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<http://dergipark.ulakbim.gov.tr/eltri/>
*International Association of Research
in Foreign Language Education and Applied Linguistics*
ELT Research Journal
2018, 7(3), 146-149
ISSN: 2146-9814

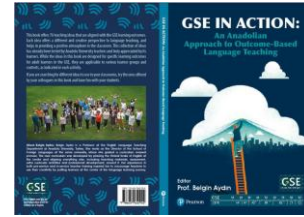
A review of *GSE in Action: An Anadolian Approach to Outcome-Based Language Teaching*

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GSE in Action: An Anadolian Approach to Outcome-Based Language Teaching, Belgin Aydın (Ed.). Pearson (2018), 208 pp. ISBN: 978-9610-90-2(Paperback).

In today's constantly changing world, language learning and teaching has taken different shapes with the involvement of new trends, approaches and technology. Language learners are not exceptional in this change: Classrooms are full of language learners with different talents, tendencies, priorities, strengths and weaknesses, generally with a low attention span (Biggs, 2001; Hall & Rodriguez, 2010; Hull, 1984; Le Pelley, 2010; Pintrich & Schrauben, 1992). This challenge in the classroom keeps language teachers busy with looking for ways to engage them more in the classroom activities generally via the ones that arouse interest, keep attention span longer and, more importantly, serve the learning outcome(s) on the school curricula. One might argue that schools may differ greatly in terms of curricula, yet, given the fact that in language learning the focus is on the improvement of language skills and systems; the ultimate aim is to make language learners proficient users of language. On that note, *GSE in Action: An Anadolian Approach to Outcome-Based Language Teaching* is a great resource book offering 76 teaching ideas aligned with Global Scale of English (GSE).



GSE is an English language standard to help language learners and teachers measure learner progress accurately and easily. In the development of GSE, more than 6000 teachers from more than 50 countries are presented a set of learning outcomes and asked to pinpoint them on a scale from 10 to 90 with regard to what needs to be mastered with a granular approach as illustrated below. That is to say, the outcomes on GSE and the related GSE range

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are agreed upon by the teacher participants. GSE helps the development of school curricula, as it is the case at Anadolu University School of Foreign Languages (AUSFL), which explains the “*Anadolian Approach*” in the book title.



The outcomes to be achieved across skills and levels at a specific GSE range are clearly defined on the scale. For example, a language learner at 50 on the scale “can understand the main idea of a text using textual clues” and “can understand the relationship between a main point and an example in a structured text” whereas a learner at 37 “can understand short simple personal emails and letters” in reading skill. As for speaking skills, a learner at 50 “can discuss films, books or plays in simple terms, using fixed expressions”, but a learner at 28 “can describe a person’s likes and dislikes using simple language”. As for writing skills, a learner at GSE range 28 “can write simple sentences about someone’s life and routines” whereas the ones at 50 “can write a basic summary of a text, if guided by questions”.

The majority of the activities in *GSE in Action: An Anadolian Approach to Outcome-Based Language Teaching* are to practice speaking and grammar in addition to eight writing, four vocabulary, three listening and one reading activity. All the activities are developed by a team of language teachers who follow a GSE based curriculum at AUSFL, hence the familiarity and expertise (Aydın, 2017). The book has activities from 14 to 76 with regard to GSE ranges and all are presented in the same way: The skill(s) to be practiced, the GSE range, the outcome, time allocation and materials needed for that activity. The procedures for each activity are neatly given with extra notes, suggestions and variations in many of them. For instance, *Conver-Station* is a speaking activity designed to improve learners’ skills to enter unprepared into conversation on familiar topics. It requires students to sit in two circles with each student facing another. The ones sitting in the outer circle are given topics such as *celebrities, education and health* and are told that they are the owner of these “stations” and they will ask as many as questions about these stations, i.e. topics. The ones in the inner circle will answer the questions until the set-time is over and move to another station. When they are at the starting point, they swap roles. It requires no preparation except determining the topics depending on the language level and interest of learners.

Language teachers seeking different activities may either pick an activity from the book and use it with or without any modifications or create new ones with this inspiration and apply them in their own classrooms. For instance, the activity *Speaking Bingo* (GSE Ranges 60, 63)

aims to help learners develop an argument giving reasons in support of or against a particular point of view and it makes use of bingo cards to practice specific structures used for agreeing, disagreeing or interrupting. Learners are given a set of bingo cards with specific instructions written on them and they try to use them when discussing the given topic. Alternatively, language teachers may give blank bingo cards to be filled by learners, which gives them a choice in what expressions to practice; or they make use of the idea of bingo card to practice different expressions used in conversation or specific vocabulary items about a theme, for example environment.

Another strength of the book is that the teachers have tested the activities in their classrooms so that all necessary alterations are already done to make them work better. Above all, *GSE in Action: An Anatolian Approach to Outcome-Based Language Teaching* is the one and only printed resource offering GSE aligned activities for language classroom in the world, which emerged from a team of teachers teaching a school curricula based on GSE in Turkey.

Although developed for young adult learners, *GSE in Action: An Anatolian Approach to Outcome-Based Language Teaching* might prove useful for all age ranges studying English in different educational settings.

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