

Cambridge English Schools

Case Studies – Russia

Case study 1

Julia Raskina, Teacher, Deputy Director for English Studies
School №1567, Moscow city, Russia

1. What attracted you to be a Cambridge English School?

It is indeed an honour and pleasure to be part of Cambridge English Language Assessment Project. In the course of more than 15 years we have been successfully preparing students for all main suite Cambridge exams (YLE, KET, PET, FCE, CAE), thus promoting high academic standards in English language learning scheme. This program has led to a tremendous increase in the level of language proficiency of both teachers and students at school and attracted new pupils and students to Cambridge Courses organized at school. A well-balanced program based on primarily Cambridge textbooks, Grammar and Vocabulary books, Exam Builders and Past Papers at all levels of language learning creates a strong foundation for a consecutive approach in developing language skills.

2. How are you finding the scheme so far, including the benefits available to you?

Exams as such are a strong motivating factor for the majority of Course participants, creating both a necessary challenge and a sort of landmark in the learning process. Cambridge Certificates are highly valued by all holders.

Having such a background in exam preparation program it was only natural for our school to become part of a Cambridge School Project and enjoy the benefits of a well-balanced scheme as well as other tangible incentives like book discounts and pre-test papers availability.

3. Have you encountered any challenges? If so, how have you overcome them?

However the program as such does not solve all the problems related to exam preparation, especially at the levels of FCE and CAE candidates. The challenges are quite obvious and are related to high standards, demands and skills required. The key to success here is persistent work with materials available, fiction and non-fiction books and films and creating the language environment with the help of Cambridge resources.

4. Have your expectations been met?

Having solved the immediate needs, the Project will hopefully develop and offer new opportunities for the participants. A special tribute should be paid to the role of the Project, Cambridge English Language Assessment and Cambridge University Press in creating a formidable ground for the preparation of students for the Russian State Unified Exam (EGE).



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Case study 2

Marina Pospelova, Honoured Teacher of the Russian Federation,
School №1971, Moscow, Russia

1. What attracted you to be a Cambridge English School?

English has always been a very popular subject in our school. Not only parents want their children to know English well – most of our students are motivated to learn and use it. Both students and parents seem to realise that knowledge of English is very important, if not crucial, in students' future careers. However, these are long-term goals. At present students have other reasons to learn English more profoundly at earlier stages as well. First, they have to take exams in English in Year 4 (then in Year 9 and, finally, the Russian National Exam in Year 11). Second, they need it in their everyday life, mostly on the internet. Besides, more and more students travel abroad on holidays and many of them act as interpreters for their parents who are sometimes not very good at English.

The scheme of this project, the content of the books we were offered to work with, as well as the format of Cambridge exams we prepare our students for, cater for all these needs.

The fact that we work with authentic materials published by CUP and that the students are to undergo independent assessment held by Cambridge English Language Assessment also encouraged us to be a Cambridge English school. As for our students' parents, they like it that their children have extra English lessons at school and they do not have to bother about looking for language tutors or schools somewhere else.

2. How are you finding the scheme so far, including the benefits available to you?

We've been part of this project for a year. It's both challenging and fun. We've been given a lot of support from Moscow staff in the form of consultations, seminars, talks, etc. Other benefits we got were free materials for diagnostic testing.

3. Have you encountered any challenges? If so, how have you overcome them?

My students (now Year 6) feel uncomfortable and sometimes even numb when speaking to a stranger. Most of them do not have any opportunity to communicate in English with other people than their teacher, that is why I find speaking the most challenging aspect of the exam and give it priority. Another reason is that the students cannot move at their own pace, they are "pushed" by the interlocutor. So, whenever it is possible, I encourage my students to speak, no matter what aspect of the exam we are working on.

My aim is to help my students realise they need these skills not only for the exams, but for the great pleasure to be able to communicate with people throughout the world!



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4. Have your expectations been met?

I've always liked working with CUP resources and passed two Cambridge exams (CELT, CPE) myself, so I want my students to enjoy this Cambridge English course and taking exams as much as I did. And they really do. They are very enthusiastic and motivated. I hope they pass their first exam successfully.



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Case study 3

Tatiana Kuznetsova, Honoured Teacher of the Russian Federation, Teacher Trainer, ELT Author, Moscow Region, Russia

1. What attracted you to be a Cambridge English School?

To be a Cambridge English School is extremely attractive, first of all is the possibility of taking Cambridge Exams by the students as part of school curriculum and the opportunity for teachers to be involved in teacher training course.

2. How are you finding the scheme so far, including the benefits available to you?

The scheme is very well thought, the teachers have great support from Cambridge English Language Assessment: programme for all levels, teacher training seminars and access to all modern professional resources including technology.

3. Have you encountered any challenges? If so, how have you overcome them?

The most challenging thing was probably to persuade parents about the necessity of taking the exams by the students, after parents-teachers meeting and presentation of the project parents became our great supporters.

4. Have your expectations been met?

We are very enthusiastic about the second year of the project and find it beneficial both for the students and the teachers.

