Pearson

GSE
Global Scale of English

The Global Scale of English

Improving FLNE Drop Out Rates with a New Scale

MATSOL - 2018

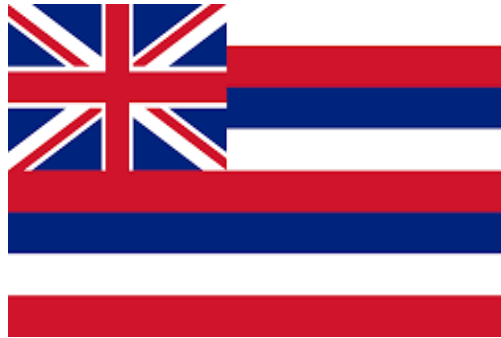Puck Fernsten

Pearson English, PTE Academic

Sara Davila,

Global Scale of English Lead

What do these six states all have in common?

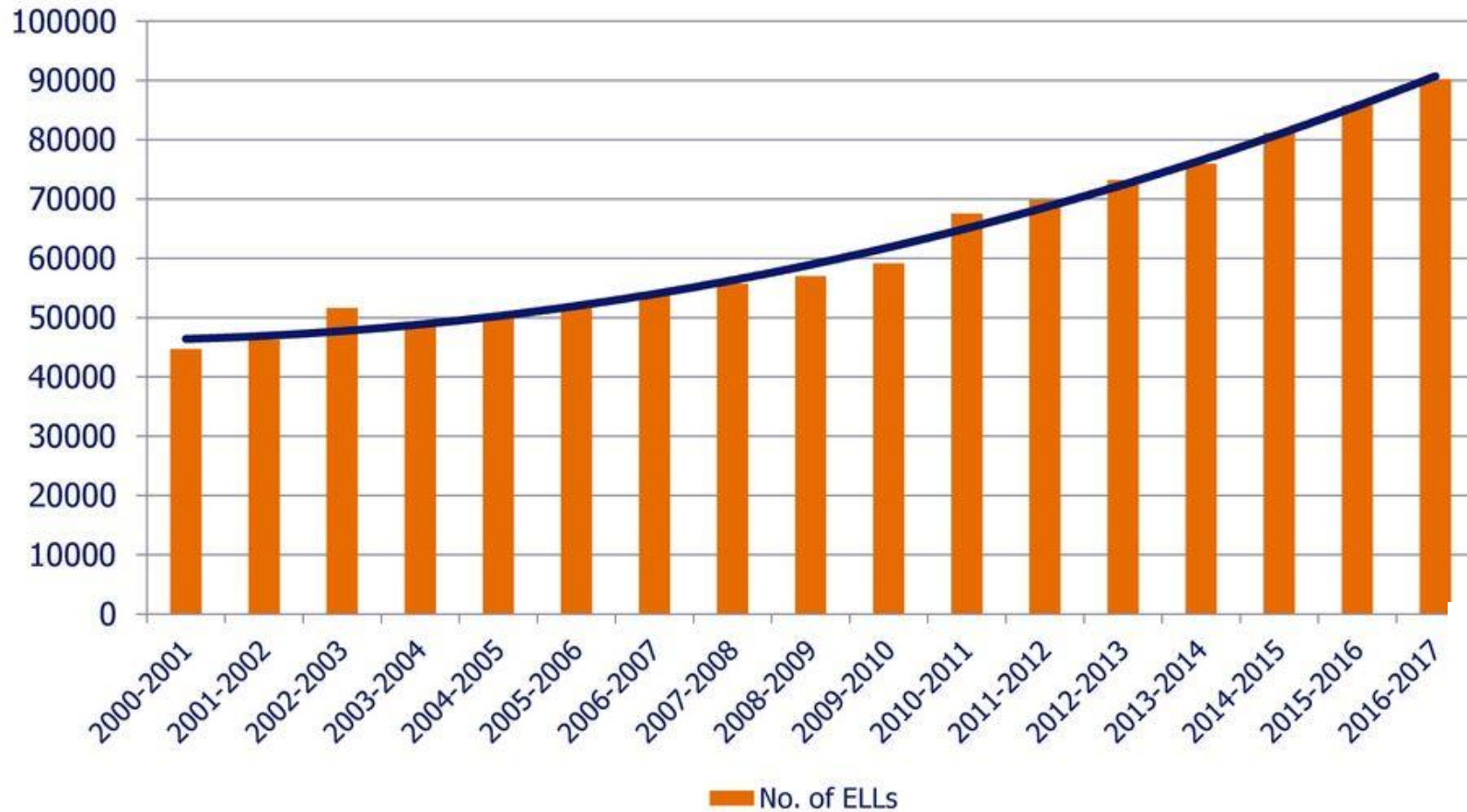Arizona   Hawaii   Maryland   Nevada   New York   Virginia

A) Less than 50% of English learners graduate on time.

B) They are not the #1 ranked State education system in the US.

Why is this a challenge?

EL Enrollment Statewide is at 90,204 and has more than doubled since 2000
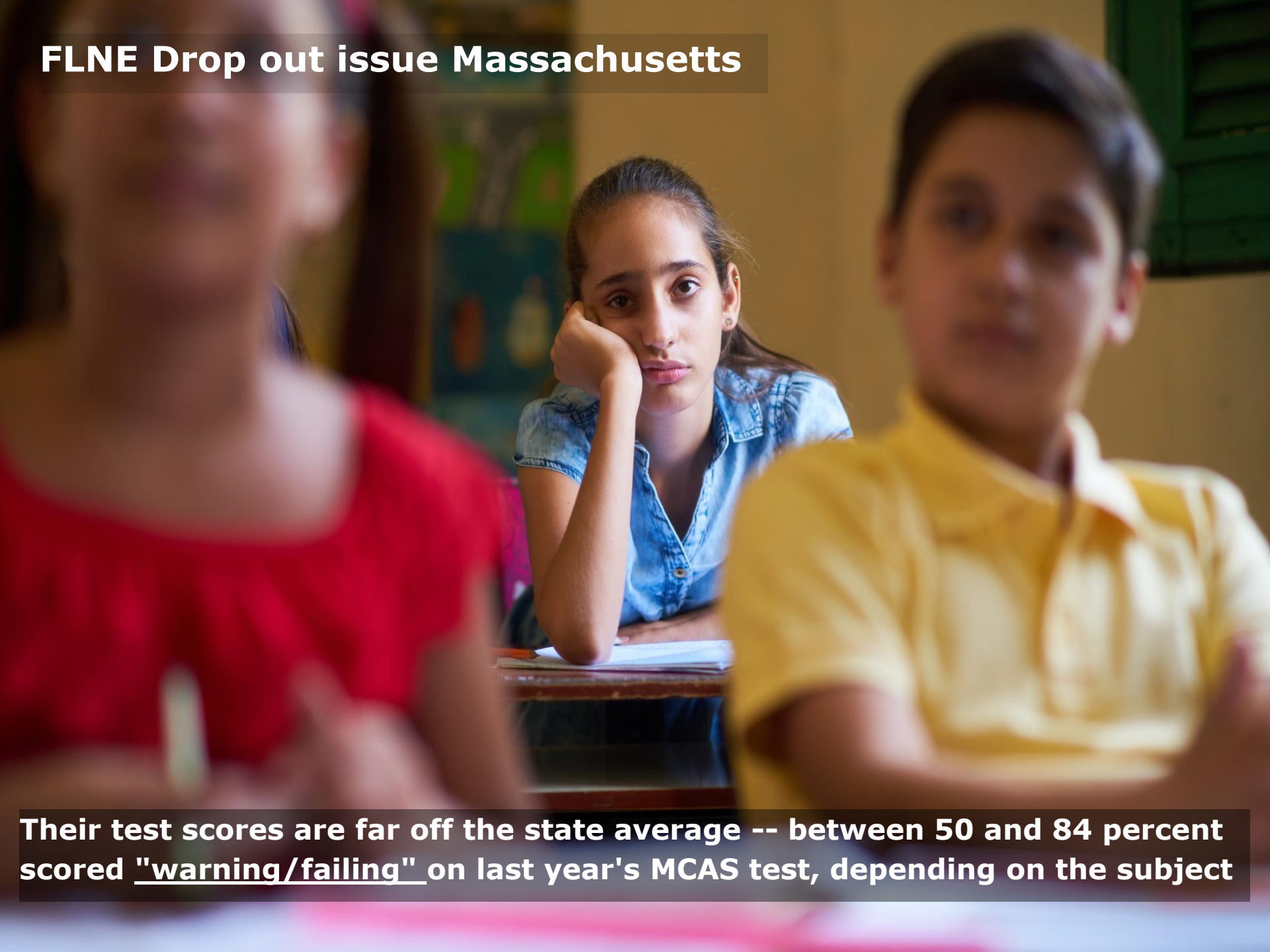

Source: SIMS

FLNE Drop out issue Massachusetts

FLNE Drop out issue Massachusetts

Students who are learning English <u>drop out</u> of school more and graduate less regularly than any other group.

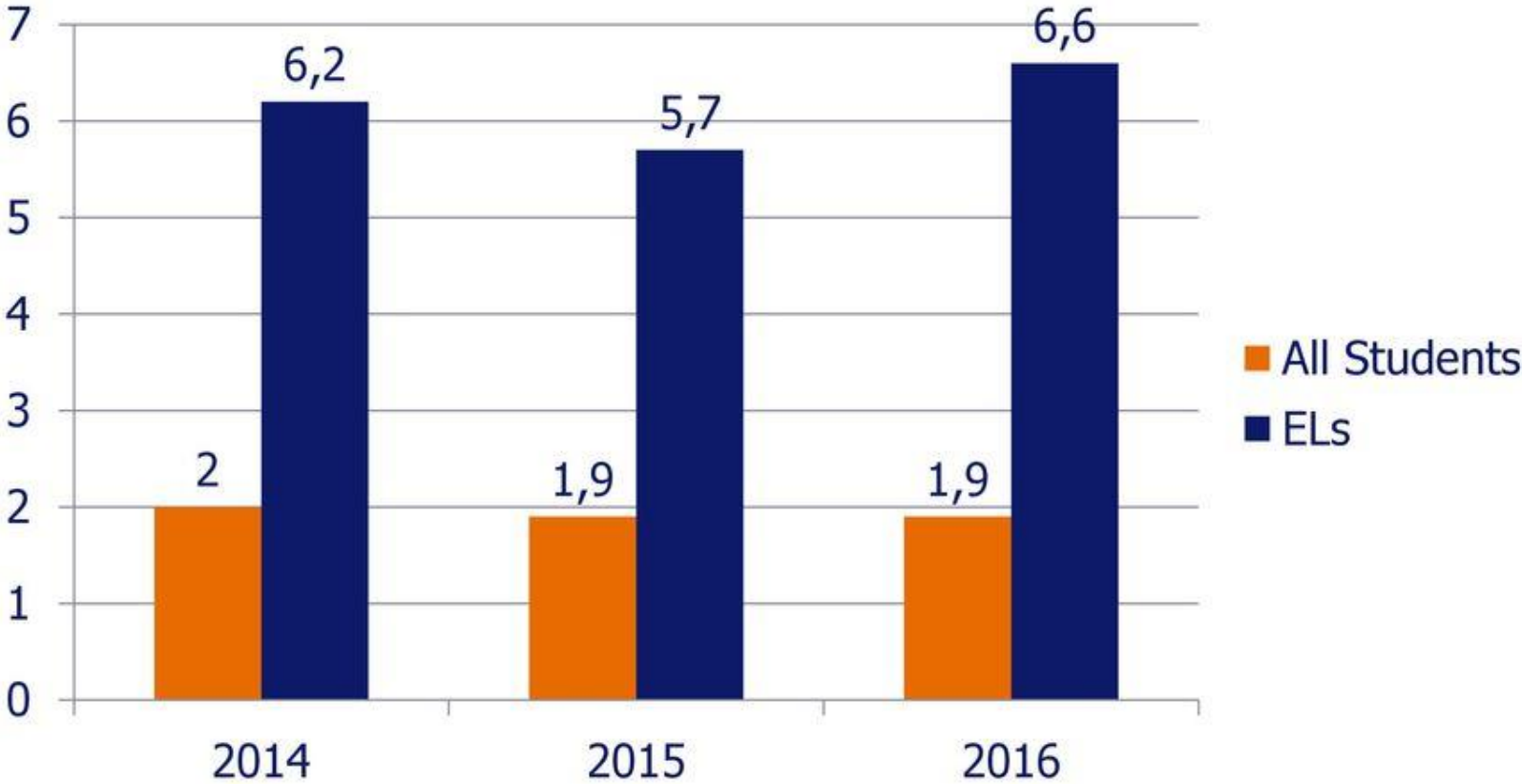**FLNE Drop out issue Massachusetts**

Their test scores are far off the state average -- between 50 and 84 percent scored "warning/failing" on last year's MCAS test, depending on the subject

FLNE Drop out issue Massachusetts
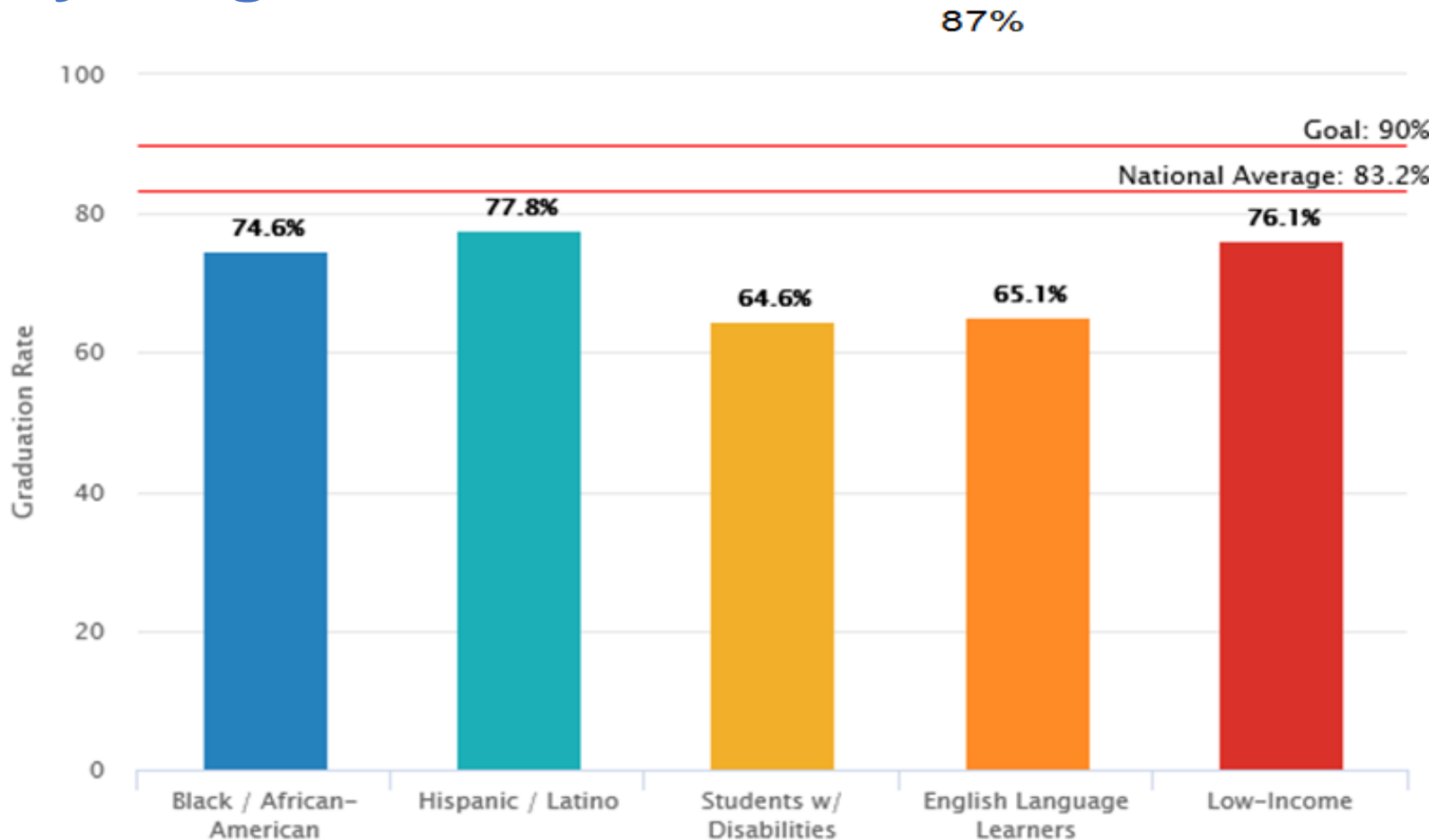
And there is little evidence they are catching up...

Dropout rates for ELs

I Came Here To Learn
The Center For Promise – 4 year graduation rate

87%

Goal: 90%
National Average: 83.2%

74.6% — Black / African-American
77.8% — Hispanic / Latino
64.6% — Students w/ Disabilities
65.1% — English Language Learners
76.1% — Low-Income

Graduation Rate

1

Outcome from research:

Language barriers are a challenge to be solved

•**Language proficiency is often a barrier, rather than a bridge, to connection to supportive adults and resources.**

•Families may provide essential emotional support, but for those who have immigrated to the U.S. without one or both parents, this support is weakened.

•Competing priorities, such as the need to work or care for family members, combined with lack of support and resources, often deter students from staying on the path to graduation.

•They came here to learn. All the young people with whom the authors spoke expressed motivation to better themselves and were seeking supports that would enable them to reach their full potential, in school and in life.

Center for Promise

I CAME HERE TO LE

The Achievements and
of Massachusetts Stud
First Language Is Not

Sherman M. Varga, Max Margolius, Cataline Ta
Marissa L. Cole, & Jonathan F. Zaff

A challenge faced in Massachusetts

But not a new challenge.

Transitional Bilingual Education (TBE)

Transitional Bilingual Education (TBE)

MA was a pioneer in language education.
Mandated TBE in 1971

However, the program had challenges:

"Students were not really becoming fully literate in their own language *or* in English," says professor **Miren Uriarte**, who has studied bilingual education for years and sits on Boston's School Committee. "There were problems in the implementation of bilingual education that everybody recognized."

Lincoln Tamayo, a former principal of Chelsea High School -"What we were basically creating were Spanish- and Portuguese-speaking ghettos in our public schools," Tamayo says. "And that had to stop".
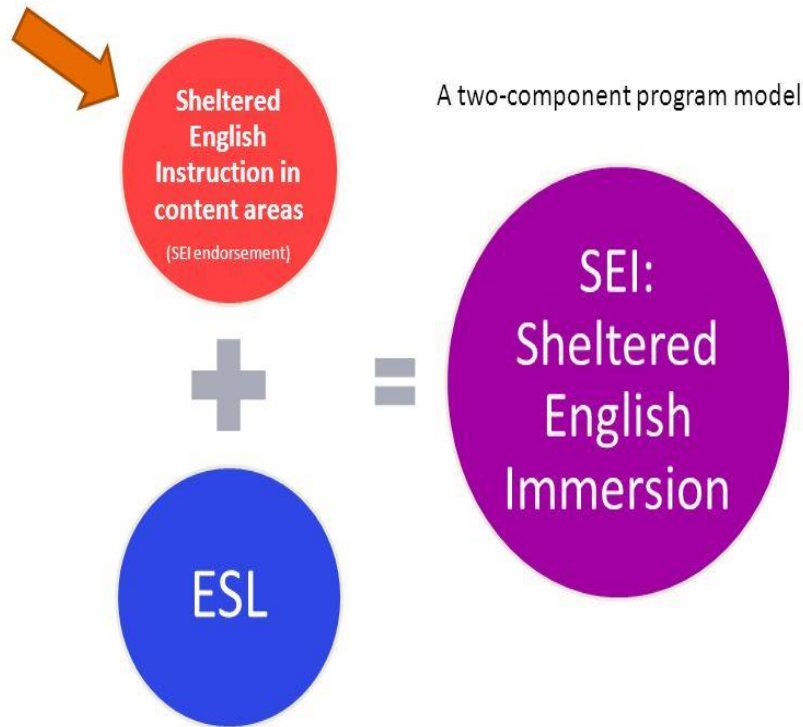
Sheltered English Immersion

Sheltered English Immersion (SEI)

"English for the Children" campaign

Question 2 Ballot Question (2002) - required most language learners be placed in "sheltered English immersion" (SEI) classrooms, where books and lessons are in English and students' home languages are only spoken under rare circumstances.

SEI & ESL

A two-component program model

Sheltered English Instruction in content areas
(SEI endorsement)

+

ESL

=

SEI: Sheltered English Immersion

CURRICULUM & INSTRUCTION
Massachusetts Department of Elementary & Secondary Education
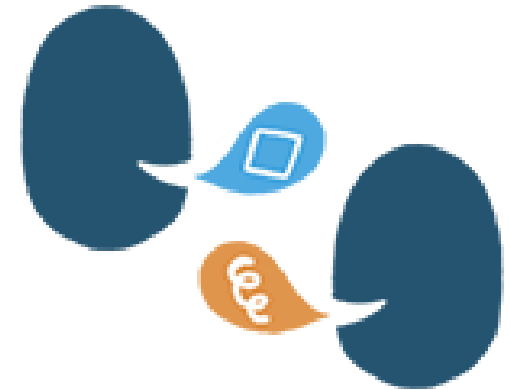
77

Development of ELL programs continues

Models for teaching FLNE in Mass

1971 - TRANSITIONAL Bilingual (1971) - Bilingual has two goals: Get kids to English proficiency but continue instruction in their native language.

2002 - **Sheltered English Immersion (SEI)** ENGLISH AS A SECOND LANGUAGE

2018 –LOOK Act - "Language Opportunities for Our Kids" - Districts will have the latitude to choose which program serves their students best.

DUAL-Language Programs - One part of the school day in English, the other in a different language. (Showing progress in other states)

P Pearson

With so many solutions…

what is blocking success?

Language Learning Challenges and Barriers

Introducing Sara Davila

Sara Davila is a teacher, teacher trainer, and educational specialist engrossed in language education, professional development, and curriculum construction. .

She has done extensive research on performance assessment, communicative based instructional strategies, and learning theory with presentations, workshops, and articles around each topic.

She is currently working with Pearson, English as the Learning Expert in Higher Education for global English language products.

Sara also continues to contribute to the field through her website, which contains presentations, free lesson plans, and free worksheets for teachers, which can be found at saradavila.com.
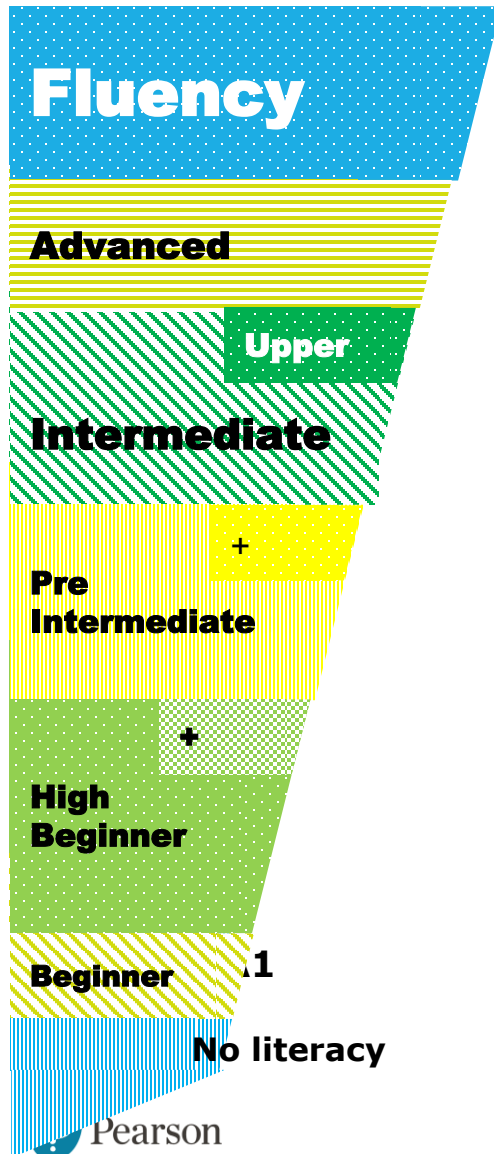
A crash course

Learners will master different skills at different times.

Assessment doesn't always give perfect insight into learner performance

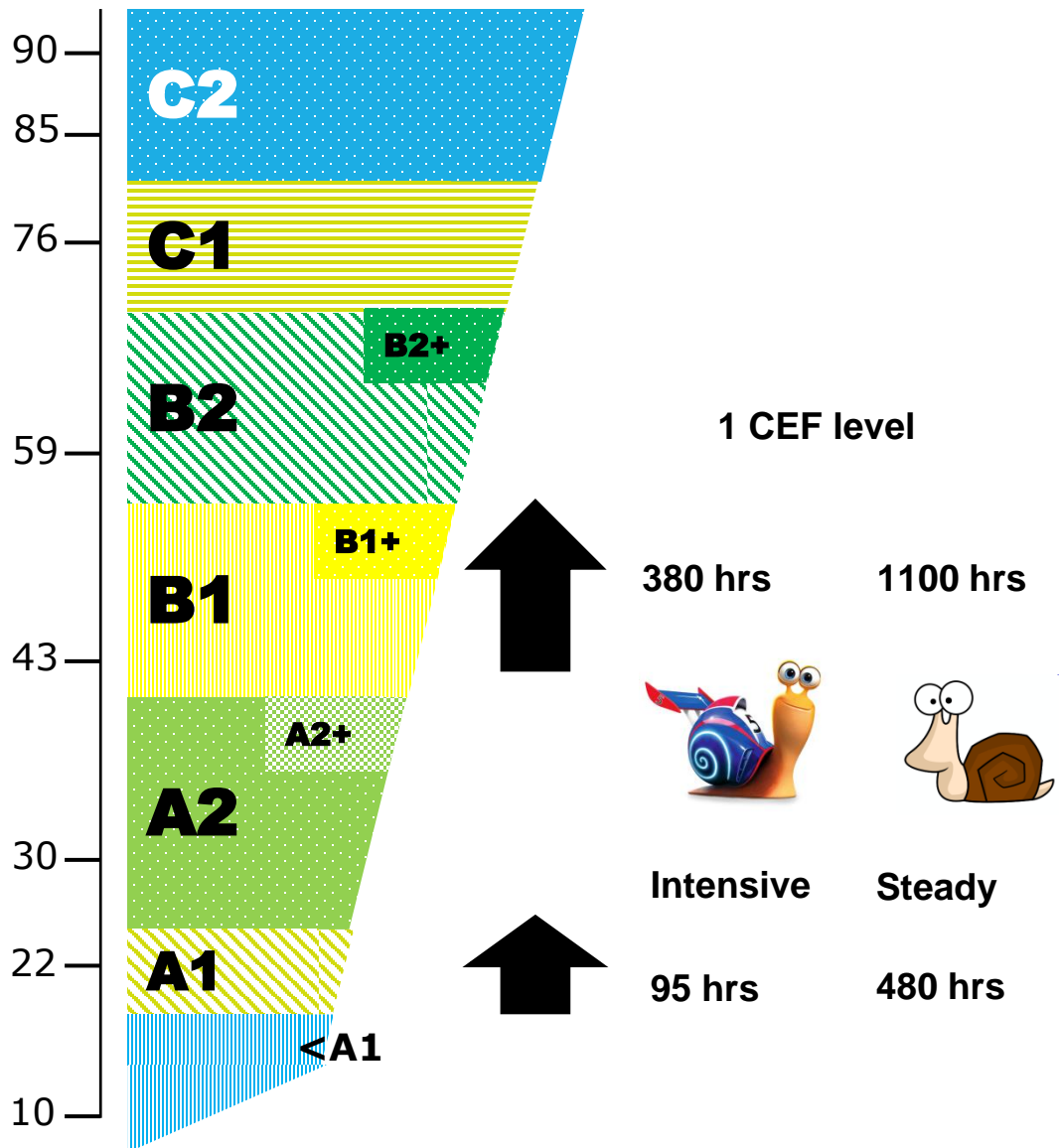# Understanding Language Learning through research

- A research backed framework for describing learning performance

- Looks at skills individually

- Provides a common language to communicate performance – *(Tests, exams, textbooks, curriculum, course materials)*

The Language Learning Challenge

Progress in hours against the CEFR

Progress in Cumulative Hours against CEFR Levels

Cumulative Hours of Study

Legend: Slow | Fast

CEFR Level	Slow	Fast
>A1 - A1	480	95
A1 - A2	770	190
A2 - B1	1386	380
B1 B2	2495	760
B2 -C1	4491	1520
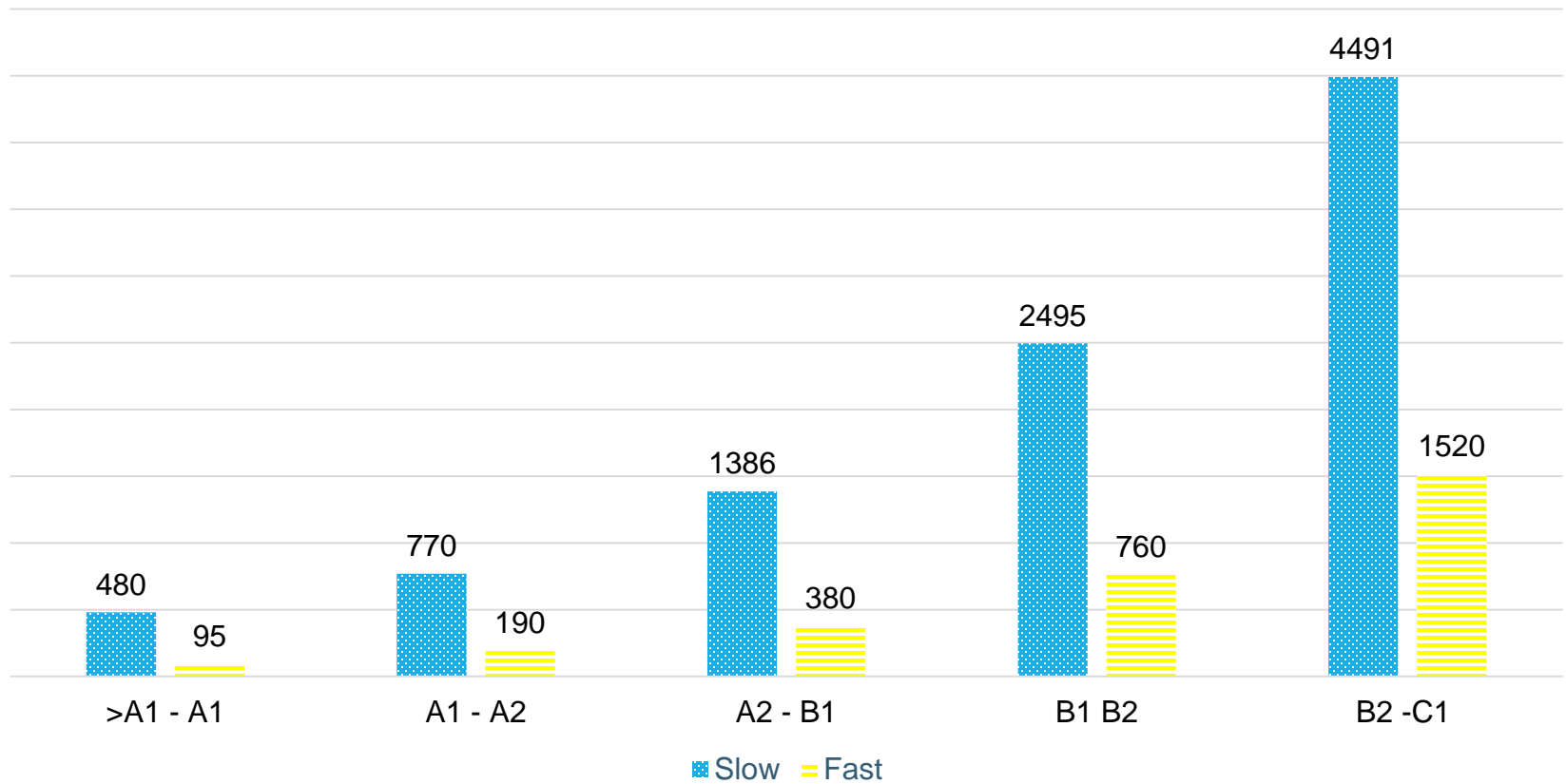
Actual hours will depend on individual factors such as L1, motivation, intensity of study, etc.

Pearson

Losing the details of progress
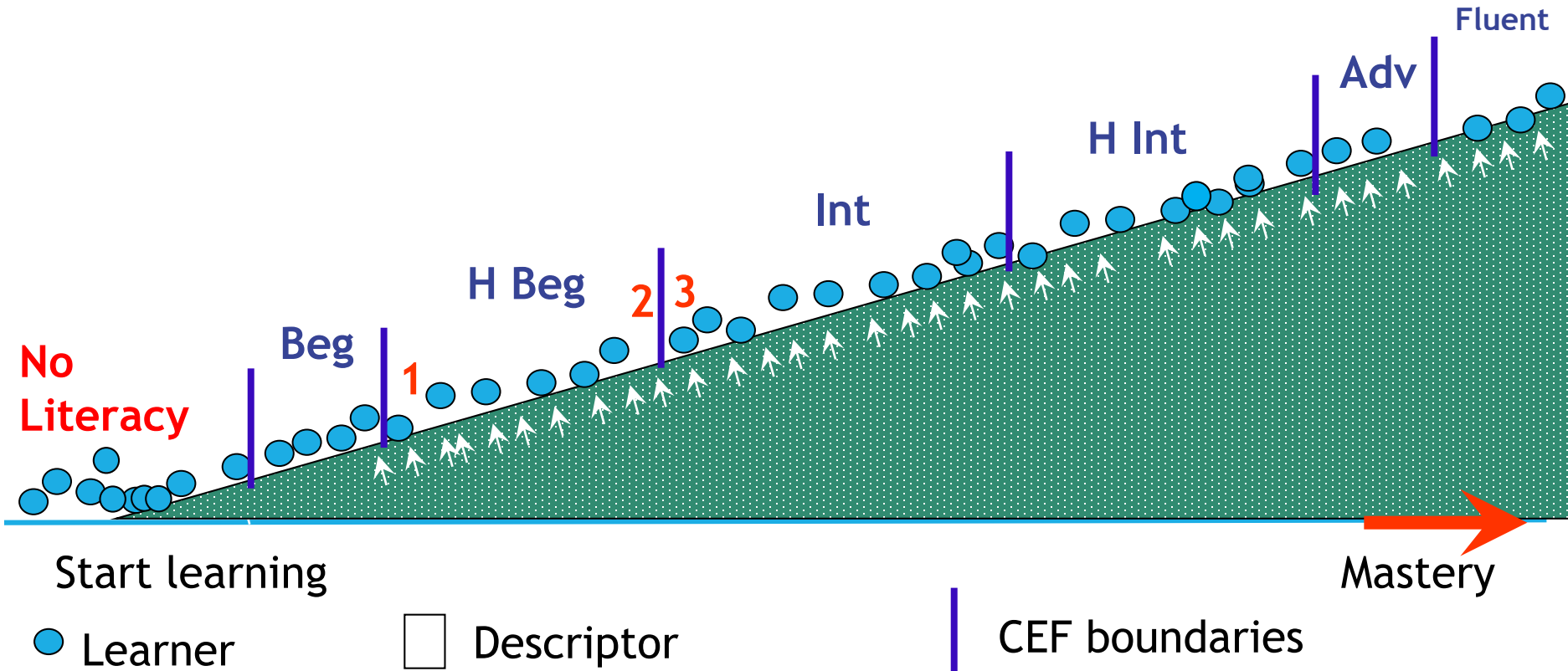
Fluent

Adv

H Int

Int

H Beg

2 3

Beg

1

No Literacy

Start learning

Mastery

● Learner ☐ Descriptor | CEF boundaries

Pearson

So, what do we need?

Getting back to a more granular scale

The original CEFR (granular) research data is mapped to the Global Scale of English (GSE)

LOGIT		CEFR		
>3.80		Mastery	C2	
2.80		Operational eff.	C1	
	1.74	Vantage		B2+
0.72			B2	
	-0.26	Threshold		B1+
-1.23			B1	
	-2.21	Waystage		A2+
-3.23			A2	
-4.29		Breakthrough	A1	
-5.39		'Tourist'		

Global Scale of English

90
85
76
59
43
30
22
10

C2
C1
B2+
B2
B1+
B1
A2+
A2
A1
<A1
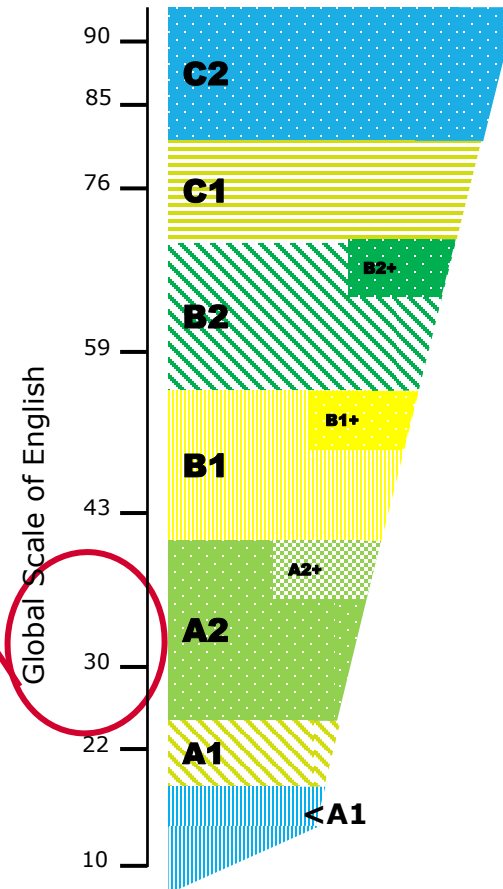
The CEFR and the Global Scale of English
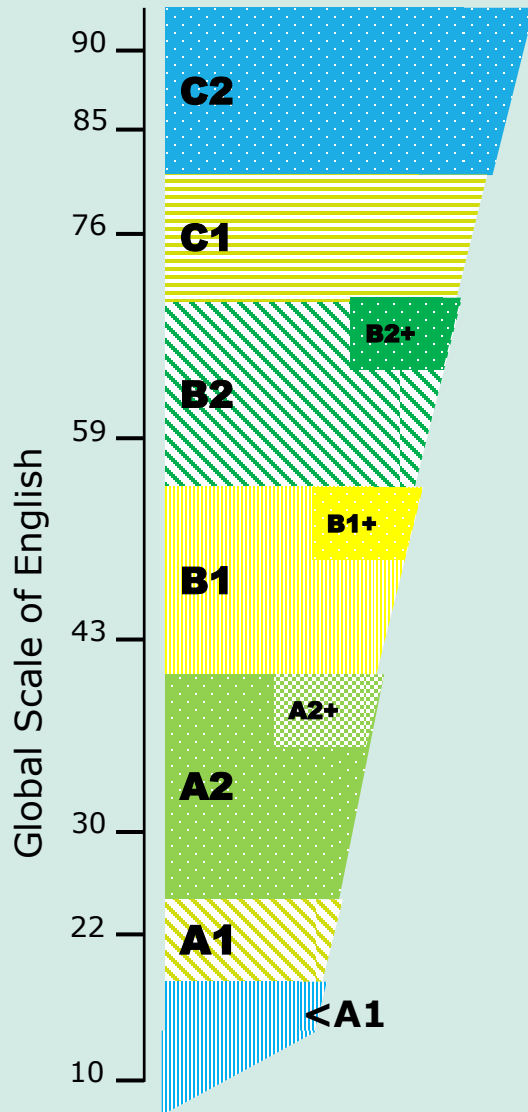
- The Global Scale of English extends the CEFR to enable a more granular measurement of learner progress

- Thousands of additional research-validated learning objectives have been added to the GSE.

- Over 120 descriptors have been added below A1.

- The new learning objectives were vetted by a large pool of teachers to create a scale that is reflective of the needs of English language learners around the world.

Benefits of Global Scale of English

A more granular scale enables us to demonstrate progress over a shorter period of time.

90 —
85 —

C2

76 —

C1

B2+

B2

59 —

B1+

B1

43 —

A2+

A2

30 —

A1

22 —

<A1

10 —

70 hrs

210 hrs

25 hrs

120 hrs

3 pts GSE (smallest measurable progress)

1 CEF level

380 hrs
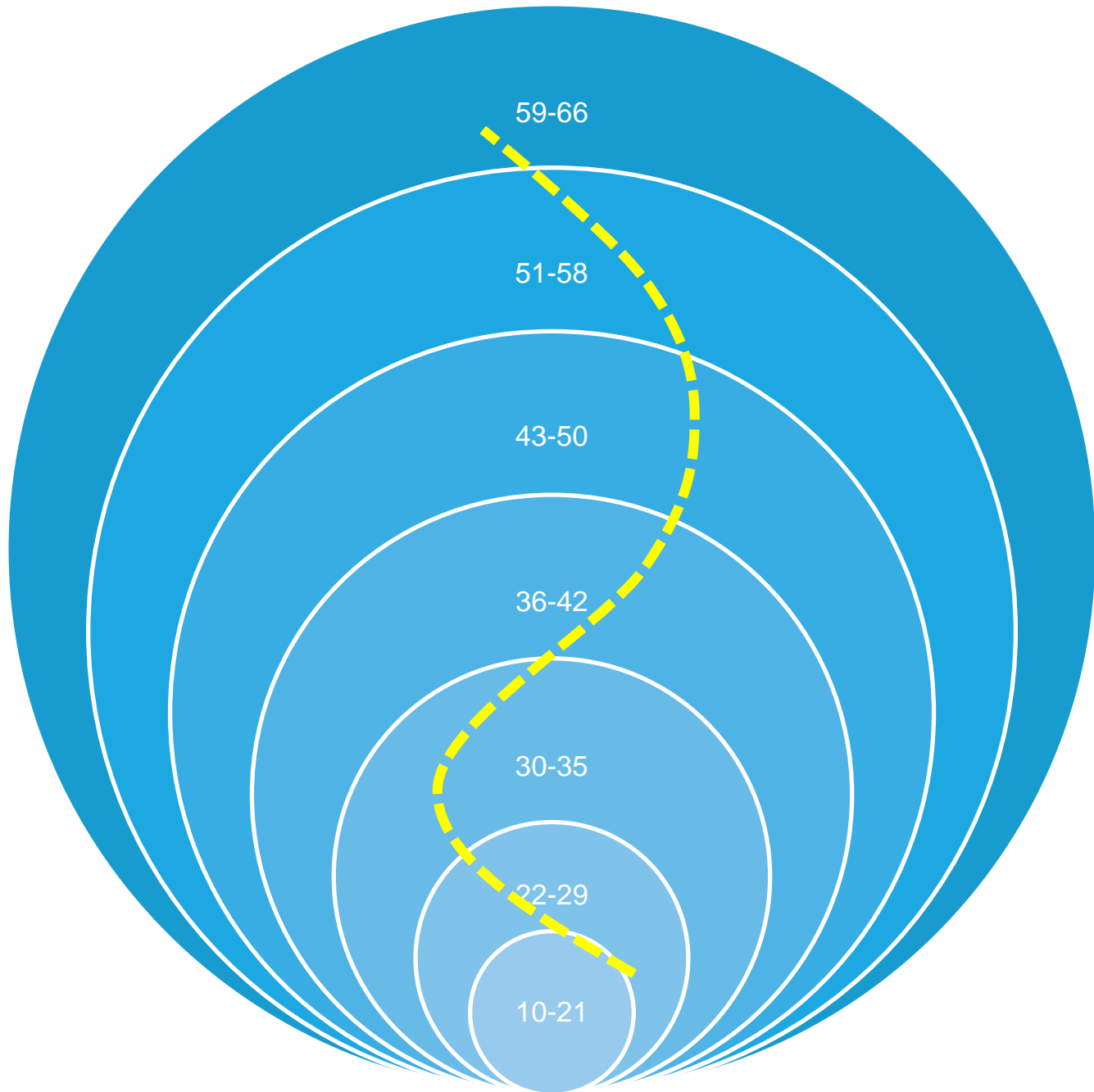
1100 hrs

95 hrs

480 hrs

P Pearson
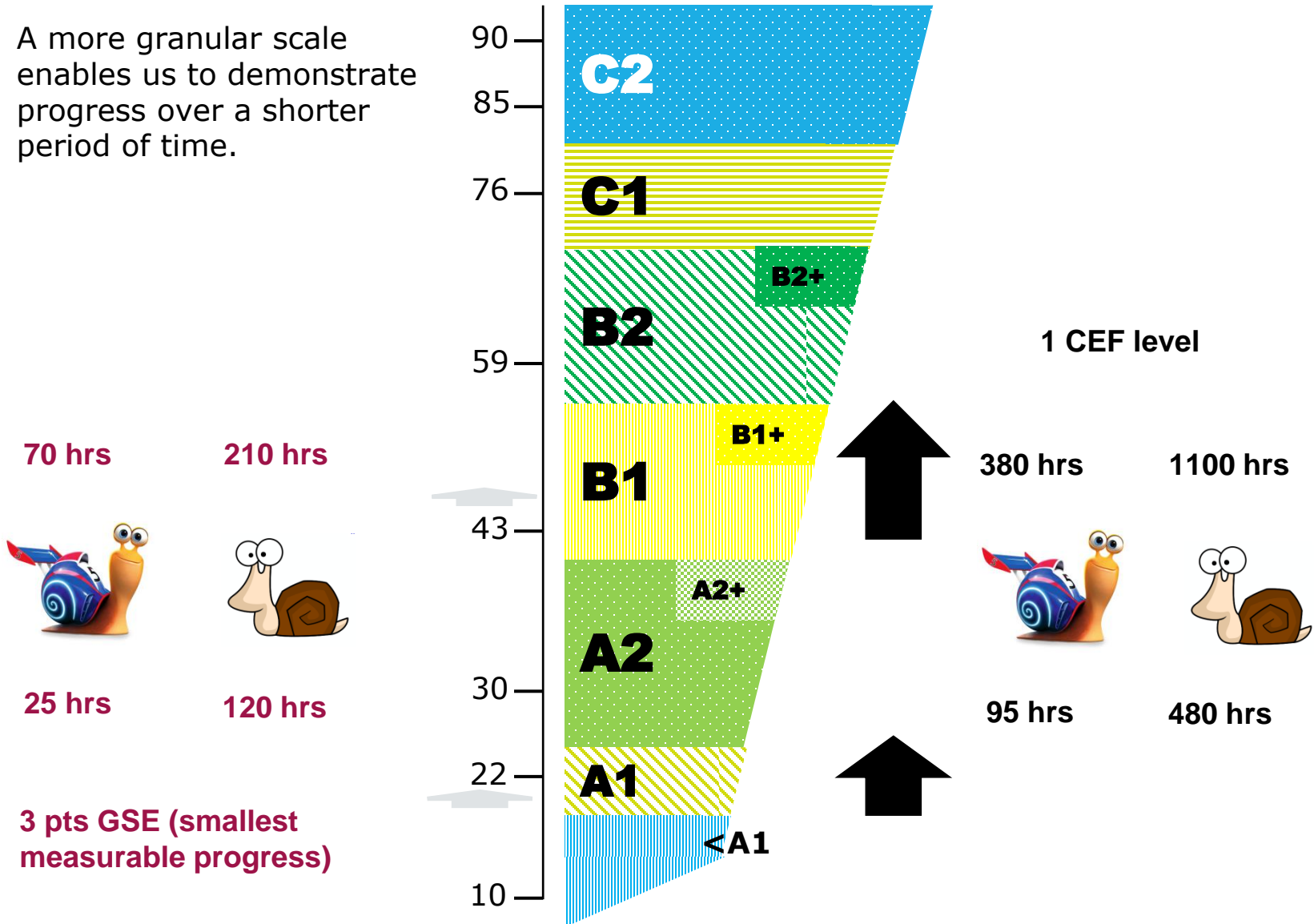
How does this support learning?

GSE and Differentiation

- Understand learner readiness
- Target specific goals
- Enhance IEPs
- Accelerate acquisition
- Design for Parallel Skills
- Add elements of career readiness

Descriptors at different levels

Can identify <u>specific information</u> in
simple letters, brochures and short articles.

Reading 37 A2+ (36-42)

Can identify <u>specific information</u>
in a simple factual text.

Reading 39 A2+ (36-42)

Can scan short texts to
locate <u>specific information</u>.

Reading 44 B1 (43-50)

Can scan a long text or a set of related
texts in order to find <u>specific information</u>.

Reading 63 B2 (59-66)

Can identify <u>specific information</u>
in a linguistically complex factual text.

Reading 73 B2+ (67-75)

Global Scale of English 10 20 30 40 50 60 70 80 90

CEFR <A1 | A1 | A2 + | B1 + | B2 + | C1 | C2

Pearson

Parallel Descriptors at Level

Can ask someone to repeat a specific <u>point or idea.</u>   Speaking 34   A2 (30-35)

Can identify the main topic and <u>related ideas</u> in a structured text.   Reading 49   B1 (43-50)

Can distinguish between <u>main ideas</u> and supporting details in familiar, standard texts.   Listening 51   B1+ (51-58)

Can write simple structured essays, organizing <u>basic ideas.</u>   Writing   53   B1+ (51-58)

Global Scale of English	10	20	30	40	50	60	70	80	90
CEFR		<A1	A1	A2 +	B1 +	B2 +	C1	C2	
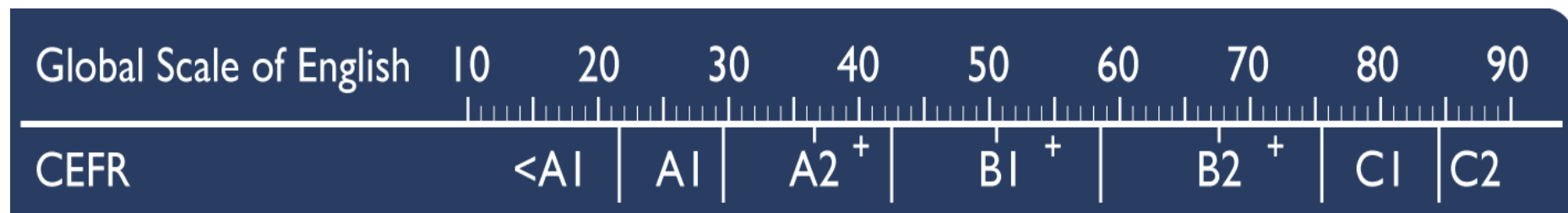
Descriptors for Career Readiness

Can understand short written notices,
signs and instructions with visual support.

Reading 27 A1 (22-29)

Can understand a simple work schedule.

Reading 30 A2 (30-35)

Can understand rules and regulations
(e.g. safety) if expressed in simple language.

Reading 37 A2+ (36-42)

Can understand the main information
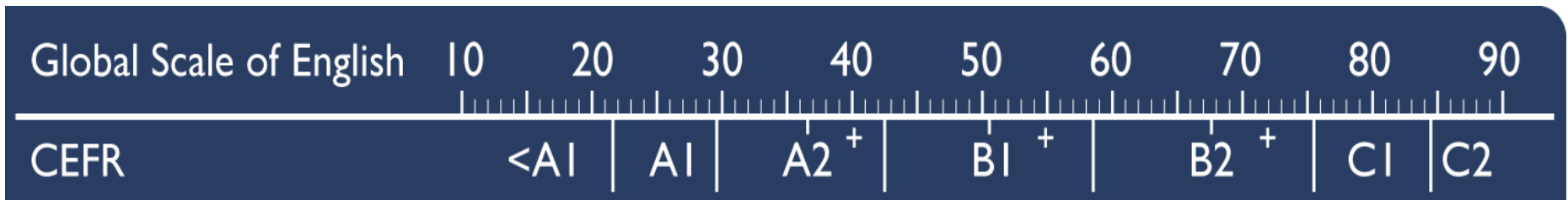from simple diagrams (e.g. graphs, bar charts).

Reading 42 A2+ (36-42)

Can understand written instructions
for taking medication.

Reading 44 B1 (43-50)

Can understand standard documents
related to the daily activities of a company
or institution.

Reading 49 B1 (43-50)

Global Scale of English	10	20	30	40	50	60	70	80	90
CEFR		<A1	A1	A2+	B1+		B2+	C1	C2

Pearson

Planning for Language Development

Plan and Prepare

Start with local standards, benchmarks and expectation

10-90

Use the GSE to plan for communicative needs and learner progress

Select and Apply

Use the GSE to understand core material alignment to language acquision

Share information with students to help motivate learners and provide clear goals and timelines

Reflect and Evaluate

Teach and support

Plan course assessment

Assessment can include looking at both placement, progress, and exit proficiency

Pearson

Teacher toolkit

Assessment

GSE
Global Scale of English

Placement and goal setting

Course content and materials

Pearson

Global Scale of English
Research, Tools and Resources

English.com/gse

Learning Objectives databases include

Learning objectives cover all four skills:

Speaking
Listening
Reading
Writing

And the two enabling skills:

Grammar
Vocabulary

The Learning Objectives / 'Can-do' statements

Implications to address the drop out challenge

Questions?

sara.davila@pearson.com

There's so much more to learn

Find out more about us at
English.com/gse