



State of Israel  
Ministry of Education  
The Pedagogical Secretariat  
Languages Department  
Inspectorate for English Language Education



**PILOT E 2020-2021**

**Tziona Levi, Ph.D.**

With a few slides from Summer School 2019, N. Schmitt

Thank You!





# Global English in Today's World

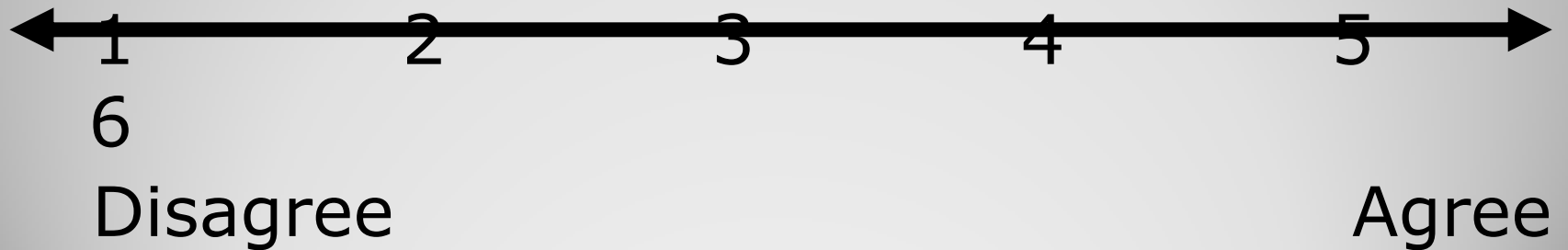
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- Second languages are widely learned and spoken around the world
- Monolingualism is the exception, rather than the norm
- English is the most studied second language in the world
- English is the ***lingua franca*** (common language) of the world → ***Global English***

# Importance of Meaning in Language

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Language use is mainly about exchange of **meaning** (*What time is it?*) and **functional language** (apologizing, requesting).



# Importance of Meaning in Language

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Which language components realize meaning?

Gestures

Pronunciation

Syntax

Vocabulary

Discourse Structure

# Importance of Meaning in Language

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Which language component realizes the **most** meaning?

Gestures

Pronunciation

Syntax

Vocabulary

Discourse Structure

# Importance of Meaning in Language

---

Which language component realizes the meaning?

Gestures

Pronunciation

Syntax

**Vocabulary**

Discourse Structure

# Functional Language

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Language use is mainly about exchange of meaning (*What time is it?*) and **functional language** (apologizing, requesting).



# Functional Language

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Functional language  Formulaic language

Apologizing: *I'm sorry about that.*

Requesting: *Would you please \_\_\_\_\_?*

Proposing: *Would you marry me?*

Refusing an invitation: *I'd like to, but \_\_\_\_\_.*

# Functional Language

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Functional language  Formulaic language

- The more **recurrent** a need is in the real world, the more likely it has a **formulaic** language realization.

# Functional Language

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Functional language  Formulaic language

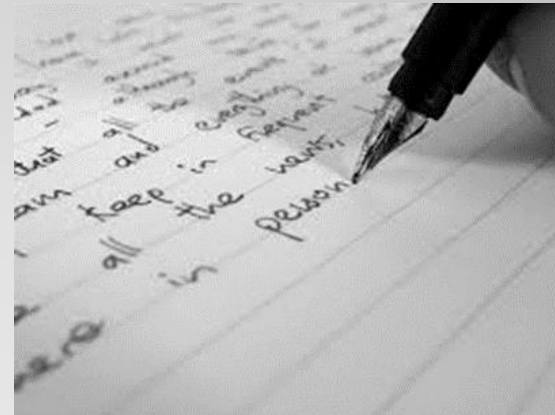
- The more recurrent a need is in the real world, the more likely it has a formulaic language realization.
- Formulaic language is another part of **vocabulary** that is essential for language use.

# Punchline

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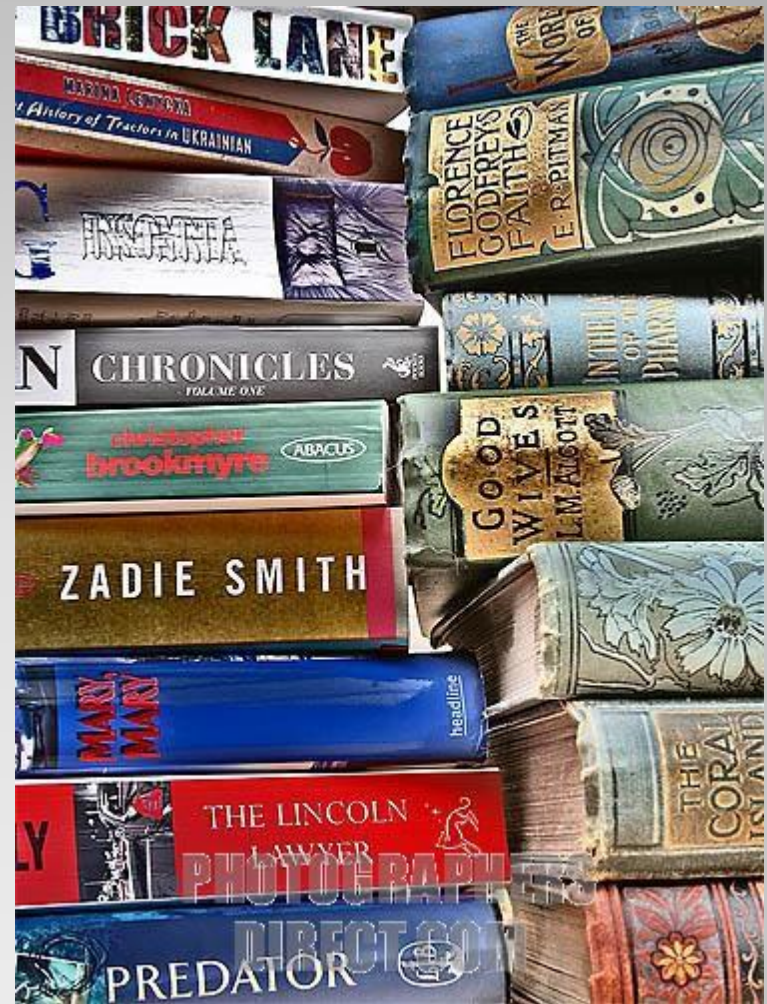
Good knowledge of the vocabulary of a language is absolutely essential to use it in meaningful ways.





**How Much Vocabulary is Needed to Use English?**

# Reading



## Written Genre in Lemmas ( $\approx 300,000$ )<sub>headword</sub>

	Adult	Juvenile			
<u>Coverage</u>	Fiction	Fiction	News	Mag	Academic
95%	5,800	4,600	6,800	8,200	5,200
98%	11,000	8,600	11,900	14,300	8,800

News = newspapers    Mag = magazines    Academic=academic writing

**Schmitt, Gardner, Davies, & Schmitt**  
**(in preparation)**





**Listening**



# Schmitt, Gardner, Davies, & Schmitt (in preparation)

## Spoken Genre in Lemmas (headwords)

TV

TV

**95% Coverage**

<b>Conv</b>	<b>Lecture</b>	<b>Radio</b>	<b>talkshow</b>	<b>sitcom</b>
1,500	2,700	3,500	3,400	2,900

**98%**

3,100	5,000	6,400	6,500	5,600
-------	-------	-------	-------	-------

Conv = conversation

**Where do these  
numbers  
come from?**



# Vocabulary size requirement estimates

Where do these figures come from?

Studies combining:

- ❖ **Vocabulary coverage:**  
The percentage of words known in a text
- ❖ **Reading comprehension:**  
The percentage of information which can be taken from a text

## Fat City (95% coverage)

In December, to the delight of many \_\_\_\_\_ and the \_\_\_\_\_ of many doughnut lovers, the New York City Board of Health voted to ban artificial trans fats from restaurants, school cafeterias, pushcarts, and almost every other food-service establishment it oversees, which includes most everything except hospitals. Trans fats don't occur naturally in the things people like but feel guilty eating, or at least not at high levels (there are small proportions in the fat in meat and dairy products). But artificial ones are plentiful in commercial foods, because they are easy to use, cheaper than natural fats, and keep practically forever. Trans fats are made by pumping \_\_\_\_\_ gas into liquid fats usually in the presence of \_\_\_\_\_ so that they will remain solid at room temperature, like butter and \_\_\_\_; and they have the same wonderful properties in pie crusts, cookies, and cakes. Crisco, still \_\_\_\_\_ for solid shortening made by partial \_\_\_\_\_ (of cottonseed oil), soon became the "\_\_\_\_\_" choice for pie crust and fried chicken, making pastry almost as flaky and skin almost as crisp as \_\_\_\_ does.

## Fat City (95% coverage)

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## The Truth About Beauty (98% coverage)

Cosmetics makers have always sold “hope in a jar” – creams and \_\_\_\_\_ that promise youth, beauty, sex appeal, and even love for the women who use them. Over the last few years, the marketers at Dove have added some new-and-improved \_\_\_\_\_. They’re now promising self-esteem and cultural transformation. Dove’s “Campaign for Real Beauty,” declares a press release, is “a global effort that is intended to serve as a starting point for societal change and act as a \_\_\_\_\_ for widening the definition and discussion of beauty.” Along with its thigh-firming creams, self-tanners, and hair conditioners, Dove is peddling the crowd-pleasing notions that beauty is a media creation, that recognizing plural forms of beauty is the same as declaring every woman beautiful, and that self-esteem means ignoring imperfections.

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## Batia Laufer & Geke Ravenhorst-Kalovski (2010)

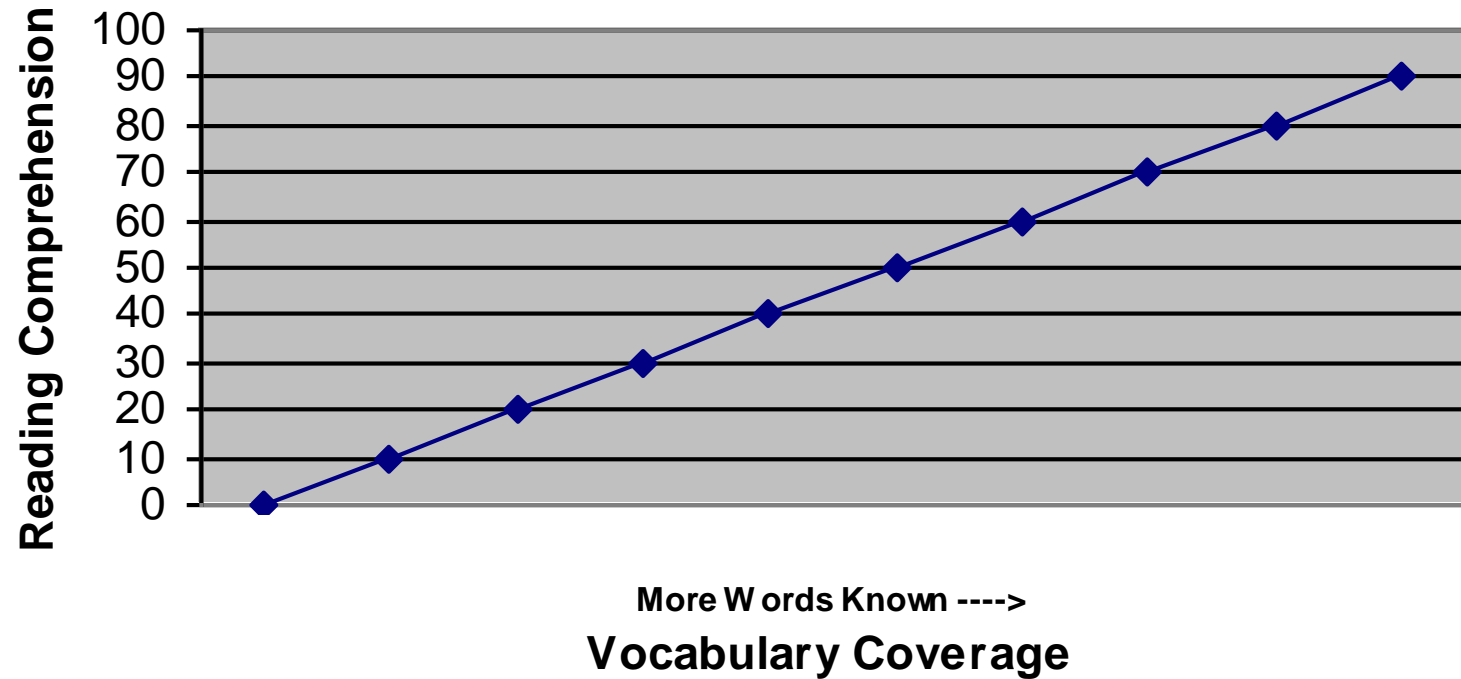
- 745 students in Israel
- **Vocabulary test:** *Vocabulary Levels Test* (Schmitt, Schmitt, & Clapham, 2001).
- **Reading test:** English part of the *Psychometric University Entrance Test* (designed, administered, and marked by the National Institute for Testing and Evaluation – NITE)



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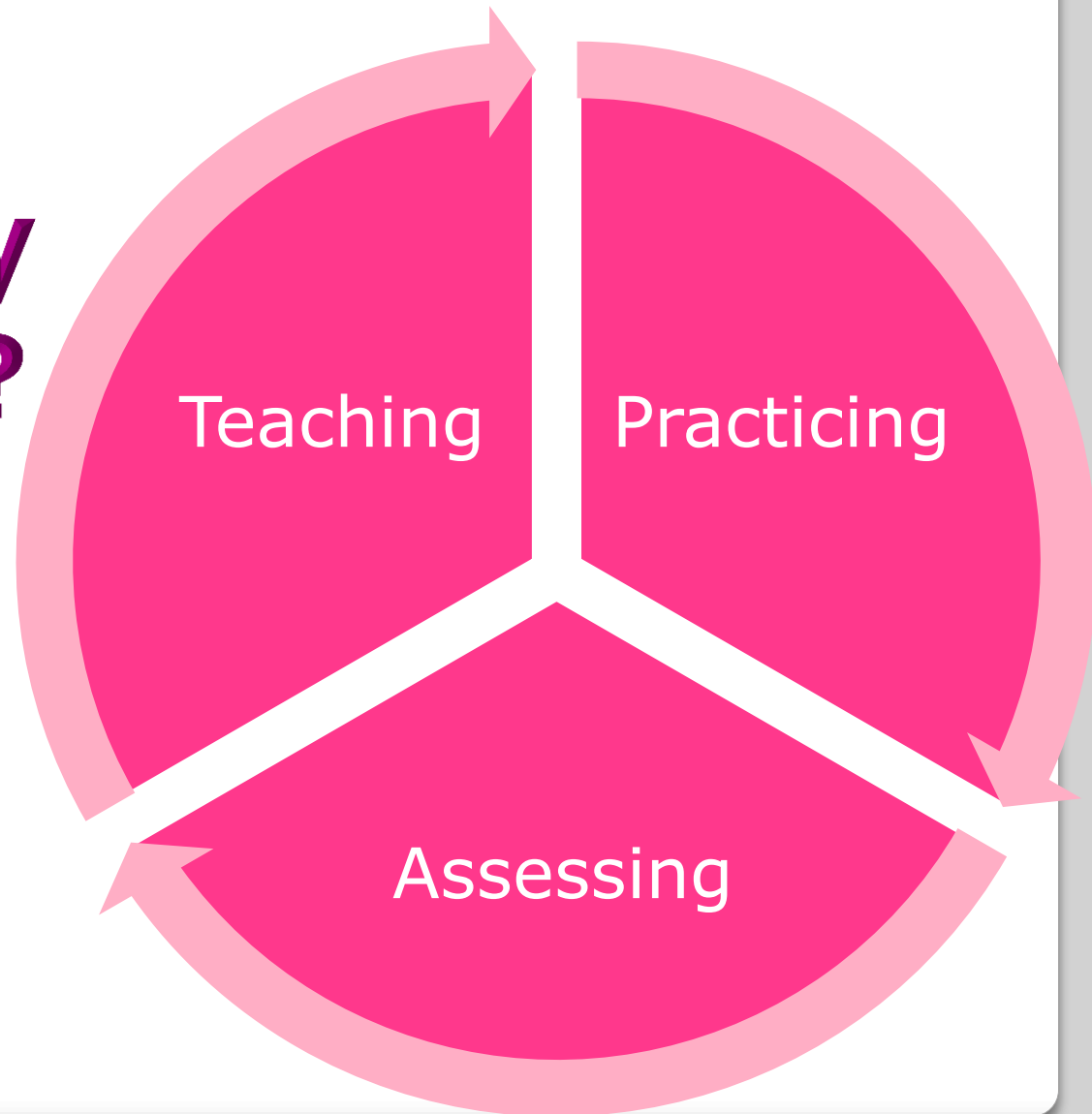
- They suggested two thresholds:
- **‘Optimal’** (independent reading): Requires knowledge of 8,000 word families (plus proper nouns), yielding **98%** coverage
- **‘Minimal’** (enabling reading with support): Requires knowledge of 4,000–5,000 word families (plus proper nouns), yielding **95%** coverage

**Figure 1 Linear Relationship**



**Vocabulary Coverage vs.  
Reading Comprehension**

# What is effective vocabulary Teaching?



# **Beyond the lists: Implementing the vocabulary syllabus in materials and classroom practice**

based on Penny Ur  
Summer School 2019

# Myth

**No need to teach so much vocabulary, because**

- a) words can be looked up in a dictionary**
- b) words can be guessed from context**
- c) you can work out the meaning from word parts**

# Looking up words in a dictionary

- ... is often unreliable
- ... takes a long time  
(even in an electronic dictionary!)

# Looking up the meaning of words in a dictionary in a test

## **Doesn't make a difference to scores...**

- (Bensoussan, M. (1983). Dictionaries and tests of EFL reading comprehension. *ELT journal*, 37(4), 341-345.)

## **...and takes longer.**

- Nesi, H., & Meara, P. (1991). How using dictionaries affects performance in multiple-choice EFL tests. *Reading in a foreign language*, 8, 631-631.

**\*It should be noted these articles relate to reading comprehension uses not for production moving from L1 to FL.**

# Guessing from context

## Notoriously unreliable

- (Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources and their relationship with success in L2 lexical inferencing. *TESOL Quarterly*, 37(4), 645-670.)

## Time-consuming

- Mondria, J- A. (2003). The effects of inferring, verifying and memorizing on the retention of L2 word meanings. *Studies in Second Language Acquisition*, 25(4), 473-499.)



# Using morphological evidence

## **Unreliable, can be misleading**

(Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. . In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition: A rationale for pedagogy* (pp.20-34). Cambridge: Cambridge University Press.)

# Using dictionary, inferencing, morphological awareness...

- ... help most when you already have a good vocabulary
- The more vocabulary you know, the more these strategies help;
- The less you know, the less they help.

**Bottom line:**

**There is no substitute  
for simply learning  
vocabulary.**

# Teaching

**It is important to take the time to teach ALL aspects of the new words**

# How do we teach new words?

- How much class time?
- How many words a lesson?
- What different tools and methods?
- What are the criteria for choosing activities to teach new words?

One idea for practicing voc. (Gail Singer and the Ort Tivon English team)

## Stages of voc. project:

- 1) Learn the words
- 2) Prepare to teach the words (practice materials)
- 3) Create a practice task for the words
- 4) Assessment

# Stage 1 - Learn the words

Prepare your word list

Use a dictionary, e-dictionary or online dictionary (such as Webster)

For each word:

- 1) Find the translation and meaning
- 2) Find examples of how it is used
- 3) Find any word families for this word
- 4) Check for antonyms / synonyms for the word
- 5) Check your findings with your group and / or with your teacher

## Stage 2 –

# Prepare to teach the words to a peer

For each word:

- 1) Find the meaning and translation
- 2) Find examples of how it is used in sentences / expressions / phrasal verbs etc
- 3) Find any word families for this word
- 4) Check your findings with your group and / or with your teacher



# Stage 3 - Create your teaching materials

Create a presentation in PPt, google slides, prezzi or any other tool that will help you teach the words to your classmates.

For each word, be sure to include:

- 1) The word
- 2) Word family words
- 3) Expressions with the word
- 4) At least one example sentence
- 5) The translation of the word

## **Stage 4 - Create a practice task and teach the words to a peer/s**

**The practice task is to help you and your classmates LEARN the words and remember them.**

**You can create a digital or paper task such as Quizlet or Bingo**

**Or any other ideas you have (check with your teacher first)**

## גבול - Boundary



The school sets clear **boundaries**, for example strict uniform.

## acceptable (adj)

מתקבל על הדעת, הגיוני, סביר, מקובל

Example: she plays an **acceptable** game of tennis.

## acceptance (n)

קבלה, התקבלות

Example: the university has sent me a letter of **acceptance**.

9. in advance - לראש

He knew about the moving ~~that was~~  
\$ five months in advance.

10. intend - כוון intention - מכוון

2) they have good intentions but ~~these~~  
→ ~~these~~ so actions came out ~~their~~  
their out wrong.

1) I didn't intend to make you feel ~~angry~~

" angry

1) mean

2) for purpose

11. obvious - ברור obviously - ברור

1) It's obvious that I like sea. ~~obvious~~

2) This new ~~shoes~~ ring is obviously ~~not so~~ expensive

1) clear

2) clearly

ברור



12. recall- . ידוע

Yesterday, I ~~see~~ recalled that I need to do home work.

~~to remember~~ to remember. - ידוע

13. stable- ~~stabilize~~ . יציב

~~The horse~~ We need to make sure that the platform is stable.

steadily - יציב

14. to some extent- . במידה מסוימת

Eating fruit~~s~~ <sup>is</sup> it's healthy to some extent.

במידה מסוימת



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**Special Announcements**

### National Online Broadcast Lessons for JH & HS

#### [Schedule of Lessons on the Portal](#)

This page is being updated

Dear colleagues,

We have made these materials available in order to assist you in your online teaching. Please note that the PowerPoint presentations are the intellectual property of the teacher who created them. If you would like to use them as is or adapt them, please remember to credit your colleague who created the presentation.

Please note that these lessons should be reviewed and teachers should choose the sections they wish to screen to their students as introductions or short teaching sections of an online lesson. The lessons are filmed in "one take" - no edits are made to the original, live footage.

# Assessing

# Pilot Module E 2019

[SITE](#)

- **Guidelines, Color Coded Practice Test and Bagrut Mock Exam**
- **Vocabulary Guidelines**
- **Practice tests for Module E**
- **Full Mock Exams**



**תש"פ "א:**

מאחר והבחינה כוללת  
אוצר מילים נלמד, אין  
אפשרות להשתמש  
במילון או במילון  
אלקטרוני.

**התלמידים הבאים  
זכאים לדרכי הבחנות  
מותאמות בשאלון  
16471 פיילוט זה:**

• עבור תלמידים עולים,  
המילים המאושרות  
לתרגום, תרגומם יופיע  
ב-5 שפות.

\*פרטים נוספים למורים  
המלמדים תלמידים עם לקות  
שמיעה אצל הפיקוח לאנגלית  
או נעמי אפשטיין

[naomi.shema@gmail.com](mailto:naomi.shema@gmail.com)

תלמידים שאושרה התאמה  
להשמעת שאלון הבחינה או  
בחינה מתוקשבת מלא על ידי  
וועדת ההתאמות המחזית

שאלון 16471 בחינה ב-  
itest  
המילים מתוך Band 3  
יוטמעו ויתורגמו ( מילים  
חמות) לשפה עברית  
וערבית.

+ מילון אלקטרוני בשנת  
תש"פ בלבד בחדר של  
הבחינה המתוקשבת  
בלבד.

**(Band 1-2 ילמדו)**

תלמידים מהחינוך המיוחד (07)  
הלומדים בכיתה רגילה אשר  
משתתפים בפיילוט

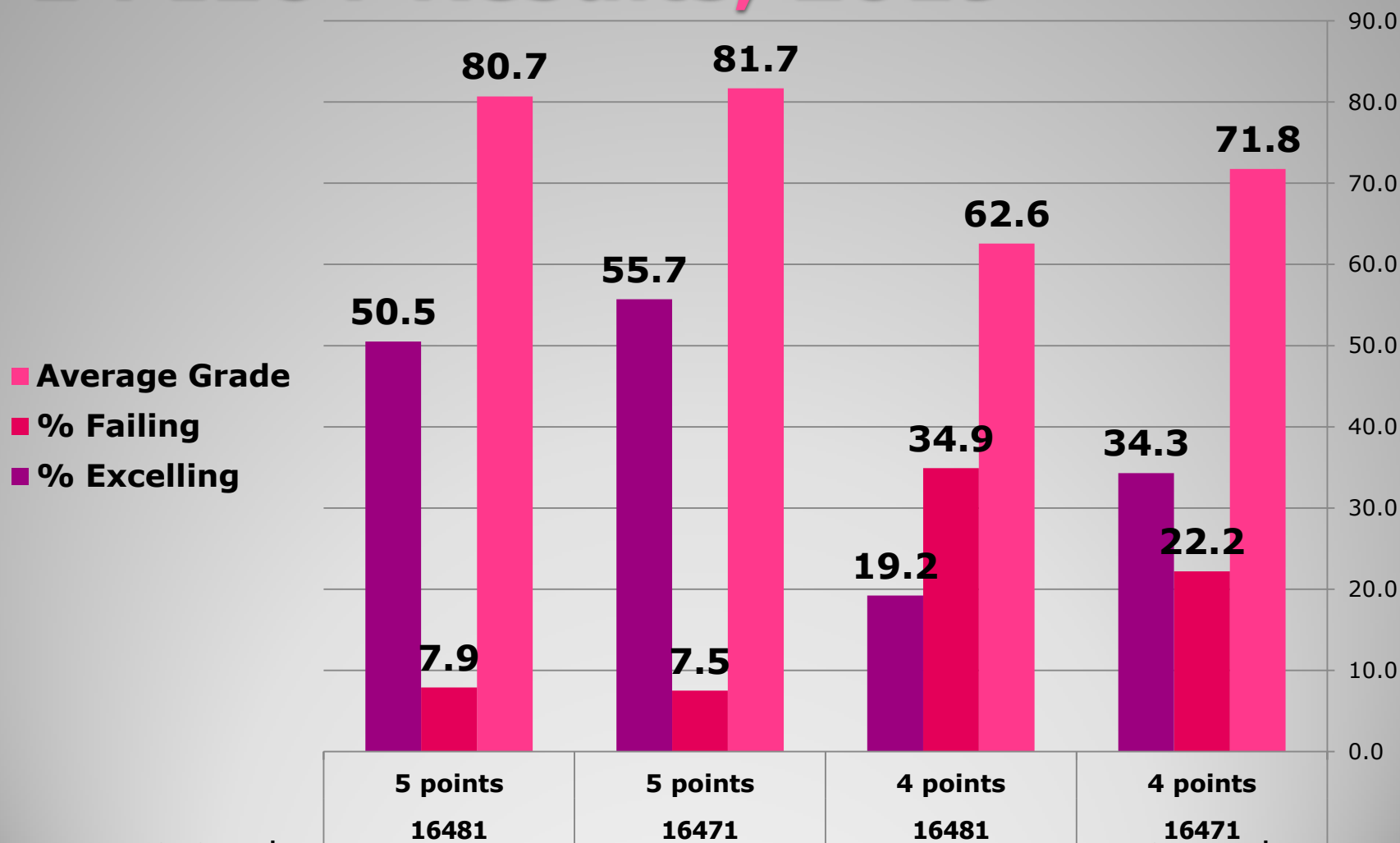
זכאים להבחן ב itest  
או על ידי בוחן אנושי

הבחינה בעל-פה תהיה  
מבוססת על שני חלקי  
הבחינה  
קטע הקריאה וקטע של אוצר  
מילים.

הבוחן רשאי לחפש פרושים  
עבור הלומדים במילון

מידע נוסף ניתן למצוא ב: [LD](#)  
[07 Accommodations for Internal  
and External Students](#) (posted  
August 2019)

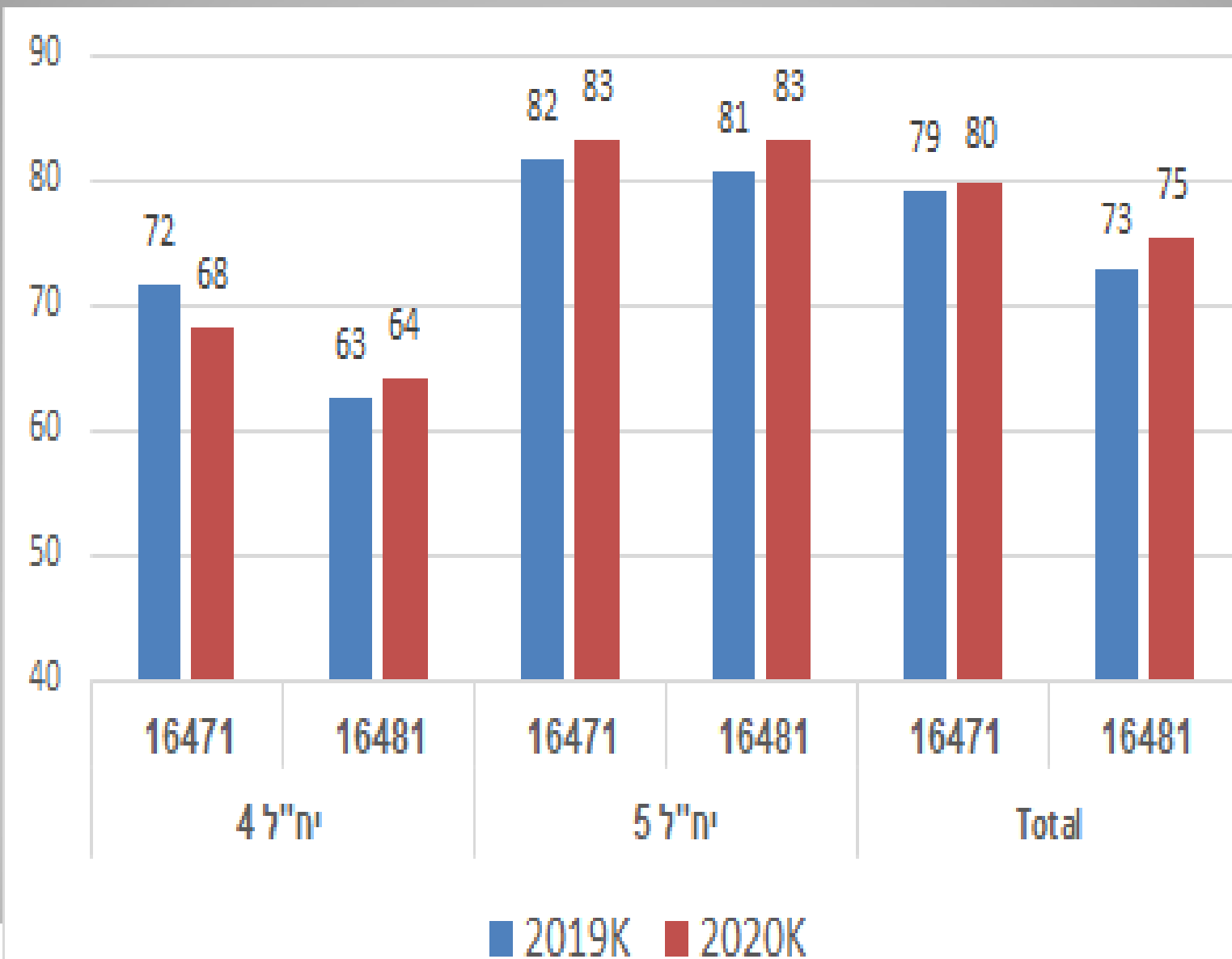
# E PILOT Results, 2019



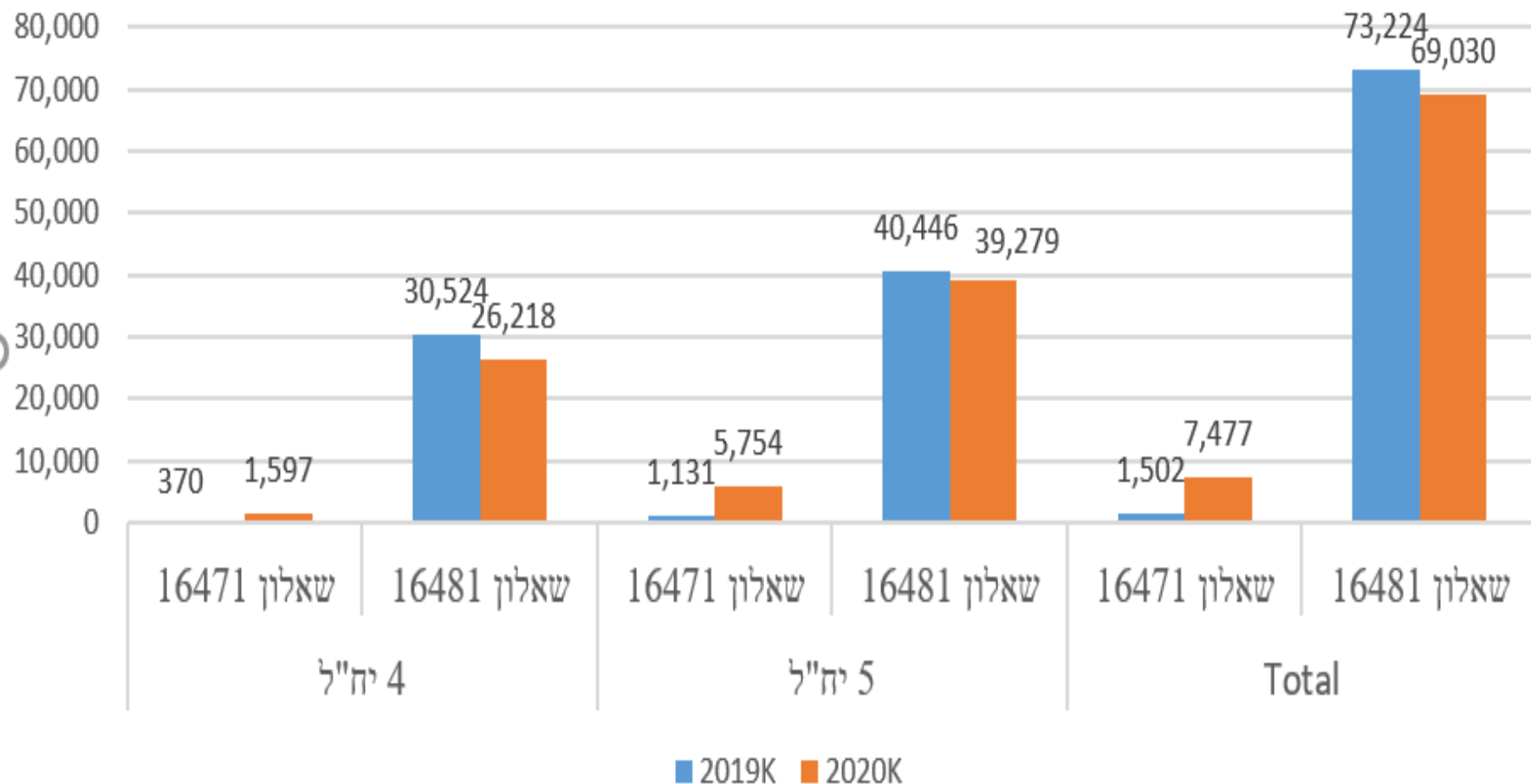
בשאלון 16481  
30467 - יח"ל 4  
40389 - יח"ל 5

בשאלון 16471  
370 - יח"ל 4  
1130 - יח"ל 5

# Pilot E results



# מס' נבחנים בשאלונים 16471 ו-16481 במועדים 2019K ו-2020K



Questions  
please

