

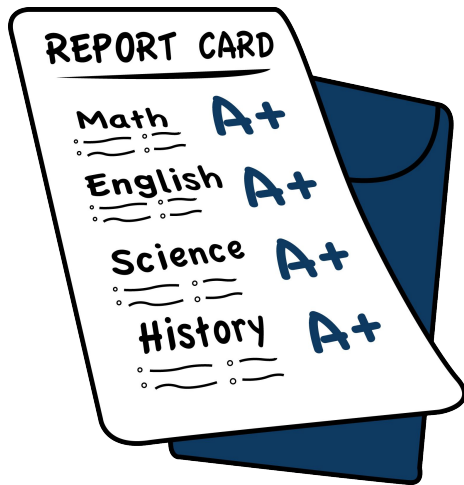
Improving Communication of Young Learner Progress

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Presentation Outcomes

- ▶ Identify challenges of using traditional progress reports
- ▶ Lesson Aims vs. Learning Outcomes
- ▶ Identify problems with using the CEFR with Young Learners
- ▶ Present an alternative: The Global Scale of English (GSE)
- ▶ Practice using the GSE

Traditional Progress Reports



Rating	Score	Stars
Significantly Exceeds Expectations	83-100	*****
Exceeds Expectations	73-82.9	****
Meets Expectations	63-72.9	***
Meets Few Expectations	53-62.9	**
Fails to Meet Expectation	0-52.9	*

ENGLISH	NAME:		
	GENERAL AVERAGE: ____ / ____		
ORAL	PRONUNCIATION	READING COMPREHENSION	COMMUNICATION SKILLS
WRITTEN	SPELLING	HANDWRITING	CONCENTRATION
Teacher's Signature:			
Parent's Signature:			

- How can parents understand what their child can do in English?
- How can teachers successfully evaluate and communicate learner progress using general categories?

Lesson Aims vs. Learning Outcomes

- ▶ Rather than taking the starting point *How do I teach this?*
- ▶ Teachers should ask themselves *How does a learner learn this?*
- ▶ *How can I ensure learners learn this? (How can I minimise the input/intake gap?)*

GSE: The Global Scale of English



Global Scale of English
Learning Objectives
for Young Learners



- ▶ Designed for European adults
- ▶ Topics and can-do statements don't connect to YL realities and context

In the example below, taken from Poptropica English (Level 2), the following GSE Learning Objectives for Young Learners have been used to inform the objectives of the lesson and activities:

- 26 Can follow simple dialogues in short illustrated stories, if they can listen while reading.
- 26 Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures.

► Teacher Toolkit

11 Listen to the story. Read.

STORY



- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts. **GSE: 29 (CEFR: A1)**
- **Writing:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts. **GSE: 32 (CEFR: A2)**

Incorporating the GSE in class

Routines to start the class:

- ▶ Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye')- <A1 GSE: 10.
- ▶ Can give key information to introduce themselves (e.g. name, age, where they are from) - <A1 GSE: 15.
- ▶ Can say what day of the week it is using a basic phrase - >A1 GSE: 15
- ▶ Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold') - <A1 GSE: 22

Incorporating the GSE in Assessment

Leave time at the end of the lesson / unit for reflection: both teacher and students

Reflection: How well did I do this?

I didn't do it well I did it quite well I did it very well

▶ **Students:** Can choose their own homework based on their evaluations, use flip learning to help them in class (e.g. apps, readers etc.)

▶ **Teacher:** Can note where students are having problems and plan accordingly, can collect real data (video, audio, written) to show progress.

Lesson Planning: Over to you

- ▶ Can describe their daily routines in a simple way
- ▶ Can read and talk about furniture and rooms using simple language
- ▶ Can talk about their hobbies and interests, using simple language
- ▶ Can write simple sentences about what they and others are wearing, given prompts or a model
- ▶ Can pronounce correctly the past simple /ed/ for regular verbs
- ▶ Can listen and write simple sentences about someone's likes or dislikes

Thank you very much

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Global Scale of English
Learning Objectives
for Young Learners



ELT
Ireland




Pearson