



## סיכום פעילות הפורום לשנת הלימודים תשע"ט

שם הפורום: ראשי חוגים להוראת אנגלית

מרכזת: ד"ר לורה מאיור/ המכללה האקדמית אחוה

### מבוא

הפורום נועד לתת מסגרת של תמיכה ומידע לראשי החוגים לאנגלית מ-19 המכללות שמכשירות מורים לאנגלית, ולשמש קבוצת חשיבה על מה שנעשה ועל שינויים נדרשים בתחום.

### מטרות הפורום

מטרת העל של פורום ראשי החוגים להוראת אנגלית היא לפתח את מערכת הכשרת המורים לאנגלית במכללות, וכך לקדם ולהעשיר את הוראת האנגלית בבתי הספר בארץ. תת-מטרות ספציפיות הן:

1. העברה ושיתוף מידע על הנעשה בהוראת אנגלית בעולם ובישראל, על הנעשה במכללות בכלל ובהכשרת מורים לאנגלית בפרט.
2. קשר עם משרד החינוך, ולפי צורך – הבעת דעה של העוסקים בהכשרת מורים על הנעשה.
3. העשרת הידע המקצועי של המשתתפים בתחום הוראת אנגלית כשפה זרה.
4. תמיכה, במיוחד של המכללות המבוססות וראשי החוגים ה"וותיקים", בחדשים יותר.

### תוכנית כללית של הפורום לשנת הלימודים תש"פ

- הבנת והטמנת המסמך החדש של משרד החינוך, The Professional Standards Document
- לימוד המתווה החדש של עופר ענבר.
- לימוד תוכנית הלימודים החדשה של משרד החינוך.
- הפרייה ולמידה הדדית באמצעות מחקרי עמיתינו ומחקרים של אורחים.
- חיזוק הקשר עם משרד החינוך על ידי מפגשים עם המפמ"רית והמפקחים.
- משרד החינוך יצר עם התוכנית המואצת תחרות בין המכללות – תפקידנו לשמור על שיתוף ותמיכה.

### סיכום פעילות לשנת הלימודים תשע"ט

#### יעדים שהוצבו לשנת הלימודים תשע"ט

- העברה ושיתוף מידע על הנעשה במכללות בכלל, ובהכשרת מורים לאנגלית בפרט.
- לימוד הסטנדרטים הבין-לאומיים באנגלית כשפה זרה שאומצו בישראל לאחרונה. (CEFR - Common European Framework of Reference)
- ארגון כנס בשיתוף האגודה למורים לאנגלית בישראל (ETAI).
- העמקת הקשר וחיזוק האמון עם המחלקה לאנגלית במשרד החינוך, במיוחד בתפר שבין המכללות לבתי הספר (התנסות מעשית, יציאה לסטאז').



## סיכום פעילות

### First Session (double session), 08/10/19

1. The meeting opened with a discussion of changes and insights from the various college, ahead of the academic year. We spoke about seminars, proficiency, Akademia kita. We also discussed registration numbers and the difficulties involved in opening the accelerated retraining program.

2. Most of the day was dedicated to hearing from our chief inspector, **Dr. Tziona Levy**, who joined us from 9:00- 13:30. She revealed the horizontal report made by the Quality Assurance team. The title of the horizontal report told the whole story: Not Good Enough. Basically, by all parameters, the TT colleges are not doing a good enough job training English teachers. These parameters include: Students, study programs, faculty, program structure. Indeed operative recommendations have been made to address the weaknesses across the board. As far as students go, acceptance criteria will be raised. The aim is for graduates to have a B2 level on entrance (by 2020) and a C1 on exit (CEFR standards) by 2030.

A letter making these recommendations was revealed to us, and this letter will be sent to the college presidents. Basically, students will have 5 points with 80, 120/220 on the Amir/Amiram and there will be at least 20 students in the class. In addition, double major will be eliminated and faculty will have to improve too.

Much discussion was conducted regarding these recommendations. While we agree on principle about raising standards, many colleges, especially in the peripheral areas, are concerned about the minimum threshold of students required and worry about the future of their departments.

3. The latter part of the day was dedicated to research corner. **Dr. Laura Major** presented her research on teaching American literature in the deep (Israeli) South.

4. In addition, we planned and brainstormed out February study day, deciding to dedicate it to Proficiency.

### Second Session: Study Day, 13/02/19

תוכנית היום מצורפת בסוף המסמך

### Third Session (double session), 04/07/19

- 9:30-10:30: Summary of the year at the various colleges, and preparation for 2019

*New mitveh (Ofer Inbar),*

Masters – staj part of masters

6 hours left for didactics

No 4 year program

*Centralization,*

Independence of forum from MOE

*New michraz for accelerated Program*

36 hours

- 10:30-10:45: Plans for the forum next year (a return to shorter meetings on Fridays or 3 longer meeting including a study day)

*A vote was taken to retain the present framework*

- 10:45-11:45: **Prof Claude Goldenberg:** Reflections on Systemic Change in an Interconnected World

*Changing an entire system*

*Connected worlds*

*Common framework needs to be adopted*

*Adequate support*

*National program to promote English learning*

*Familiarize ourselves with the CEFR*

*English teaching will experience a boom*

*Enemy is cynicism*

*Sceptical of new things*

*Raising the entrance requirement but not right away*

*What does gradual mean?*

*Interconnected/connected/function/dysfunctional*

*Apathy and active resistance and/or both*

*Countermeasures*

*Faulty communications*

*Correcting mis/disinformation*

*Keeping the relevant people updated*

*Standards and accountability*

*Artificial dualism – standards and accountability vs professional autonomy/creativity*

*Teachers feel disempowered and threatened*

*English language proficiency needs to be raised*

*Useful approaches to addressing the issue: standards and being accountable*

*Within the standards there is room for professional freedom and autonomy*

*Contribute to the profession as a whole - in the present and in the future*

*Agency and autonomy – needed for teaching – but it can't be absolute*

*Looking into the future and interconnectedness*

*Multilingualism will at some point be as or more important than English*

12:00 -13:00: **Elana Spector-Cohen:** "Introducing the Professional Teaching Framework for English Teachers in Israel"

*2003 old document*

*Aid to course formulation, making sure domains are covered in the programmes*

*Language proficiency*

*Knowledge about language*

*1. digital literacy*

*2. language and disciplinary knowledge*

*3. Language teaching pedagogy*

- 4. *Assessment*
- 5. *Language learning context*
- 6. *Global competencies*
- 7. *professionalism*

*Emerging/skilled/expert*

*Checklist for self evaluation in achieving emerging and skilled*

*Implementation – project for the forum next year*

- Lunch Break
- 13:30-14:15: Discussion and Q and A with Dr. Tziona Levi and Prof. Goldenberg.
- 14:15-15:15: Prof. **Elana Shohamy, Dr. Michal Tannenbaum, Dr. Orly Haim**: “The Learners’ Language Repertoire in English Instruction: A Resource or a Problem?”

### בסימן אישי

הפורום פעל כראוי השנה, ובמסגרת שלושה מפגשים ארוכים הצלחנו להגדיל את ההשתתפות בצורה משמעותית. לכל מפגשי הפורום רוב המשתתפים הגיעו או שלחו נציג. הצלחנו להציע למשתתפי הפורום תוכן מעשיר ושיח מפרה. אף שלא נפגשנו הרבה פעמים במהלך השנה הצלחנו לשמור על קשר באמצעות דוא"ל. אני שמחה על שהתבקשתי להמשיך לנהל את הפורום גם בשנה הבאה, ומודה על האמון שניתן בי.

## **ETAI SIG and MOFET WINTER EVENT, FEBRUARY**

### **Opening Session**

#### ***Update from the MOE***

Tziona Levi

This talk will relate to the pillars of the national program to promote English studies in Israeli schools (k-12) and show how these are implemented.

#### **Plenary 1**

***Lexical proficiency: What it is, how it grows, and what can be done about it.***

Batia Laufer – University of Haifa

In this presentation, I will discuss the nature of lexical proficiency and will examine the changes in the developmental patterns of knowledge and use at various stages of learning. I will recommend lexical levels for learners entering and exiting TEFL programs, and will suggest some methods of improving their lexical proficiency.

#### **Parallel Sessions 1**

***First year written proficiency: Vocabulary development and CEFR alignment***

Tina Waldman

In this talk, I will present some aspects of a first year writing proficiency course that I have been teaching for several years to pre-service EFL teachers. In my talk, I will focus on two main areas: increasing students' productive vocabulary knowledge and aligning the writing proficiency course to the CEFR.

***A compulsory course in teacher training: English Orthography***

Dr. Janina Kahn-Horwitz

Learning to read and write in English is challenging. This is all the more so for children who study English as a foreign language (EFL). Acquiring letter-sound correspondence is one of the first steps to becoming literate.

However, this knowledge is insufficient. Automatic identification of orthographic conventions would assist EFL learners to become accurate and subsequently fluent readers. These orthographic conventions are often not taught. A prerequisite for teaching orthographic conventions is that preservice teachers themselves are proficient in English orthography. This knowledge will empower novice teachers by providing them with professional tools to teach EFL reading and writing.

### **Parallel Sessions 2**

#### ***This House Believes: Debate is an Effective Means for Teaching English Language Proficiency***

Stephanie Ginensky

It is widely acknowledged that debate develops important listening, writing, and speaking skills, which are all important for the ESL/EFL student. This talk will explore how debate helps develop such language skills, and will demonstrate that through debate, ESL/EFL students become not only proficient but confident, powerful, and masterful users of the English language.

#### ***World Englishes: Some Considerations for English Teacher Preparation***

Julia Schlam Salman

This session will consider some of the implications of World Englishes on English teacher preparation in the Israeli context. After presenting an overview of the notion of World Englishes, this session will look at particular areas of consideration including grammar usage, vocabulary usage and issues of intelligibility as they relate to pronunciation and speaking.

### **Plenary 2**

#### ***Establishing Standards in English Language Education***

Elisheva Barkon

In recent years, the English Inspectorate has been making a concerted effort to raise the level of English in schools to guarantee that graduates will have a command of the language for studies, professional purposes and personal interests. This effort involves aligning the National Curriculum with international standards – an undertaking that includes the introduction and implementation of a principled approach to proficiency in general, and vocabulary acquisition and assessment in particular, spanning from elementary studies to high school graduation.

The alignment of the National Curriculum with international standards affords a unique opportunity to extend the language program beyond high school into English teacher training. Implementing standards in these programs will necessarily raise the level of English among language teachers, which, in turn, will impact English instruction and learning outcomes in schools.

The presentation will overview English Inspectorate initiatives to upgrade English achievements, share dilemmas and suggest recommendations for teacher training programs.