

Case Study:

Anadolu University

“The quizzes, the exams,
tasks, everything we do are
aligned with each other.”

*Student at Anadolu University
(after the GSE was implemented)*



ANADOLU ÜNİVERSİTESİ

Anadolu University is the second largest in the world, with over 2 million students. Anadolu University School of Foreign Languages provides intensive foreign language instruction to approximately 2,700 students who need to continue their university education in an English-medium instruction environment.

Challenges

Due to the reported low proficiency levels of Anadolu students, most lacked sufficient time to reach the required level of language proficiency, and Anadolu recognized that there were changes needed in its curriculum. Anadolu was also challenged by low levels of motivation of students and teachers and there was no adequate alignment of teaching to assessment. In consultation with similar educational organizations, they discovered that despite the fact that they were all using CEFR, each interpreted CEFR levels differently which itself presented problems in terms of teaching and learning standards.

Adoption of GSE

The Global Scale of English was selected as a basis to develop a new English curriculum after an extensive review as it was identified as the only framework that defined language proficiency in a more granular way than was possible with the CEFR, thus helping both learners and teachers to see a more detailed picture of where they were and what needed to be learned next.

Using a bottom-up approach in collaboration with teachers and students, Anadolu used the GSE and the GSE Learning Objectives as the basis of selecting and organizing content, learning experiences, and evaluation procedures. They provided a basis to answer the relevant questions around what materials were needed, how they could test various outcomes, and how to evaluate the effectiveness of their programmes. Although there were some challenges in getting the organization committed to this new paradigm, transparent and continuous communication with teachers and students helped them to deal with these challenges.

Using this process, the new curriculum was rolled out during the 2014-2015 academic year. Throughout the year, feedback was gathered both from learners and teachers for almost every single component, and revisions were made for the following academic year based on this feedback.

“What we have experienced with the help of the GSE in our institution can be considered as a standardization process. I believe GSE helped us to ensure that all of the stakeholders share a common perspective in reaching a common goal. It facilitated a healthier and a more effective communication among all the parties; test developers, the material writers, learners and teachers.”

Belgin Aydın, Director of School of Foreign Languages, Anadolu University

Benefits

In the pilot year alone, student progress increased by 33%. **Student progress subsequently increased by 50%**. In fact, two thirds of learners start at a beginner or a very low level, so this can be considered as significant improvement for them to be able to reach **GSE level 66** (which is Anadolu’s exit level in GSE).

The new context-specific curriculum developed with the participation of all stakeholders resulted in a noticeable increase in both student and teacher motivation and confidence. GSE helped Anadolu ensure that everyone who took part in the process, including the material developers, the testing unit members, the coordinators, the teachers, and the learners shared a common perspective in reaching a common goal with a common language.

Helping learners realize how they were progressing, how much they have improved, and how much more they needed to progress in their learning journey substantially increased their success and made the language learning process more concrete.

GSE also helped the teachers to become more aware of what they were doing, where their students were in this process, and how they could guide them to make further improvement. Anadolu continues to make further revisions based on student and teacher feedback, and it has adopted Pearson’s *Speakout* and *Progress* solutions to better deliver the GSE promise and measure results.

“We have a very challenging task of dealing with a group of young adult learners who start their education with a low level of motivation. All these learners start learning English at the second grade and after having 11 years of instruction in their previous education most of them start from the beginning when they come to university. They have a feeling that English is a difficult language to learn and they have already tried, but could not achieve. This is the main reason we love the Global Scale of English. It shows how much students have already achieved and how much more they need to learn.”

Belgin Aydın, Director of School of Foreign Languages, Anadolu University