English Curriculum 2020 with the CEFR – a framework that defines the competences necessary for language learners to function and communicate effectively, translated into over 40 languages including English, addresses these expectations (Council of Europe, 2011, 2018, 2020). With teacher facilitation, learners can master technological and intercultural skills and strategies in English.

As noted above, in a fast-changing world, teaching English presents multiple challenges. Keeping in mind that as English spreads the world over and increasing numbers of non-native speakers adapt it to their local context and needs, new and different linguistic standards may characterize global versions (British Council, 2018). This emphasizes the need to periodically revisit and update the curriculum to reflect the state of flux that characterizes all living languages.

Alignment with the Common European Framework of Reference for Languages (CEFR)

In 2001, the Council of Europe introduced the CEFR, designed to provide a set of clear and common standards and concepts for the teaching and assessment of foreign languages in Europe, including English. Since its introduction, it has been adopted in over 120 countries and translated into more than 40 languages including Hebrew (NITE, 2017) and Arabic. Furthermore, it is widely used in an ever-growing number of educational and occupational contexts and has become ‘a common language’ with which teachers and learners around the world are already familiar.

The CEFR, based on current language education research, emphasizes the multi-dimensional nature of language learning and promotes the adoption of cutting-edge teaching methods, materials and tools. In Israel, it serves as a basis for the reconceptualization of English language education in line with internationally accepted standards. This reconceptualization and its localization to suit the specific needs of Israeli learners recently culminated in the *CEFR-Aligned Framework for English in Higher Education in Israel*¹ (for English studies in universities and colleges). Similarly, the *English Curriculum 2020* is a product of the reconceptualization of English language education in schools. It is designed to create a continuum of progression from elementary to higher education as well as a bridge between Israeli and global contexts of English worldwide.

The adoption and localization of the CEFR to the Israeli context ensures that the *English Curriculum 2020*:

¹ *CEFR-Aligned Framework for English in Higher Education in Israel* (2017). Tempus ECOSTAR: Project number 543683-TEMPUS-1-2013-1-2013-1-IL-TEMPUS-JPCR. Downloadable from <https://tempus-ecostar.iucc.ac.il/wp-content/uploads/2016/04/Framework-ATAR-with-preface.pdf>



- addresses the unique context of Israel, taking its ethnically and linguistically heterogeneous population into consideration;
- provides a high level of specificity and resolution of what is required at each level of study;
- allows learners to develop meta-awareness of language (as language learning goals are transparent), to pursue self- and peer-assessment and more importantly, set their own learning goals and take responsibility for their learning;
- promotes equity and fairness across diverse learner populations;
- ensures equal opportunities and enhances life chances for learners from different cultures, regions and sectors;
- promotes instruction that can open doors to higher education, workplaces and social opportunities;
- promotes international recognition by organizations and institutions and enhances intercultural understanding;
- supports virtual and physical learner exchanges, participation in national and international projects, as well as critical and creative thinking through exchanges of ideas with people from diverse backgrounds;
- facilitates the development of high-resolution materials and valid, reliable and fair tests aligned with the CEFR;
- serves as a blueprint for teachers as they create and prepare materials, set learning goals, review exemplars and assess student work;
- fosters teacher cooperation in Professional Learning Communities (PLCs) as discussions and sharing revolve around a 'common language' and mutual understandings of what learners can do at each level.

The *English Curriculum 2020*, in line with the CEFR, adopts an **action-oriented approach** whereby communication is viewed as a social activity designed to accomplish specific tasks. As such, it recognizes students as active participants in the learning process, and they learn to use language through the performance of meaningful tasks in real-life social contexts. This reflects a **descriptive** rather than prescriptive approach to language teaching. Teachers do not lose their pedagogic freedom; quite the opposite, they are afforded opportunities to exploit their professional competences and contextualize teaching. The curriculum defines language use in the form of *can-do statements*. These define what English language learners can actually do with language in varying situations, for different purposes, and therefore are formulated in positive terms at each level of developing language proficiency. The **descriptive** scheme and the **action-oriented approach**



“... put the **co-construction of meaning** [bold in original] (through interaction) at the center of the learning and teaching process. This has clear implications for the classroom. At times, this interaction will be between teacher and learner(s), but at times, it will take a collaborative nature between learners themselves. The precise balance between teacher-centered instruction and such collaborative interaction between learners in small groups is likely to reflect the context, the pedagogic tradition in that context and the proficiency level of the learners concerned. In the reality of today’s increasingly diverse societies, the construction of meaning may take place across languages and draw upon user/learners’ plurilingual and pluricultural repertoires” (CEFR, 2018, p. 27)

Levels of Progression

The *English Curriculum 2020* provides a general frame of reference. It defines explicit, clear and transparent *can-do statements* that specify what a language learner can do with the language as proficiency develops. It conforms to global standards and current views of language learning and use, while also satisfying the requirements of the Israeli Ministry of Education in terms of the competences, skills and strategies (i.e. benchmarks) required within each one of the *Revised English Curriculum 2018* domains (i.e. Social Interaction; Access to Information; Presentation; Appreciation of Literature and Culture, and Language). Table 1 presents a comparison across the levels of development described in the *English Curriculum 2020*, the relevant levels of the *CEFR Global Scale*² and the *Revised English Curriculum 2018*.

TABLE 1. CORRESPONDENCE OF THE *ENGLISH CURRICULUM 2020*, CEFR GLOBAL SCALE AND THE REVISED ENGLISH CURRICULUM 2018

English Curriculum 2020	CEFR Global Scale	Revised English Curriculum 2018
Pre-Basic User	Pre-A1	Pre-foundation
Basic User I	A1	Foundation
Basic User II*	A2	Intermediate
Independent User I (4-point <i>Bagrut</i>)	B1	Proficiency
Independent User II (5-point <i>Bagrut</i>)	B2	Proficiency

* Basic User II describes the exit level for junior high school and for 3-point *Bagrut*.

² The CEFR global scale includes two additional levels: C1 and C2 which reflect the highest levels of language proficiency for learners.



Components of the *English Curriculum 2020*

The *English Curriculum 2020* comprises six interconnected constituents: communicative language activities, communicative language strategies, communicative language competences, plurilingual and pluricultural competence, vocabulary and grammar. The first four consist of *can-do statements* listed per level (see Table 1) and principally are based on the (CEFR, 2001, 2018, 2020). Additional frameworks consulted were: *Guidelines for the Teaching of English at the Pre-Foundation Level* (GEPF) (Ministry of Education, 2019). This document served as an additional source for Pre-Basic User *can-do statements*. For Basic Users I and II we consulted the *Global Scale of English* (GSE) developed by Pearson, and the *Australian Curriculum* (AUS).

Regarding presentation, each *can-do statement* includes its source, stated alone if adopted verbatim, listed as *adapted* if changed from the original or as *new*, if created to suit the local context. *Can-do statements* for the communicative language activities, communicative language strategies, language competences and plurilingual and pluricultural competence are specified for each level of schooling.

The levels of progression for language activities appear in Table 7, for plurilingual and pluricultural competence in Table 8 and for language competences in Table 9. Two additional constituents of the curriculum involve detailed lexical items and grammatical structures. The lexical items (including single words and lexical chunks) are divided by level of schooling and categorized as receptive or productive, and the grammatical structures are divided by grade level and into four levels of progression in the learner's use of structures and their accuracy.



Communicative Language Activities

Communicative language activities portray actual language in use making them the core of the curriculum. They are divided into four modes described below, each mode including a number of scales that characterize it.

Reception activities

In reception activities the language users/learners receive and process language input from an oral text, written text or multimodal³ text and construct a representation of the meaning expressed. Reception includes spoken reception (listening comprehension) and written reception (reading comprehension). The aspects of listening comprehension included under *spoken reception* are different kinds of one-way listening, excluding *Understanding the interlocutor* (as a participant in an interaction), which is included under *interaction activities*.

³ Multimodal texts combine two or more modes such as written language, spoken language, visual (still and moving image), audio, gestural, and spatial meaning (The New London Group, 1996; Cope and Kalantzis, 2009).



The approach is strongly influenced by the metaphor of concentric circles as one moves from the role as participant in an interaction towards the one-way role of an over hearer or bystander, to being a member of a live audience, to being a member of an audience at a distance – via media (CEFR, 2018). In *written reception* activities the learner reads and processes written texts of various genres and produced for a range of purposes (CEFR, 2018). Texts include non-fiction and fiction and encompass magazines, newspapers, blogs, biographies, instructions, correspondence, and more. Purposes include reading for orientation (skimming and scanning), reading for information/argument and reading for leisure.

[Production activities](#)

In production activities the language users/learners generate language in both speaking and writing activities. *Spoken production* “is a ‘long turn,’ which may involve a short description or anecdote, or may imply a longer, more formal presentation.” (CEFR, 2018, p. 68). It covers monologues that deal with descriptions, argument (e.g., in debate) and information. *Written production* encompasses written reports and essays as well as creative writing. The scales relevant to reports and essays include content (moving from routine factual information to complex topics distinguishing personal viewpoints from sources), types of texts (from short reports to presenting a case) and complexity of discourse (from linking sentences with simple connectors to creating effective logical structure). Creative writing involves “personal, imaginative expression in a variety of text types” (CEFR, 2018, p. 76). The scales include aspects described (from everyday information to descriptions of personal experience), types of texts (from diary entries to imaginative texts), the complexity of discourse and the use of language (from basic vocabulary and simple sentences to a style suited to the genre and reader).

[Interaction activities](#)

Interaction involves at least two individuals participating in an oral, written and/or online exchange. In interaction activities production and reception alternate and sometimes overlap. Interaction includes spoken, written and online interaction. *Spoken interaction* covers conversation, discussion and goal-oriented collaboration. *Written interaction* relates mainly to correspondence (written exchange that is often of an interpersonal nature) and notes, messages and forms (mainly concerning information transfer). *Online interaction*, characterized by mediation through a machine, implies that it is different to face-to-face interaction (CEFR, 2018). The scale includes online conversation and discussion which may involve simultaneous (real time) and consecutive interaction (allowing time to prepare a draft and/or consult resources), comments and reactions on posts and embedded media, and the ability to add “symbols, images, and other codes for making the message convey tone, stress and prosody, but also the affective/emotional side, irony etc.” (CEFR, 2018, p. 96). It also addresses goal-oriented



transactions (e.g., purchasing goods) and collaboration (e.g., participating in collaborative project work).

Mediation activities

Mediation activities which were limited in scope in the original CEFR (2001), but were developed and expanded in the updated versions of the CEFR (2018, 2020). In mediation the language users/learners serve as intermediaries for others who may not have access due to linguistic, cultural, semantic or technical constraints. *Mediation activities* may also involve mediating a text for oneself (e.g., taking notes) or expressing reactions to texts, particularly creative texts. As literary texts often contain references to other cultures, traditions and lifestyles, these may be invaluable in language teaching. Mediation involves reception, production and frequently also interaction as it includes relating for others specific information in speech and/or writing.

Communicative language strategies

In order to perform a task, strategies that are most appropriate to the completion of the task are usually activated and mobilized. These may be general strategies and/or communicative language strategies. In the context of the *English Curriculum 2020* communicative language strategies are a type of link between communicative language activities and communicative language competences. Strategies involve the application of metacognitive principles of pre-planning, execution, monitoring and repair in relation to activities. Specific strategies may be suited to specific activities, for example, the strategy of “taking the floor” or “turntaking” is relevant in the context of interaction activities. The *can-do statements* for specific strategies appear immediately following the *can-do statements* for each activity at each level of the curriculum, excluding Pre-Basic User I.



Plurilingual⁴ and Pluricultural Competence

The component of plurilingual and pluricultural competence is based on the notion that, at the level of the individual learner, languages are interrelated and interconnected. The

⁴ The CEFR distinguishes between multilingualism (the coexistence of different languages at the social or individual level) and plurilingualism (the dynamic and developing linguistic repertoire of an individual user/learner). The term *plurilingual competence* refers to an individual's ability to communicate in several languages and switch among them to suit circumstances, taking into account that language acquisition and use are dynamic (Council of Europe, 2001). In language education, the notion of plurilingualism particularly highlights the relevance of learners' language repertoires and takes these into account in teaching and assessment. For more background information, see: Coste, D., Moore, D., & Zarate, G. (2008). Plurilingual and Pluricultural Competence. Council of Europe. Accessed from: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168069d29b>



communicative competences of the individual language learner are, to a great extent, derived from knowledge and experience of language(s) which together with cultures are “not kept in separated mental compartments” (CEFR, 2018, p. 157). In any language learning context, the learner may draw upon all available linguistic and cultural resources and experiences (CEFR, 2018).



Communicative Language Competences

The CEFR based the development of the *can-do statements* for communicative language competences on different competence models in the field of applied linguistics. These models often relate to four main aspects of competence: strategic, linguistic, socio-linguistic and pragmatic. Following the organization principles of the CEFR, strategic competence, is presented as a separate component in the *English Curriculum 2020* (see ‘communicative language strategies’ above). The remaining—three competences make up the component of communicative language competences. Following is a short description of each.

Linguistic competence relates to language usage (as in ‘correct usage’) and includes general linguistic range, vocabulary size and depth, grammatical accuracy as well as phonological and orthographic control. *Sociolinguistic competence* defines the knowledge and skills required to deal with the social dimension of language use, i.e., sociolinguistic appropriateness. *Pragmatics* describes actual language use in the (co-) construction of discourse and relates to how messages are organized, structured, arranged and used to perform communicative functions.



Vocabulary

Foreword by Prof. Batia Laufer

“The real intrinsic difficulty of learning a foreign language lies in that of having to master its vocabulary” (Sweet, 1906, p. 6). More and more, language researchers and practitioners have come to realize the truth of Sweet’s statement. Unlike grammar, which is a system of a limited number of rules, vocabulary is an open set of many thousands of items.

Since many English second language learners operate with a limited vocabulary, the basic question for English syllabus designers and teachers is how many and which words these learners need to know in order to function in the language successfully.

Research shows that 3,000 most frequent word families suffice for comprehension of movies, TV and conversation, 5,000 for reading authentic argumentative texts and novels with support (of a dictionary or teacher) and 8,000 word families for reading without support. (A word family includes the base word, its inflections and most common derivations.) Hence, word frequency in a language, as reflected in language corpora, was the main guiding principle for including words in the revised lexical syllabus. Some words may be infrequent in the language, but useful and relevant to learners in a particular language learning context. Such words were included in the syllabus as well. In addition to single words, numerous multiword units, or chunks, (e.g., as a matter of fact, take off, to say the least) appear on the lists. There is no consensus among researchers in criteria for deciding which chunks should be counted with the same status as single words, though some lists of multiword units have been suggested in recent years. It is the teaching experience of the list maker that provides the best guidance for deciding which chunks should be studied. The chunks that appear in the revised vocabulary syllabus were considered useful and important by the curriculum committee.

How do learners acquire lexical knowledge? Learning new vocabulary in a foreign language environment is determined by two major factors: how many times words are encountered in the language input and what learners do with these words. Furthermore, what is done with the word may have a more lasting effect on knowledge than exposure. There is no set number of word repetitions that will guarantee word retention. What all researchers emphasize is the importance of repetitions. There is also consensus and empirical evidence as to the efficacy of word-focused instruction – a variety of exercises that require learners to recognize, recall and use words in different contexts.

The principles that have guided my own word-focused teaching are variation in vocabulary activities, periodic recycling of words and a judicious exploitation of L1. The activities could be communicative and non-communicative, contextualized and decontextualized, related to



textbook and to novel contexts, focused on comprehension and production. Such variation is particularly beneficial in the case of words that have different uses in different contexts.

Recycling words that have been introduced earlier in the course is of utmost importance because students are likely to forget words that are not repeatedly encountered or used. To prevent vocabulary loss, several minutes per lesson could be devoted to reviewing 'vocabulary oldies' in short activities or quizzes.

Earlier studies of errors and more recent analyses of learner corpora have shown that many lexical problems result from the influence of learners' first language. Students appreciate occasional translations of words, brief explanations of L1-L2 differences and practice of L1 induced difficulties, and research has provided evidence for the effectiveness of L1-related activities.

Acquisition of functional and effective lexis is not an easy task, but the mission is not impossible.

Sweet, H. (1906). The practical study of languages. A guide for teachers and learners. NY: Henry Holt and Company.

Vocabulary Component

The vocabulary component, *Lexical Bands*, aims to provide all learners from elementary through high school with essential vocabulary for fluent and natural discourse both spoken and written. The component comprises three bands of single words and chunks further divided into core lists for all levels from Basic User to Independent User II (see Table 2). Frequency constituted the main selection criterion for most of the lexical items together with expert judgement which took learners' age and the local context into consideration. Regarding the Pre-Basic User, items were selected in relation to phonological and orthographic principles coupled with the need to introduce single words and chunks as stepping stones to conversation in the first year of English studies.

Table 2. Vocabulary Bands per Level

Level	Lexical Band	Grade Level
Pre-Basic User (Pre-A1)	Pre-Band I	Grade 3 and/or first months of Grade 4
Basic User I (A1)	Band I Core I	Grade 4 – Mid-Grade 5
	Band I Core II	Mid-Grade 5 – End Grade 6
Basic User II (A2)	Band II Core I	Grade 7 – Mid-Grade 8
	Band II Core II	Mid-Grade 8 – End Grade 9
Independent User I (B1)	Band III (4 points)	Grade 10 – Grade 12
Independent User II (B2)	Band III (5 points)	Grade 10 – Grade 12



In addition to the division into bands and cores, the lists from Basic User I to Independent User II differentiate receptive from productive vocabulary. The ratio of receptive and productive targets changes as learners move up levels. As Band I covers high frequency foundation vocabulary, all its lexical items are expected to become productive by the end of elementary school. In Bands II and III, the differential ratios reflect the notion that language users recognize more lexical items than they use repeatedly in spoken and written contexts. Therefore, once students have mastered the foundation (high frequency) vocabulary, the ratio of productive to receptive items decreases. In other words, there is a lower percentage of items required to be learned productively in junior high and high school.

Table 3 presents the number of receptive and productive targets and cumulative targets for each level. It also displays the targets for 3, 4 and 5 point *Bagrut* learners. Meeting the targets ensures that, at minimum, all high school graduates know the high frequency vocabulary of the language and those graduating 4- and 5-point *Bagrut* levels will also have knowledge of mid-frequency items essential for academic, professional and social purpose.

TABLE 3. VOCABULARY TARGETS FOR EACH LEVEL*

Level	Pre-Basic User (Pre A1)	Basic User I (A1)	Basic User II (A2)	Independent User I (B1)	Independent User II (B2)
Grades		3-6	7-9, <i>Bagrut</i> 3 points	10-12, <i>Bagrut</i> 4 points	10-12 <i>Bagrut</i> 5 points
Receptive per level	200	1200	2000	900	1100
Productive per level	200	1000	800	500	500
Cumulative receptive	200	1400	3400	4300	5400
Cumulative productive	200	1200	2000	2500	3000

*Note: the numbers presented constitute approximate targets.



Grammar

Foreword by Prof. Elite Olshtain

The goal of grammar teaching and learning is to enable learners to communicate effectively in context (Celce-Murcia, 2016): they need to understand the language produced by others and they need to produce and communicate their own ideas to others. Context entails the situation within which the communicative interaction takes place, and the topic or purpose of that interaction. All these are relevant to the grammatical choices we make.

*Grammatical constructions in English can be characterized by three dimensions: 1) structure or form, 2) meaning, and 3) use in terms of pragmatic appropriacy (politeness rules or sociocultural norms). For example, a question in the progressive entails the employment of **be** as an auxiliary and the inversion of elements of form as in “Are you limping?” The meaning of this question refers to the fact that the speaker wants to find out whether the listener, for some reason, is in a temporary condition of ‘limping’. With regards to politeness, you can ask a friend such a question; but when the listener is a stranger, this might be offensive.*

*Traditional grammar teaching has stressed **form** and as a result, learners often felt that they needed to remember a rule without understanding its meaning or use. Nowadays we want to place more emphasis on **meaning** and its relation to context. This is particularly important since very few grammatical structures in English are completely context-free. This means that their form does not depend on context, and in all situations, they function the same way like the *s* on third person singular, or agreement of subject predicate in “be” sentences. Thus, *s*, on third person singular, is always required irrespective of context or the intended purpose of communication.*

Most English structures are context-dependent and therefore allow the language user to make choices like the one between present progressive and present simple – “I live in Tel Aviv” when this is a fact about me, but “I am living in Tel Aviv” when this is a temporary state which might change soon. It is therefore important that learners always use language in relevant contexts. Learners can use grammatical forms in given situations before possessing full understanding of these forms. The acquisition of grammar is gradual and enhanced by exposure and use. Grammar learning must entail constant recycling and reintroduction at all levels in order to allow this gradual acquisition.

With young language learners we try to keep explicit teaching of form to a minimum. Instead, we want to make sure that we expose them to large amounts of language in use. Rather than explain how present simple versus present progressive ‘works’, we engage learners in hearing and reading texts where progressive is used for descriptions of “here and now” and present



simple for typical behavior and natural, stable and timeless phenomena. The following sentences illustrate these typical uses. “The boys are playing in the backyard” as opposed to “They always play football; They don’t play basketball”, and “The sun rises in the east.” In this way, learners will first begin to understand the difference between these two aspects and much later they will also be able to produce them appropriately and accurately. We should draw the learners’ attention to form and meaning so that they notice the differences, but always within a relevant context.

*Following ample exposure to a grammatical construction, when learners seem to grasp the meaning, we begin to practice the form more consciously and to talk about it explicitly, yet we do not expect fully accurate use by learners. The general sequence for a grammatical structure will be: 1) **massive exposure** of use in context; 2) learners show some, mostly receptive, understanding of the **meaning** of the new structure; 3) they begin to use the structure appropriately either as a chunk or memorized phrase (emerging production); 4) they use it accurately most of the time but may still have some issues with form (developing production) and therefore make some errors.*

When teaching grammar to young children we want to arouse their interest in the ways English works, and we expect them to engage in activities that are meaningful without an emphasis on accuracy. The more learners engage in language use, the more they express their own ideas successfully, the more they will feel motivated and enjoy the learning process.

Celce-Murcia, M. (2016) The importance of the discourse level in understanding and teaching English grammar. In E. Hinkel (Ed.) Teaching English grammar to speakers of other languages (pp. 6-17). New York, Routledge.

Grammar Component

The grammar component, *English Curriculum 2020 Grammar Bands*, aims to enable learners at all levels of proficiency to understand and produce messages in context. Grammar like vocabulary conveys meaning and supports the achievement of the *can-do statements* specified for all levels of schooling.

The grammar component, based primarily on the English Grammar Profile (EGP) (Cambridge University Press, 2015), comprises three CEFR aligned bands spanning from Basic User I through Independent User II. Table 4 presents the bands by levels (A1 - B2) and grades (4-12) and differentiates 3, 4, and 5- point Bagrut.



TABLE 4. GRAMMAR BANDS FOR EACH LEVEL

Level	Grammar Band	Grade Level
Basic User I (A1)	Band I	Grade 4 – Grade 6
Basic User II (A2)	Band II	Grade 7 – Grade 9
Basic User III+ (A2+)	Band III (3 points)	Grade 10 – Grade 12
Independent User I (B1)	Band III (4 points)	Grade 10 – Grade 12
Independent User II (B2)	Band III (5 points)	Grade 10 – Grade 12

The acquisition of grammar evolves over time and, similar to vocabulary, progresses from receptive knowledge to productive use. To allow the development of in-depth knowledge and to afford multiple opportunities to achieve competence in pragmatic appropriateness, usage and accuracy, basic structures are reentered within and across the bands. The progression from receptive knowledge to usage and various degrees of accuracy may be viewed in terms of a continuum with four flexible transition points described below.

Mostly receptive

Learners understand the general message conveyed by the structure and produce mostly memorized formulaic lexical chunks in routine and familiar contexts.

Emerging usage and accuracy

Learners understand the main message conveyed by the structure and attempt to use it in familiar and novel contexts. Production begins to be 'creative' (novel utterances) with errors that may interfere with intelligibility.

Evolving usage and accuracy

Learners understand the full message conveyed by the structure. Usage appears in a range of relevant contexts and focuses on communication. Production may at times be inaccurate though errors mostly do not interfere with intelligibility.

Mostly correct usage and accuracy

Learners understand the full message conveyed by the structure. Usage appears in a wide range of relevant contexts and focuses on communication. Production for the most part is accurate with occasional errors that do not interfere with intelligibility.

Figure I displays the presentation of the grammar structures, the developing levels of progression, a short description of each structure and contextualized example sentences. These have been included to emphasize the importance of context in the teaching and use of grammar.



Figure 1 Format of presentation⁵

BAND I			BAND
mostly receptive	evolving usage and accuracy	NO DESCRIPTOR	Levels of progression
emerging usage and production	mostly correct usage and accuracy	Example(s)	
GRADE 4 (A1)	GRADE 5 (A1)	GRADE 6 (A1)	Grade
VERBS			Structure
<i>VERBS: Imperative</i>			Description
<i>VERBS: Imperative</i> TO GIVE INSTRUCTIONS/DIRECTIONS Affirmative imperative with the base form of a main verb <i>to give</i> instructions or directions (A2/adapted EGP)	<i>VERBS: Imperative</i> TO GIVE INSTRUCTIONS/DIRECTIONS Affirmative imperative with the base form of a main verb <i>to give</i> instructions or directions (A2/adapted EGP)	<i>VERBS: Imperative</i> TO GIVE INSTRUCTIONS/DIRECTIONS Affirmative imperative with the base form of a main verb <i>to give</i> instructions or directions (A2/adapted EGP)	
<i>[The teacher wants to begin the lesson. This is what she says to her pupils.] "Please <u>sit down</u> quietly and <u>open</u> your books to page 28."</i> <i>[I need to go to the pet shop. How do I get there?] "<u>Turn</u> right at the end of your street. <u>Cross</u> the road and there it is."</i>			

⁵ Color coding for levels of progression. Capitalization for function. Italics for function and examples. Square brackets for added context.



Principles Underlying Teaching Practice⁶

The alignment of the *English Curriculum 2020* with the CEFR and its adaptation to local needs can be viewed as an evolutionary process with certain aspects of the *Revised English Curriculum* (Ministry of Education, 2018) preserved or adapted. This applies in particular to the principles that underlie teaching practice. These principles address: language learning and teaching, beginning language learning and teaching, selection of materials, design of tasks, classroom assessment, and integration of Information and Communications Technology (ICT).

Principles underlying language learning and language teaching

Meaningful language learning is active, constructive, authentic and cooperative. Learners are motivated when they engage in activities relevant to their lives. When tasks make sense to and interest learners on a personal level, they can relate to them in depth, cognitively and affectively. This is particularly appropriate within the action-oriented approach that characterizes the CEFR. The following principles underlie meaningful language learning and teaching:

TABLE 5. PRINCIPLES UNDERLYING LANGUAGE LEARNING AND LANGUAGE TEACHING

Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
<ul style="list-style-type: none"> • have maximum exposure to the target language through encounters with a variety of spoken and written texts, allowing for incidental acquisition of English. 	<ul style="list-style-type: none"> • afford learners opportunities to acquire vocabulary and other language features incidentally by speaking English in the classroom, and by providing a language-rich environment with a variety of verbal and visual stimuli.
<ul style="list-style-type: none"> • can use linguistic resources (L1 and other languages) when it helps them promote comprehension. 	<ul style="list-style-type: none"> • recognize the importance of relating to learners' linguistic resources (L1, additional languages, English).
<ul style="list-style-type: none"> • are motivated and willing to invest time and effort. 	<ul style="list-style-type: none"> • choose interesting, relevant and appropriate topics, materials and activities.
<ul style="list-style-type: none"> • develop self-efficacy and confidence in using the language. 	<ul style="list-style-type: none"> • provide success-oriented tasks and constructive feedback.

⁶ Based on the *Revised English Curriculum 2018*



Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
<ul style="list-style-type: none"> • are willing to take risks. 	<ul style="list-style-type: none"> • create a non-threatening and supportive learning environment that encourages risk taking.
<ul style="list-style-type: none"> • build on their world knowledge and linguistic resources. 	<ul style="list-style-type: none"> • choose content and language that will build on learners' prior knowledge.
<ul style="list-style-type: none"> • are aware of their own progress and have a sense of accomplishment. 	<ul style="list-style-type: none"> • provide transparent and attainable goals.
<ul style="list-style-type: none"> • are challenged within the range of their zone of proximal development. 	<ul style="list-style-type: none"> • provide differentiated instruction.
<ul style="list-style-type: none"> • understand language conventions. 	<ul style="list-style-type: none"> • draw learners' attention to and clarify language conventions.
<ul style="list-style-type: none"> • practice grammar and vocabulary in focused, meaningful and contextualized tasks. 	<ul style="list-style-type: none"> • create meaningful opportunities and provide focused contextualized tasks to practice grammar and vocabulary.
<ul style="list-style-type: none"> • increase and expand vocabulary size and depth. 	<ul style="list-style-type: none"> • set and meet lexical targets based on the items specified in the lexical bands and provide frequent vocabulary-focused learning and recycling activities to ensure mastery and retention.
<ul style="list-style-type: none"> • make the transition from receptive knowledge of vocabulary to productive use. 	<ul style="list-style-type: none"> • engage learners in tasks that encourage the productive use of new vocabulary.
<ul style="list-style-type: none"> • have opportunities to use the target language meaningfully and purposefully. 	<ul style="list-style-type: none"> • provide tasks that require learners to use the target language for meaningful communication.
<ul style="list-style-type: none"> • understand the usefulness and significance of what they are learning. 	<ul style="list-style-type: none"> • provide authentic, real-world tasks, and ensure that learners appreciate the significance of what they are learning.
<ul style="list-style-type: none"> • collaborate with peers by sharing information and exchanging ideas and opinions. 	<ul style="list-style-type: none"> • provide opportunities for peer interaction by incorporating pair and group work into classroom activities.



Language Learning	Language Teaching
<i>Language learning is facilitated when learners:</i>	<i>Teachers promote learning when they:</i>
<ul style="list-style-type: none"> • are conscious of how they learn and can reflect on and evaluate their learning. 	<ul style="list-style-type: none"> • encourage reflection and metacognitive awareness before, during and after learning opportunities.
<ul style="list-style-type: none"> • are aware of general and specific learning objectives. 	<ul style="list-style-type: none"> • explain the objectives of the instructional unit, lesson and specific tasks.
<ul style="list-style-type: none"> • develop language learning strategies that facilitate autonomous learning. 	<ul style="list-style-type: none"> • teach language learning strategies and provide opportunities for their application.
<ul style="list-style-type: none"> • take responsibility for their own language learning. 	<ul style="list-style-type: none"> • encourage learners to set goals and guide them in evaluating their own progress.
<ul style="list-style-type: none"> • have opportunities for critical and creative thinking. 	<ul style="list-style-type: none"> • provide challenging tasks that require the application of critical and creative thinking.
<ul style="list-style-type: none"> • have opportunities to choose texts and tasks according to individual preferences. 	<ul style="list-style-type: none"> • include procedures where students can choose between a variety of texts or tasks.
<ul style="list-style-type: none"> • read different text types that are appropriate to their level. 	<ul style="list-style-type: none"> • provide exposure to a wide range of text types appropriate to their level.
<ul style="list-style-type: none"> • read level-appropriate books regularly and develop independent reading habits. 	<ul style="list-style-type: none"> • set aside time for extensive reading (reading for pleasure).
<ul style="list-style-type: none"> • are motivated to explore language and cultures through creative and multimodal texts (including literature). 	<ul style="list-style-type: none"> • encourage learners to relate to different languages and cultures through creative and multimodal texts (including literature).

Principles underlying beginning language learning and teaching

Instruction for young learners at the Pre-Basic User (Pre-A1) level focuses primarily on establishing aural/oral skills, as a basis for reading and writing. Teaching should therefore first provide for extensive listening and speaking practice prior to the introduction of literacy in English.



TABLE 6. PRINCIPLES OF BEGINNING LANGUAGE LEARNING AND LANGUAGE TEACHING

Beginning Language Learning	Beginning Language Teaching
<i>Beginning language learning is facilitated when learners:</i>	<i>Teachers promote beginning language learning when they:</i>
<ul style="list-style-type: none"> • have developed literacy skills in their L1. 	<ul style="list-style-type: none"> • work together with the homeroom teacher to ensure L1 literacy.
<ul style="list-style-type: none"> • encounter rich comprehensible language input. 	<ul style="list-style-type: none"> • provide exposure to familiar and new comprehensible language from a variety of level-appropriate texts and contexts.
<ul style="list-style-type: none"> • are exposed to high-frequency vocabulary, lexical chunks and language patterns. 	<ul style="list-style-type: none"> • focus on the most useful high-frequency words and conversational expressions.
<ul style="list-style-type: none"> • develop a basic oral vocabulary in English before starting to read and write. 	<ul style="list-style-type: none"> • ensure an extensive period of meaningful listening and speaking (aural/oral) practice prior to the teaching of reading and writing.
<ul style="list-style-type: none"> • reinforce their listening comprehension and speaking skills through extensive repetition. 	<ul style="list-style-type: none"> • provide multiple opportunities for learners to listen to and recite rhymes, chants, songs and simple dialogues.
<ul style="list-style-type: none"> • learn through age-appropriate activities and materials. 	<ul style="list-style-type: none"> • use stories, games, visual materials and realia to motivate young learners.
<ul style="list-style-type: none"> • attend to the sounds and sound combinations of the language as preparation for literacy. 	<ul style="list-style-type: none"> • teach phonemic awareness.
<ul style="list-style-type: none"> • learn the letters and their corresponding sounds. 	<ul style="list-style-type: none"> • teach learners to decode and encode letters and syllables.
<ul style="list-style-type: none"> • can automatically, accurately and rapidly recognize a limited range of high frequency written words and expressions. 	<ul style="list-style-type: none"> • provide extensive practice to ensure the acquisition of sight vocabulary (automatic, accurate and rapid word recognition).



Principles underlying the selection of materials

Instructional materials comprise a course book approved by the Ministry of Education and other additional print or digital materials. The following principles underlie the selection of materials.

Instructional materials

- cover the *can-do statements* (activities and communicative competences), and the lexical and grammar bands;
- are inclusive, unprejudiced, inoffensive and non-stereotypical;
- include a variety of text types and media;
- are targeted to meet a variety of purposes and different audiences;
- provide opportunities for action-oriented, contextualized language practice and use;
- are appropriate to the learners' age and language proficiency;
- build on learners' backgrounds, interests, experiences and prior knowledge;
- enrich learners' general world knowledge and encourage further exploration;
- provide opportunities for meaningful communication;
- promote independent and self-regulated learning;

Principles underlying the design of tasks

The following principles underlie the design of instructional tasks.

Instructional tasks

- are meaningful;
- are transparent in terms of goals, on-going process and product;
- allow for a focus on form, meaning and use;
- afford opportunities for recycling and enrichment of linguistic and communicative competences;
- encourage convergent and divergent thinking;
- link to the learners' prior knowledge and experiences;
- provide opportunities for applying global competences including critical thinking, problem solving, metacognition, collaboration and creativity;
- allow for multiple solutions;
- encourage learners to respond using multiple modes of expression (e.g., drawing, writing, singing);
- promote opportunities for peer interaction;
- challenge learners with simulated or real-world issues to apply or adapt new knowledge;
- motivate learners to broaden horizons and explore other cultures through creative texts;
- encourage learners to use English as a means for gaining information in other subject areas;
- promote learner reflection and self-evaluation.



Principles underlying classroom assessment

Assessment, formal or informal, employing traditional or alternative methods, constitutes an integral part of the teaching-learning process. It involves collecting evidence of learning over time using a variety of traditional and alternative methods which together form complementary components in the process. Assessment may be formative or summative. In the former, the goal is to monitor learning and provide ongoing feedback that will inform teaching and learning. In the latter, the goal is to evaluate learning at the end of a unit or period of time comparing learning outcomes with a preset standard or benchmark.

The following principles underlie classroom assessment:

- Assessment entails review and consolidates learning.
- Assessment tools are valid and reliable.
- Multiple methods of assessment are used for collecting information regarding students' progress and language development over time.
- Feedback offered benefits learners and other stakeholders.
- Assessment should include tasks that promote learners' involvement and reflection on learning.
- Assessment should require learners to use a variety of learning strategies and resources.
- Learners are familiar with assessment criteria.
- Learners take an active role in their assessment, evaluate their own progress and that of their peers and may collaborate in the determination of criteria.
- Rubrics and checklists can be used to evaluate learners' performance of oral and written tasks.
- Teachers take measures to minimize test anxiety (e.g., explaining test layout, teaching test-taking strategies).

Principles underlying the integration of ICT

Rapid, on-going developments in ICT provide new means of communication and interaction and offer novel options and possibilities for accessing, using and creating information. These developments entail the acquisition of specific skills that will allow learners to function in an ever-changing digital world.



The following principles underlie the integration of ICT within language teaching and learning:

- Learners are encouraged to interact with digital media.
- Learners are provided with tools to access, manage, store, create, critically evaluate and use information media and technologies competently.
- Learners are encouraged to critically evaluate digital tools, utilize them judiciously by exploring their affordances and constraints.
- Learners are encouraged to utilize different modes and channels of digital communication.
- Learners practice how to access online information in accordance with their language abilities.
- Teachers provide opportunities for learners to engage in virtual exchange, collaborative language-learning and task-based activities based on Web environments, such as Google Docs and wikis.
- Learners are afforded opportunities to communicate and collaborate with local and global communities emphasizing the understanding that they may encounter cross-cultural differences in regard to the perception and use of digital tools.
- Learners create and share original digital products online.
- Learners are aware of rules related to acceptable online behavior (netiquette).
- Learners are aware of the possible dangers and ethical considerations involved in using the Internet (e.g., compliance with notions of intellectual property, confidentiality and e-safety).



Key to Communicative Language Activities

The communicative language activities for reception, production, interaction and mediation comprise *can-do statements* for all levels (Pre-Basic User – Independent User II) classified under sub-headings that include a general description and the key concepts operationalized in the statements. The following section describes the sub-headings⁷ for each of the four communicative language activities. It should be noted that these serve as a type of “key” for reading the *can-do statements* for the communicative language activities for each of the levels of progression – Pre-Basic User (Pre-A1), Basic User I (A1), Basic User II (A2), Independent User I (B1) and Independent User II (B2).

Spoken Reception Activities

Understanding conversation between expert language users (adapted)

⁷ Based on the descriptions of the Common European Framework (CEFR, 2018)



Concerns two situations: one when other speakers talk to each other across the learner; the other when the learner can overhear a conversation. Both pose difficulties as the learner is not directly addressed.

Key operationalized concepts: identify topic and changes of topic; identify logical progression; identify when people agree/disagree.

Listening as a member of a live audience

Concerns listening to a speaker whose presentation is relatively structured addressing an audience using a neutral register and voice projection.

Key operationalized concepts: keeping up with and following the speaker; familiarity with the context, topic and subject matter; following the argument, distinguishing main points, etc.

Listening to announcements, instructions and directions (adapted)

Listening to announcements involves a more focused type of listening and the aim is mainly to recognize specific information.

Key operationalized concepts: understanding directions and instructions; catching main point of announcements; accommodating to changes in degree of clarity and speed.

Listening to audio media and recordings

Involves broadcast media including messages, weather forecasts, narrated stories, interviews and the like.

Key operationalized concepts: picking out concrete information; identifying and understanding main points and essential information; recognizing the speaker's mood, attitudes and viewpoints.

Watching TV, film and video

Includes live and recorded video and film materials.

Key operationalized concepts: following topic changes; identifying main points and details.

Written Reception Activities

Reading correspondence

Involves reading personal and formal correspondence.

Key operationalized concepts: length and complexity of the message; concreteness of information and type of format; standard vs. other language varieties; familiarity of topic.

Reading for orientation

Reading for orientation (sometimes called *search reading*) involves skimming to judge relevance) and scanning for specific information.

Key operationalized concepts: the type of texts (notes, articles, books etc.); scanning text for relevance; picking out concrete information; identifying important information.



Reading for information and argument

Reading for information and argument (sometimes called *detailed reading*) involves the careful study of a text once the reader decides on its relevance for the purpose at hand.

Key operationalized concepts: type of texts, from simple short illustrated information material to complex reports and articles; subject of texts, from familiar everyday subjects of personal interest to topics outside his/her area of interest; depth of understanding, from getting an idea of the content to understanding finer points and implications.

Reading instructions

Reading instructions is considered a specialized form of reading for information that forms the basis to perform an action or create a product.

Key operationalized concepts: instruction topics; instruction types (from routine prohibitions on simple notices and straightforward directions to detailed conditions and complex instructions); degree of contextualization and familiarity; length (from a few words to detailed and lengthy continuous text).

Reading as a leisure activity

Reading as a leisure activity involves a wide range of written works including fiction and nonfiction, creative texts, other literary text types, newspapers and biographies.

Key operationalized concepts: length, variety of texts with/without illustrations; text types (from simple descriptions of people and places, through various types of narrative texts to contemporary and classical writings in a range of genres); topics (from everyday concrete situations to a full range of abstract and literary topics); style (from stylistically simple to increasingly complex); ease of comprehension (from guessing with the help of images, through mostly independent reading allowing the appreciation of the text); depth of comprehension (from partial to full comprehension of explicit and implicit meaning).

Spoken Production Activities

Sustained monologue: Describing experience

Concerns narrative and description.

Key operationalized concepts: aspects described (from simple everyday information through classic functions such as describing plans, arrangements, habits, routines, past activities and personal experiences to detailed descriptions of complex subjects).

Sustained monologue: Giving information

Concerned with explaining information to a recipient in a long turn.

Key operationalized concepts: type of information (from simple descriptions of objects, through straightforward factual information on familiar topics to complex professional procedures); degree of precision (from simple general descriptions through explaining points with reasonable precision to communicating detailed information accurately).



Sustained monologue: Putting a case (e.g., in debate)

Describes the ability to sustain an argument.

Key operationalized concepts: topics (likes/dislikes, opinions on everyday life subjects through to complex issues); manner of argument (from simple, direct comparisons through systematic expansion and support of viewpoints).

Public announcements

Public announcements are a specialized means of passing on information to a group of people. This could be in a private context (e.g., at a wedding), or as a public announcement at a train station.

Key operationalized concepts: content type (from predictable and familiar content to announcements on a range of topics); intelligibility (from a challenging delivery requiring listener concentration to one with effective use of prosody); preparation (from short, rehearsed announcements to spontaneous and almost effortless fluency).

Addressing audiences

Addressing audiences involves giving a pre-prepared presentation or speech at a public event, and answering follow-up questions.

Key operationalized concepts: type of address: from a very short, rehearsed statement, through a prepared straightforward presentation on a familiar topic to a well-structured presentation of a complex subject.

Written Production Activities

Creative writing

Creative writing involves personal, imaginative expression in a variety of text types.

Key operationalized concepts: aspects described (from simple everyday information, through a variety of subjects related to fields of interest to engaging stories and descriptions of experiences); text types (from diary entries, short, imaginary biographies, and simple poems, to well-structured and developed descriptions and imaginative texts); discourse complexity (from simple words and phrases, through clear connected text to writing that follows established conventions of the genre); lexis (from high frequency vocabulary to mid-frequency and academic vocabulary in line with the genre); style (from neutral or contrived to a more personal genre-appropriate manner of written expression).

Written reports and essays

Written reports and essays involve more formal types of writing.

Key operationalized concepts: content (from familiar subjects of interest and routine factual information, to complex academic and professional topics); presenting viewpoint (distinguishing one's own perspectives from those in the source materials); text type (from short reports and posters, to complex texts); discourse complexity (from linking sentences with simple connectors, to coherent and cohesive expositions).



Spoken Interaction Activities

Understanding an interlocutor

Understanding the interlocutor concerns understanding a person with whom the learner is conversing directly in an interaction and often involves the negotiation of meaning between the parties.

Key operationalized concepts: topic and setting (from personal details and needs, to complex, abstract, specialized topics); type of interlocutor delivery (from careful and slow to standard speech); accent (from familiar to less familiar); degree of interlocutor accommodation (from sympathetic repetition and clarification to just confirmation of details if necessary).

Conversation

Conversation concerns interaction with a primarily social function: the establishment and maintenance of personal relationships.

Key operationalized concepts: setting (from short exchanges through maintaining a conversation and sustaining relationships to flexible use for social purposes); topics (from personal news and familiar topics to more general conversation topics); language functions (from greetings and small talk through offers, invitations and affording permission to expressing of emotions, telling jokes and using and allusive language).

Informal and formal discussions (adapted)

Informal and formal discussion includes interpersonal use of language as well as more formal talk, mainly in a professional or academic context.

Key operationalized concepts: topics (from what to do and where to go, to abstract, complex, unfamiliar, sensitive topics and issues; ability to follow the discussion (from some comprehension breaks and requests for clarification to full comprehension of the topic and language); language functions (from discussion and the expression of agreement/disagreement to voicing ideas with precision); ability to contribute (from simple agreement to offering one's own perspective on the discussion points).

Goal-oriented co-operation (e.g., repairing a car, discussing a document, organizing an event)

Goal-oriented co-operation concerns collaborative, task-focused work to achieve a specific goal.

Key operationalized concepts: following the discussion (from understanding simple instructions to reliably understanding detailed ones); active contribution to the work (e.g., giving instructions, making suggestions).

Obtaining goods and services

Obtaining goods and services concerns service encounters such as in restaurants, shops and banks).

Key operationalized concepts: types of situations; getting service; requesting satisfactory service.



Information exchange

Information exchange involves the exchanging of factual information.

Key operationalized concepts: type of transaction; type of information.

Interviewing and being interviewed

Interviewing and being interviewed concerns specialized roles such as job applications, conducting and/or responding to surveys, and participation in education projects.

Key operationalized concepts: independence from the interlocutor; taking the initiative; conducting the interview.

Using telecommunications

Using telecommunications concerns the use of telephones and internet-based apps for audio and video communication.

Key operationalized concepts: range of information and transactions involved (from simple messages and predictable conversation topics to a variety of personal and professional purposes); interlocutor: from someone known to strangers); length of exchange (from short and simple to extended communication).

Written Interaction Activities

Correspondence

Correspondence concerns personal and formal correspondence.

Key operationalized concepts: type of message (from simple, personal messages, to in-depth, personal and professional correspondence); type of language (from formulaic expressions to emotional and allusive language usage characterized by appropriate tone and style).

Notes, messages and forms

Notes, message and forms involve a range of transactional interactive writing.

Key operationalized concepts: filling in forms; leaving and taking messages and notes (from short and simple to and from family/friends to less personal and more detailed to service providers, teachers etc.).

Online Interaction Activities

Online conversation and discussion

Online conversation and discussion in the context of online interaction activities are considered a multi-modal phenomenon covering social exchanges and serious issues.

Key operationalized concepts: instances of simultaneous (real time) and consecutive interaction (affording preparation time); participation in sustained interaction with one or more interlocutors; composing posts and contributions for others to respond to; commenting on posts; reacting to embedded media; using symbols, images and other codes to convey tone, stress and prosody, and affective/emotional aspects.



Goal-oriented online transactions and collaboration

Goal-oriented online transactions and collaboration focuses on the potentially collaborative nature of online interaction.

Key operationalized concepts: purchasing goods and services online; engaging in transactions requiring negotiations of conditions; participation in collaborative project work; dealing with communication problems.

Mediation Activities

Mediation activities cover the mediation of texts and the mediation of concepts. Each is described below.

Mediating a text involves relaying the content of a text to others who may not have access on account of linguistic, cultural, semantic or technical barriers.

Relaying specific information

Relaying specific information refers to the way information of immediate relevance is extracted from the target text and relayed to someone else in speech or writing. The emphasis is on relevant content rather than the main ideas or lines of argument.

Key operationalized concepts: relaying information from announcements or written artefacts (e.g., times, places, prices); relaying sets of directions or instructions; relaying specific, relevant information from information texts (such as guidebooks, brochures, correspondence, or from longer, complex texts such as articles and reports).

Explaining data

Explaining data refers to transforming information in diagrams, charts, figures and the like into a verbal spoken or written text.

Key operationalized concepts: describing graphic material on familiar topics (e.g., flow charts, weather charts); presenting trends in graphs; commenting on bar charts; selecting and interpreting the salient relevant points of graphically presented empirical data).

Processing text

Processing text involves understanding the information and/or arguments included in a spoken or written source text and transferring these, usually in a more condensed and context-appropriate form to another text.

Key operationalized concepts: summarizing the main points in a source text; collating information and arguments from different sources; recognizing and clarifying the purpose and viewpoint of the original to others.

Translating a written text into speech

Translating a written text into speech is largely an informal activity that involves spontaneously rendering a spoken translation of a written text.



Key operationalized concepts: providing an approximate translation; capturing the essential information; capturing nuances.

Expressing a personal response to creative texts (including literature)

Involves a focus on expression of the effect of a work ⁸of literature on the learner.

Key operationalized concepts: explaining what he/she liked, found interesting about the work; describing characters, including those identified with; relating aspects of the work to personal experience; relating feelings and emotions; expressing a personal interpretation of aspects of the work or the work as a whole.

Analysis of creative texts (including literature) (adapted)

Analysis of creative texts includes a focus on the significance of events in a novel and treatment of the same themes in different literary works.

Key operationalized concepts: comparing different works; offering a reasoned opinion/argument regarding aspects of a literary work.

Mediating concepts refers to the process of facilitating access to knowledge and concepts for others. There are two main ways this occurs: one is in the context of collaborative work (*collaboration in a group*) and the other is when someone has the official or unofficial role of facilitator (*leading group work*).

Collaboration in a group relates to establishing conditions for effective work.

Facilitating collaborative interaction with peers

The learner contributes to collaboration in a group, with a specific shared objective or task.

Key operationalized concepts: collaborative participation; active orientation of teamwork; use of questions and contributions to move the discussion forward; use of questions and turn-taking to balance contributions from all group members.

Collaborating to construct meaning

Collaborating to construct meaning is concerned with stimulating and developing ideas as a member of a group.

Key operationalized concepts: cognitively framing collaborative tasks by deciding on aims, processes and steps; co-constructing ideas/solutions; asking others to explain their thinking; summarizing the discussion and planning ahead.

⁸ The term “a work” appears under three sub-headings: *Reading as a leisure activity* (Written Reception); *Response to a creative text (including literature)* (Mediation); *Analysis of a creative text (including literature)* (Mediation). For each level of schooling the term “a work” focuses on different texts and genres. ([For details](#))



Leading group work relates to the facilitation of group work

Managing interaction

The learner has a lead role in the organization of communicative activities among group members.

Key conceptualized concepts: leading an activity; giving instructions; monitoring and facilitating communication; adapting contributions to support group communication.

Encouraging conceptual talk

Encouraging conceptual talk involves scaffolding to enable another to construct a new concept.

Key conceptualized concepts: asking questions to stimulate logical reasoning; building contributions into coherent and cohesive discourse.

Glossary of CEFR-related terms

In aligning with the CEFR, much of its terminology has been adopted. This glossary contains the terms most relevant to the *English Curriculum 2020*. Many are defined within the curriculum itself, but are presented here for easy reference.

A work

The term “a work” appears under three sub-headings: *Reading as a leisure activity* (Written Reception); *Response to a creative text (including literature)* (Mediation); *Analysis of a creative text (including literature)*. For each level of schooling – elementary, junior high and high school – the term “a work” focuses on different texts and genres, growing in its scope as students move up levels. For Basic User I (A1), “a work” focuses on creative texts such as short rhymes, poems, songs, and limericks. For Basic User II (A2), “a work” focuses on a wider range of creative texts that include short stories, poems, and popular songs. For Independent User I (B1) and Independent User II (B2), “a work” also refers to classical writings in a variety of literary genres⁹.

CEFR

The CEFR is the abbreviation for the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. It was developed by the Council of Europe within the project “Language Learning for European Citizenship” between 1989-1996 and was

⁹ The approved list of works is currently under review.



published in 2001¹⁰. The six reference levels (A1, A2, B1, B2, C1, C2) are widely accepted as the standard for evaluating an individual's language proficiency. A revised CEFR was published in 2018¹¹ and again in 2020¹²

Common standards

Standards refer to descriptions of what students are expected to know and be able to do at different stages of their education. Common standards are those that are applied consistently throughout the education system. These are used to guide instruction, assessment and curricula (Great Schools Partnership, 2014).

Communicative language strategies

Where communicative language activities describe actual language use, communicative language strategies are a type of link between these and language competences. The *English Curriculum 2020* specifies relevant communicative language strategies for each of the communicative language activities

Communicative language competences

Communicative language competences relate to linguistic, pragmatic and sociolinguistic aspects of language ability. The *English Curriculum 2020* specifies relevant communicative language competences for each level of proficiency.

Creative texts

The term “creative texts” relates to a wide range of imaginative works, their use of language and other effects, possibilities of responses and interpretations. The following quote highlights these points.

“Imaginative texts, in their use of language, by virtue of their genre, are playful. They are absolutely exempt from using words, sounds, rhythms, and themes in the most probable ways, because imaginative texts are most successful when they surprise their audiences with new insights. They are emotionally evocative, inviting imaginative and responsive participation. They invite playful responses from their audiences. There can, then, never be a single right interpretation for an imaginative work, be it a poem or a movie. It is the freedom to play afforded by the various genres of literary texts, and the opportunity of tapping into personal emotions and pleasure that recommends them as ideal subjects of focus in the language

¹⁰ <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680459f97>

¹¹ <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

¹² <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>



classroom. Of course, creative texts in all genres provide the same opportunities for learning vocabulary and grammar, as do non-fictional genres, and are similarly occasions for oral or written response. But it is because they also provide the freedom for creative response, because they promise that there are a lot more right answers than wrong ones that they work with the goal of making the language classroom a place where the pleasure of emotional involvement, imaginative exploration, and language experimentation is welcome” (Prof. E. Spolsky, personal communication, November, 2019)

Multimodal texts

Multimodal texts combine two or more modes such as written language, spoken language, visual (still and moving image), audio, gestural, and spatial meaning (The New London Group, 1996; Cope and Kalantzis, 2009).

Domains

In the CEFR, domains refer to a particular sector or sphere of life in which language is used – personal, social, educational, professional. Domains are not specified in the *English Curriculum 2020*.

Plurilingual and pluricultural competence

Plurilingual and pluricultural competence relates to a learner’s knowledge and experience of other languages. Plurilingual and pluricultural competence is specified for each level of proficiency (Basic User I (A1), Basic User II (A2), Independent User I (B1) and Independent User II (B2) in the *English Curriculum 2020*.



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Presentation of the can-do statements

The *can-do statements* that describe what a learner can do at each level of progression from Pre-Basic User (Pre-A1) to Independent User II (B2 5-point *Bagrut*) constitute a central part of the *English Curriculum 2020*. As described previously, they relate to communicative activities (reception, production, interaction, mediation), communicative strategies, plurilingual and pluricultural competence and communicative language competences.

The *can-do statements* are presented in **two** formats: by level of progression for each level of schooling and in the three tables depicting progression across all levels .

Access the Can do's		
pre A1	PDF	Word
A1	PDF	Word
A2	PDF	Word
B1	PDF	Word
B2	PDF	Word
All levels	PDF	Word

Access the Lexical Bands			
Band I	PDF	Word	Excel
Band II	PDF	Word	Excel
Band III	PDF	Word	Excel

Access the Grammar Bands		
Band I	PDF	Excel
Band II	PDF	Excel
Band III	PDF	Excel