

קול קורא לקבלת מידע על מוצרים מחברות טכנולוגיות במסגרת תכנית אנגלית לכולם בשנה"ל תשפ"ז
נספח 2 – דרישות פדגוגיות

These are the pedagogical mapping requirements for the differential personalized program- project 720.

Single example for each area required per unit of study (16 – 20 hours)

These are the overall requirements – each section divides up further

- [Spoken Reception](#)
- [Written Reception](#)
- [Spoken Production](#)
- [Written Production](#)
- [Written Interaction](#)
- [Mediating a Text](#)
- [Linguistics – Vocabulary Range and Control](#)
- [Linguistics – Grammar](#)
- [Linguistics – Phonology, Prosody and Orthography](#)
- [Pragmatics](#)

English as a foreign language in Israel – generic challenges and common gaps from elementary school

1. As language teachers **the means of instruction is also the subject of instruction** (Brosh, 1996). This implies that, in the digital space, EFL teachers have been required to demonstrate their adaptive expertise by having to cater both to what and how they teach rather than only what they teach (as opposed to teachers teaching content in their student's mother tongue).
2. In addition, in Israel, there is a growing demand by parents that their children learn English (Inbar-Luria, 2014). As a result, there has been a lot of pressure for **children to succeed** in their learning.
3. An additional issue that is unique to EFL in Israel is the extreme **diversity and heterogeneity** within their classrooms (Vysvalai, 2017), more so than in other subjects in the Israeli school system (Carmel & Badash, 2017). Olshtain and Inbar (2014) reported on large gaps in educational performance among pupil population sub-groups, particularly between the city and the periphery, and a relatively large dispersion of socio-economic and cultural background of students between schools and within schools resulting in large differences in the starting point and level of EFL learners.

Alignment to international exams - generic

Since the English curriculum is aligned to the CEFR and so are the international exams, materials aligning to the Israeli curriculum will prepare the students for the international exams.

Examples of Digital content - generic

Content developed by the ministry in Israel: [Dig into Digital](#)

Local commercial Israeli content and platforms – needs to be checked

Foreign content and platforms – are they suitable for English as a foreign language instruction? Are the materials age appropriate and language level appropriate?

Model scenario for a unit of study

In the **Project 720** classroom, the "Modern Family" unit is a journey where the digital environment acts as a personal guide, ensuring no two students take exactly the same path. This three-week adventure is designed to bridge the wide gaps between learners, making sure everyone reaches their full potential.

The journey begins with students exploring the world of families through their screens. **Noam and Daria** start with videos that feature slow, clear speech and helpful pictures to help them recognize physical traits like hair color and height.

Meanwhile, **Maya and Leo** dive into natural, faster conversations about family trips.

The classroom's "brain" is always watching; as soon as a student masters their current level, the system automatically introduces more challenging accents or complex vocabulary. For **Leo**, who is brilliant in English but struggles with writing and focus, the system acts as his hands and eyes—reading text aloud to him and letting him speak his answers so his **ADHD and dysgraphia** never slow him down.

In the second phase, the focus shifts to speaking—a skill that often gets left behind. Students talk to **intelligent digital characters** that listen patiently. If **Daria** mispronounces a word, the character gently asks her to try again a few times but doesn't stop her from advancing.

Later, the students record short video messages for each other. The teacher's dashboard quietly works in the background, pairing students with similar speaking styles so they can practice "Spoken Interaction" with confidence and ease.

As the unit nears its end, students learn to "mediate" between languages. They are given a family event invitation written in Hebrew and must translate the most important details—like times and prices—into an English poster.

While **Noam** focuses on relaying simple facts, **Maya** is challenged to write her poster in a professional, polished style. Finally, the students face a smart assessment. It isn't a rigid test; if a student finds a question too hard, the system pivots to find a level where they can succeed, while **Leo** uses his voice-to-text tools to show exactly how much he has grown.

Criteria for completion for subject areas after selecting the pilot topic
(All sectors)

[PISA 2025 Foreign Language Assessment](#)

Spoken Reception

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
	Lack of exposure to spoken English and especially to different accents. Huge gaps in knowledge between populations.	Familiarity with and practice of types of test questions.	Can understand basic sentences describing someone's physical appearance (e.g., eye/hair color, height) and familiar everyday items (e.g., color, size), especially when supported by pictures.	Can understand concrete information (e.g., places and times) on familiar topics encountered in everyday life.	Can understand phrases and expressions related to areas of most immediate priority (e.g., basic personal and family information, shopping, local geography), especially if speech is clearly articulated.	Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated.

[Return to top](#)

Written Reception

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6). CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
	Huge gaps in knowledge between populations, especially between students who are exposed to English text (for example on gaming sites) and those that are not.	Familiarity with and practice of types of test questions.	Can find and understand information in practical, concrete, predictable texts	Can understand stories and short texts on a range of familiar topics (e.g., sports, music or travel) written in level-appropriate language	Can locate specific information in lists and isolate the information required Can find and understand information in practical, concrete, predictable texts	Can understand texts on familiar matters of a concrete type in level-appropriate language, rereading as required

[Return to top](#)

Spoken Production

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
AI speaking chatbots Specific chatbots should be created for students to practice and receive feedback with teacher monitoring.	Students are not assessed on speaking skills in either elementary or JH and are therefore not provided with necessary feedback and intervention to improve.	Familiarity with and practice of types of test questions eg: Read Aloud, Storytelling, "Long Turn".	Can reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases.	Can provide factual, personal information about him/herself using level-appropriate language.	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time.	Can describe everyday aspects of his/her environment, events and activities using level-appropriate language.

[Return to top](#)

Written Production

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
		Familiarity with and practice of types of test questions.	Can write about themselves and fictitious people, where they live and what they do.	Can write simple, isolated phrases and sentences using level-appropriate language and spelling.	Can write simple texts on familiar subjects of interest, linking sentences with appropriate connectors.	Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and', 'but' and 'because'.

[Return to top](#)

Written Interaction

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
		Familiarity with and practice of types of test questions.	Can leave a simple informative message.	Can ask for or pass on personal details in written form.	Can write a variety of short, simple, interpersonal messages on familiar topics.	Can write short, simple notes, emails and text messages.

[Return to top](#)

Mediating a Text

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
		Familiarity with and practice of types of test questions.	Can list (in Language B) names, numbers, prices very simple information of immediate interest (in Language A).	Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programs.	Can relay in writing (in Language B) specific information contained in simple informational texts (written in Language A).	Can recognize when difficulties occur and indicate in simple language the apparent nature of a problem.

[Return to top](#)

Linguistics – Vocabulary Range and Control

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
Quizizz Quizlet TWEE	Lack of vocabulary knowledge from Band 1 Gap between receptive and productive knowledge of Band 1 vocabulary.	Understanding the role of vocabulary knowledge in the types of questions in the exam for all areas.	Lexical Band 1.	Can draw on his/her receptive and productive knowledge of vocabulary when relating to particular concrete situations.	1/3 Lexical band 2 in grade 7 & 1/3 Lexical band 2 in grade 8.	Can draw on his/her vocabulary for the expression of basic communicative needs.
		Familiarity with the types of test questions that require specific vocabulary knowledge. See annex table in link below.	Lexical Ban 1		1/3 Lexical band 2 in grade 7 and 1/3 Lexical band 2 in grade 8	Can understand and convey messages drawing on receptive and productive knowledge

[Return to top](#)

Linguistics – Grammar

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
		Familiarity with and practice of types of test questions.	Grammar band 1	Can use a few simple grammatical structures and sentence patterns (specified in Grammar Band I) to fulfill simple communicative needs	1/3 of grammar band 2 in 7th grade and 1/3 of grammar band 2 in 8th grade	Can use a variety of grammatical structures (specified in Grammar Band II) to fulfill communicative needs, demonstrating evolving accuracy

[Return to top](#)

Linguistics – Phonology, Prosody and Orthography

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th grades CEFR A2	Required knowledge for 7th & 8th grades CEFR A2
		Familiarity with and practice of types of test questions.	Can spell the lexical entries in Lexical Band I marked as productive with reasonable accuracy .	Can correctly reproduce a range of sounds in simple, familiar words and phrases with appropriate stress.	Can accurately spell most of the productive items (from Lexical Bands I and II).	Can pronounce most lexical items intelligibly and mispronunciation of certain phonemes does not necessarily hinder intelligibility.

[Return to top](#)

Pragmatics

Examples and links to digital materials	Known challenges and common gaps from elementary	Additional requirements for the upcoming international exams	Required prior skills (grades 1-6)". CEFR A1	Required prior knowledge (grades 1-6)". CEFR A1	Required skills for 7th & 8th gradesy CEFR A2	Required knowledge for7th & 8th grades CEFR A2
		Familiarity with and practice of types of test questions.	Can communicate basic information about personal details and needs of a concrete type in a simple way.	Can link words or groups of words with very basic linear connectors (e.g., 'and' , 'then')	Can convey intended meaning in a direct exchange of information on familiar and routine matters.	Can link groups of words with simple connectors (e.g., and, but, because).

[Return to top](#)