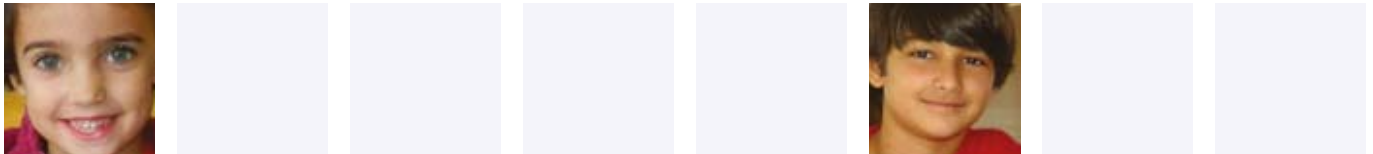
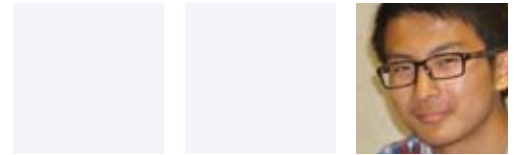




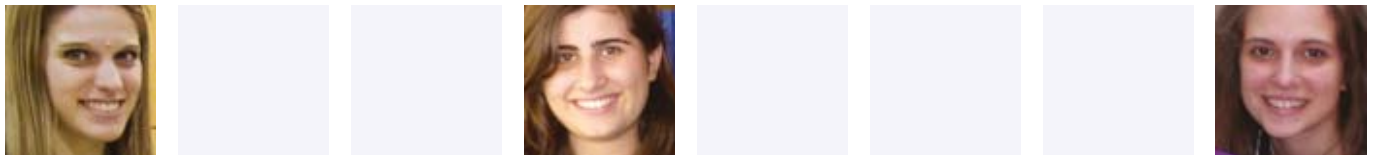
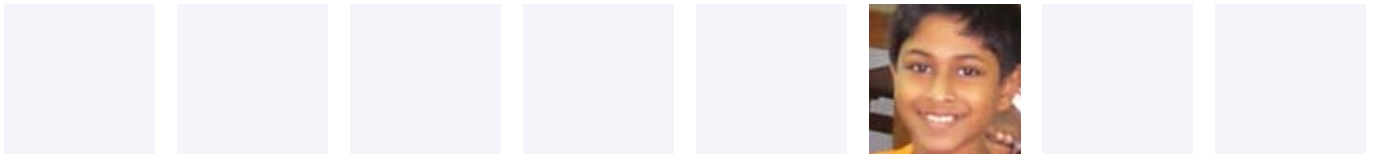
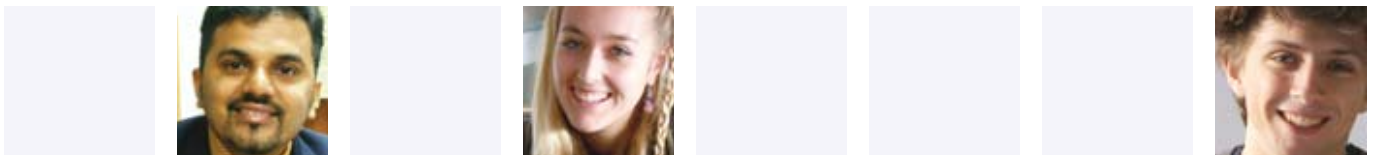
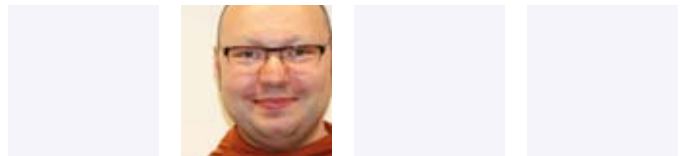
UNIVERSITY of CAMBRIDGE  
ESOL Examinations



# Annual Review



2011 ❄️ ❄️ ❄️





“Everything we do at  
Cambridge ESOL is  
driven by our desire to  
make a real difference.”

*Michael Milanovic, PhD*

# Introduction

In the 2011 *Annual Review* we share highlights of our work over the past year, which together give you a true picture of University of Cambridge ESOL Examinations (Cambridge ESOL) as an organisation that has a positive effect on a huge number of individuals and institutions.

As a university department, we focus on the wider educational and social impact of our work. Everything we do is driven by our desire to make a real difference. And you will see that we do make a difference – not only to the lives of language learners, but also to their teachers, families, schools, universities and colleges, employers and communities.

I would like to take the opportunity to thank our staff and colleagues throughout the world. These include 400 permanent staff in Cambridge and our overseas offices, staff in over 2,700 centres and more than 30,000 preparation centres, as well as tens of thousands of examiners, teachers and publishers.

It is only with the support of our friends and colleagues around the world that we can continue to have such a positive effect on all those involved in language teaching and learning.



Michael Milanovic, PhD  
Chief Executive, Cambridge ESOL



MICHAEL MILANOVIC, CHIEF EXECUTIVE

A decorative graphic in the bottom right corner consisting of several large, light beige circles connected by thin lines, forming a network-like structure.

THE 2011 ANNUAL REVIEW INCLUDES PHOTOS  
SUBMITTED BY OUR GLOBAL NETWORK OF CENTRES  
AND PREPARATION CENTRES

# Widespread recognition of Cambridge English exams

By the end of 2011, the number of universities and colleges, commercial organisations and government departments that officially accept Cambridge English exams had grown to over 12,250.

Recognising our exams is of real benefit to these organisations. They gain access to students, employees and visa applicants with a reliable high level of language and communication skills. This gives them clear evidence to support important decisions about education, employment and migration.

As more and more organisations specify Cambridge English exams, an ever increasing number of candidates are experiencing the benefits of taking these high-quality language assessments. Their English improves by preparing for our exams and they enhance their study and work prospects.

## Global acceptance of Cambridge English: Advanced

*Cambridge English: Advanced (CAE)* is now recognised by more than 3,000 organisations, including almost all UK universities. It is also recognised by the UK Border Agency for student visas.

New recognising organisations for 2011 include:

- University of Tokyo, Japan
- Ministry of Defence, France
- Irish Medical Council, Ireland
- University of Warwick, UK
- University of Northern British Columbia, Canada
- Griffith University, Australia.



AUSTRIA



SPAIN



UNITED KINGDOM

## Cambridge English: Advanced accepted for Australian immigration

In November, the Australian Department of Immigration and Citizenship (DIAC) began accepting *Cambridge English: Advanced* scores for student visa applications.

*IELTS (International English Language Testing System)* – another exam developed by Cambridge ESOL – has long been recognised by DIAC as the main English language qualification for Australian visas.

Most Australian universities and technical and further education institutions already accept *Cambridge English: Advanced* for admissions, so students only need one exam to apply for their university/college place and their visa.

**“I am very pleased Cambridge has been chosen as one of the new English test providers and I am confident they will provide a valuable service to student visa applicants.”**

Chris Bowen MP  
Australian Minister for Immigration and  
Citizenship



PREPARATION FOR CAMBRIDGE ENGLISH: ADVANCED, UNITED KINGDOM

## New visa requirements in the UK

In April, the UK Border Agency (UKBA) confirmed that Cambridge English qualifications satisfy the new English language requirements for all categories of visa for immigration to the UK, including visas for study.

Of the 26 accredited tests accepted for UK visas, 17 are produced by Cambridge ESOL. This confirms that our qualifications are especially suitable for people coming to live and work in English-speaking countries.

### Certificated BULATS Online

One of the new qualifications accepted by the UKBA is *Certificated BULATS Online*. This computer-based *BULATS (Business Language Testing Service)* test has increased the availability and flexibility of business language testing.

## IELTS recognised for immigration in Québec

The Canadian province of Québec became the latest region to formally recognise *IELTS* for immigration purposes. The predominantly French-speaking region joins other authorities around the world which recognise *IELTS*, including the governments of Australia, New Zealand, the UK and the national government in Canada.

## BULATS recognition in Europe

The French *BULATS* test has been chosen by the French Ministry of the Interior as a way for people to prove their level of French when applying for citizenship.

*BULATS* is also recognised by some German Federal states, most notably Hessen.

“... this exam has a very good reputation so it will help me in many ways, especially finding a job.”

Eric Costa Numeriano De Sá  
*Cambridge English: Advanced* candidate

## Recognition highlights

Here are just a few projects from 2011 where Cambridge English exams feature as part of effective language learning and assessment programmes.

### Mexico

The Universidad Contemporánea in Querétaro is integrating *Cambridge English: Business Certificates (BEC)* into business programmes as part of its drive to prepare graduates for life after graduation.

### UK

An increasing number of medical schools use Cambridge English exams for entry onto higher education courses, including the Universities of Birmingham, Bristol, Liverpool and Manchester, and Barts and The London School of Medicine and Dentistry.

### International

Cambridge ESOL has teamed up with International House World Organisation (IHWO) to give its students and clients better access to business language testing. International House schools will offer *BULATS* to existing and new schools throughout its network.

### Canada

Key educational institutions that now recognise *Cambridge English: Advanced* include Saint Mary's University, University of British Columbia (Okanagan) and Thompson Rivers University.

### Italy

A group of universities in Italy is using the new International Medical Admissions Test, developed by Cambridge ESOL's Admissions Tests and Special Testing Unit, and Cambridge ESOL has been in discussion with Italy's Minister of Education about wider application of this innovative test.

### Germany

People enrolling onto the Master of Finance and Master of International Business courses at Frankfurt School of Finance and Management now need to prove their English skills with *Cambridge English: Advanced* or *Cambridge English: Proficiency (CPE)*.

### Vietnam

From 2011, students at Vietnam National University in Ho Chi Minh City can prove their English language ability at the beginning and end of their courses using many of the Cambridge English exams.

### France

Cambridge ESOL is offering students at Université Toulouse 1 Capitole a wide range of Cambridge English exams and provides ongoing teacher training support. At the same time, the university is hosting a Cambridge ESOL office, covering south-west France.

### Japan

The University of Tokyo will accept Cambridge English certificates for entry onto two new undergraduate programmes – *East Asian Studies* and *Environmental Sciences*.





SPAIN

“Considering that the CPE is recognised worldwide, I think it will be useful for finding an international job, which is one of my ambitions.”

Giovana Figueira Herdy Caldeira  
Cambridge English: Proficiency candidate,  
Brazil



CHINA



FORMER YUGOSLAV REPUBLIC OF MACEDONIA



ITALY



ROMANIA

CAMBRIDGE ESOL INTERNATIONAL STUDENTS

# Giving school children the best start in English

Throughout the world English is recognised as an essential skill, and is an integral part of the curriculum from primary school onwards. Cambridge ESOL advises education authorities and schools on English teaching and learning, and in many countries Cambridge English exams are integrated into the curriculum.

## Cambridge English for Schools

Cambridge ESOL's range of exams specifically designed for primary and secondary school children is very popular with schools, teachers and parents. The exams encourage children to communicate naturally in English and show their progress according to internationally recognised standards.

As well as offering high-quality assessment, we support policymakers and schools in a number of other ways, including curriculum development, professional development, learner support and carrying out impact studies.



BRAZIL



CYPRUS



MEXICO



ESTONIA



JAPAN

“Cambridge ESOL’s involvement by using its validated exams allows us to verify the evolution of each school and the appropriacy of the programme as a whole.”

Emilio Diaz  
President of FERE Madrid

#### **Federation of Spanish religious schools**

In 2011, Cambridge ESOL began working with FERE Castilla la Mancha (a federation of Spanish religious schools) to provide professional support and international certification for their member schools. We already work successfully with chains of state-funded schools in key Spanish regions, including Madrid, Catalonia, the Basque Country and the Canary Islands.

#### **Association of Civic Schools in Poland**

To raise the profile of language education in schools, Cambridge ESOL is working with STO - the Association of Civic Schools - to offer Cambridge English exams in schools throughout Poland.

#### **National English Programme for Schools in Mexico**

The Secretaría de Educación Pública (SEP) asked Cambridge ESOL to evaluate its Programa Nacional de Inglés en Educación Básica (PNIEB). We administered a pretest to over 100,000 school children in all 32 states in the early stages of this project.

#### **Testing teachers’ English in Lebanon**

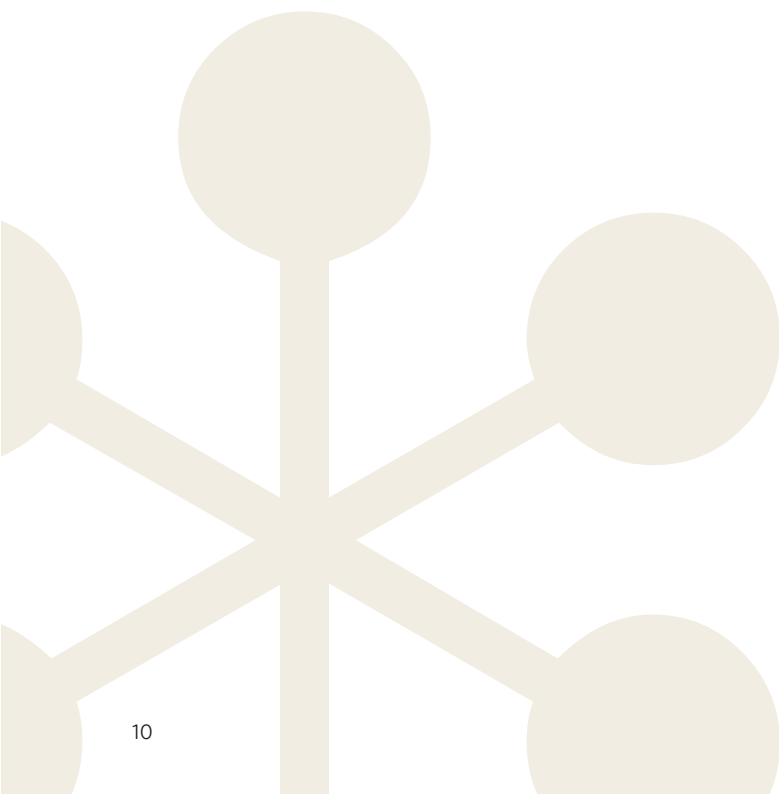
Cambridge ESOL is working with ALLC International House Beirut to use *BULATS* to test the English language proficiency of teachers in Lebanon.

#### **State schools in Germany**

The Federal State of Hessen is the latest regional government to adopt Cambridge English exams within its schools. The exams are already widely used in state schools throughout Baden-Württemberg, Bavaria, Berlin, Nordrhein-Westfalen, Saarland and Saxony.

#### **Helping raise language standards in Egypt**

Cambridge ESOL has been working with Egypt’s Education Development Fund to develop a new bilingual school system which is accessible to the average household. English language learning is high on the agenda for the Egyptian government as a way to increase students’ education, employability and mobility.





SPAIN



BANGLADESH



CROATIA



CAMBRIDGE ENGLISH: YOUNG LEARNERS CANDIDATE, UNITED KINGDOM



“Foreign languages open doors to development and give access to international education. Language education is one of our strategic aims for this year and we’ve now taken the first step in implementing this important programme.”

Anna Okońska  
Chair of STO (the Association of Civic Schools), Poland

# Supporting effective learning

Cambridge ESOL is continually increasing the range of high-quality resources and support services which we provide. This is one of the ways we have a positive influence on candidates' language-learning experience, giving them confidence and helping them show their true abilities when they take the exams.

## Official Cambridge English preparation materials

Together with Cambridge University Press, we have created a new team that brings together our joint expertise in language assessment and educational publishing to provide a wealth of official preparation materials.

Materials include an extensive range of course books, practice tests and preparation courses, a growing range of mobile phone applications, and other resources from both our organisations that will help people prepare for Cambridge English exams.





PREPARING FOR CAMBRIDGE ENGLISH: FIRST, ITALY

“A big part of raising the standard of English worldwide is having good-quality teaching and learning materials available for the millions of learners of English.”

Sharon Harvey  
Director, Cambridge Exams Publishing

## Official online speaking practice

In 2011 we launched the official *Online Speaking Practice for Cambridge English: First (FCE)* to give students authentic, interactive preparation for their Speaking test. A Cambridge ESOL examiner asks questions on video and students can record their answers, share them with teachers and friends and watch sample answers. Similar speaking practice for other Cambridge English exams will follow in 2012.



PREPARING FOR CAMBRIDGE ENGLISH: FIRST, ITALY



## BULATS Online Courses

Two innovative *BULATS* Online Courses are helping people develop their Business English skills while achieving a good work-life balance:

- blended learning: a combination of online self-study and either face-to-face or virtual sessions with a tutor
- self-study: 100% online.

The new courses use interactive multimedia technology to provide learners with a flexible and engaging learning experience so they get the most out of their *BULATS* test.

## IELTS Online Practice Tests

In May, we launched two new practice tests for students preparing for *IELTS* Academic and *IELTS* General Training. The tests will help boost the English language skills of students who rely on *IELTS* test results each year for university entrance and immigration to an English-speaking country.

Students can take the practice tests where and when it suits them to improve their skills and give them a clear idea of what to expect in the exam.

## Social media

Cambridge ESOL has begun interacting directly with candidates through social media such as Facebook. For many learners, social media offers an environment in which to meet other English language learners, support each other and improve their English.

Three new official Facebook pages together attracted over 100,000 fans in their first few months:

- Cambridge ESOL
- *Cambridge English: Advanced*
- *IELTS*.

We manage the *IELTS* Facebook page on behalf of the three *IELTS* partners (Cambridge ESOL, British Council, and IDP: IELTS Australia).

A dedicated Twitter feed also helps teachers and other stakeholders to keep up to date with news from Cambridge ESOL. They can also watch informational videos on our YouTube channel, CambridgeEnglishTV.



“I would like to thank you for the effort you have invested into creating and maintaining the community. Love it. My students also appreciate the community as well as the materials from other online Cambridge ESOL resources.”

Andrey Nozdrevatykh  
ESOL teacher,  
Russia

# Supporting and developing teachers

As part of Cambridge ESOL's commitment to improving standards of teaching and learning, we offer teachers access to excellent teacher training and continuous professional development, alongside tools and resources they can use in the classroom.

## Teaching qualifications

Cambridge ESOL is continually extending its range of qualifications and assessment services to meet new needs. In 2011, there were several exciting developments to make Cambridge English teaching qualifications even more valuable and flexible than ever.

### Cambridge CELTA Course Online

Teacher trainees can now take *CELTA (Certificate in Teaching English to Speakers of Other Languages)* as a blended learning course, with both online and face-to-face elements. Produced in collaboration with International House, London, *Cambridge CELTA Course Online* makes it easier for people to take this popular teacher training course, as they can study at a time that suits them and plan their study around their other commitments.



TEACHERS IN A CAMBRIDGE ESOL AUTHORISED CENTRE, BRAZIL

## Delta recognised as equivalent to Master's level

Ofqual, the government exams regulator for England, confirmed that *Delta (Diploma in Teaching English to Speakers of Other Languages)* is at the same level as a Master's degree or a professional diploma in the UK, Ireland and other European countries. This is a result of *Delta* being placed at Level 7 of the UK government's Qualification and Credit Framework (QCF). It is the only English language teaching diploma currently included at this level, making it even more valuable to the experienced teachers who take it.

## New Delta management option

Teachers taking *Delta* can now choose an English Language Teaching Management option. *Delta* is a flexible way for experienced English language teachers to progress further in their careers, and this new option is the ideal way for them to prepare for management responsibility.

## Cambridge English Teacher

Teachers are invited to join Cambridge English Teacher, part of a collaboration between Cambridge ESOL and Cambridge University Press.

It will be launched in 2012 and will offer:

- professional development courses
- a library of Cambridge resources
- a personal profile that records skills and achievements
- opportunities to interact with other ELT professionals
- topical articles and online seminars.

Cambridge English Teacher will support teachers in their professional development and encourage sharing of expertise. It is set to have far-reaching benefits for learners worldwide.

## Teacher Support website

With over 125,000 registered teachers and 1.2 million visits in 2011, the Cambridge ESOL Teacher Support site has become an essential resource for teachers preparing candidates for Cambridge English exams. They can find over 700 lesson plans, information on events, discussion forums, and tips and strategies for exam preparation.

## New subject-based publications

Cambridge ESOL has launched a series of CLIL (Content and Language Integrated Learning) booklets, available as free downloads on the Teacher Support website:

- *Teaching Maths through English*
- *Teaching Science through English*
- *Teaching History through English*
- *Teaching Geography through English.*

These booklets support the integration of language teaching and assessment with subject-based teaching, and encourage effective language learning.



CYPRUS



HONG KONG



PORTUGAL



CELTA STUDENTS, NEW ZEALAND



CELTA STUDENTS, UNITED KINGDOM



TEACHING KNOWLEDGE TEST STUDENTS, ESTONIA





“As I gained experience, lots of questions arose for me, in terms of why we do certain things in the classroom, and how we, as teachers, can tailor lessons to our students’ specific needs and learning styles. Delta was great at answering those questions.”

Liz Kose  
*Delta graduate,*  
New Zealand



# Continually improving our services

Cambridge ESOL's global network of over 2,700 authorised exam centres and 30,000 preparation centres is key to ensuring we offer learners high levels of access, customer service and support. Together with these centres, we are always looking for ways to improve our service still further, ensuring that candidates have access to high-quality exams that are secure and reliable.

## New platinum centre scheme

We have launched a new scheme to encourage centres to take on additional responsibilities. The platinum centre scheme is for centres that offer the full range of Cambridge English exams, agree to ambitious targets for increasing exam entries and sales of support materials, and provide active support for other activities such as Cambridge ESOL's recognition and pretesting programmes.

Over 55 centres have already become platinum centres.

## Support for preparation centres

Preparation centres are schools or institutions that prepare and enter candidates for Cambridge English exams through an authorised exam centre. They are a valuable part of our global centre network.

We are providing over 30,000 registered preparation centres with additional resources to help them prepare candidates more effectively for Cambridge English exams. These include a dedicated website, marketing materials and teacher support. The number of schools registering as preparation centres is increasing rapidly.



## Online Results Verification Service

Cambridge ESOL's free and secure online Results Verification Service is a popular way for recognising organisations to check candidate results. Organisations can see results quickly and easily on a site that is securely encrypted, giving them the confidence to make important decisions about study, work or immigration.

## Test day photos

As part of Cambridge ESOL's ongoing security programme, we are adding another layer of security and reassurance for *Cambridge English: Advanced* candidates and users - photographs of candidates taken on the day of their test, which can later be viewed by institutions on the online Results Verification Service. This means they can be sure that the person presenting their results is the person who took the test.

## Value of pretesting

To ensure that tests are fair and at the appropriate level, Cambridge ESOL asks students around the world to take part in trials of exam material in simulated test conditions. This is an essential element in our quality management processes, helping to ensure the validity, reliability, impact, practicality and quality of Cambridge English exams.

A survey this year found high levels of satisfaction from learners and teachers involved in pretesting. Students like knowing which areas they need most practice in, and gain experience and confidence in taking tests. For teachers, pretesting helps highlight areas where their students might need more help.

# Extending access to Cambridge English exams

This was another year of growth for Cambridge ESOL, with nearly 3.5 million people in 130 countries taking Cambridge English exams in 2011. This is partly because of increased recognition and the fact that English is becoming more and more important throughout the world. The large number of centres we have globally is another important factor.

## Even more exam sessions

Cambridge ESOL is always looking for ways to make it easier for people to take Cambridge English exams. In 2011, the number of exam sessions increased from 695 to over 750. More dates will be added in 2012 so that candidates around the world can take Cambridge English exams where and when it suits them.

## Shortest ever lead-in and lead-out times

The time it takes from entering for an exam to receiving results has been reduced still further. Without compromising the high standards of quality and security, Cambridge ESOL can now offer even shorter lead-in times, improving our service to candidates and recognising organisations.

## Growing centre network

Recognition of *Cambridge English: Advanced* by the UK Border Agency and DIAC for student visa applications to the UK and Australia is significantly increasing demand for this high-quality test. Cambridge ESOL has opened three new authorised exam centres in Australia, as well as 21 new centres in China. This means that many more people throughout China are now able to take *Cambridge English: Advanced*.



YOUNG LEARNERS, SPAIN

# Combining expertise to make a difference

Cambridge English exams touch the lives of millions of people every year. Working with experts and education professionals, we can make sure that learners have the best quality and choice in terms of their language learning experience. Our partnerships also mean we can make our exams and related services even more widely available, and enhance the positive impact they have on learners' lives.

In addition to Cambridge ESOL's close collaboration with Cambridge University Press, we are involved in a number of key strategic partnerships.

## Association of Language Testers in Europe

Cambridge ESOL is one of the two founders of ALTE (Association of Language Testers in Europe), a group of partners committed to encouraging and supporting multilingualism. ALTE has 34 members, representing the testing of 27 languages, and over 40 affiliate institutions.

In July, leading experts in language assessment from around the world met to discuss how they are promoting multilingualism and fairness in language testing. The ALTE 4th International Conference in Kraków focused on the importance of using frameworks when testing language ability, especially when exams are used for high-stakes purposes such as immigration.



PIERRE MAIRESSE AT THE ALTE KRAKÓW CONFERENCE

“The European Commission strongly supports multilingualism as a pillar of our diversity in Europe. From this point of view, the European Union motto ‘United in diversity’ is close to your ALTE motto [Supporting multilingualism through language assessment], so we share the same objective ...”

Pierre Mairesse

Director, Lifelong learning: horizontal policy issues and 2020 strategy, Directorate-General for Education and Culture, European Commission

## SurveyLang

SurveyLang is a consortium of expert organisations, led and managed by Cambridge ESOL, which delivered the European Survey on Language Competences on behalf of the European Commission.

This is a major initiative to support the development of language learning policies across Europe and involved very large-scale testing across 15 countries. The survey tested the two most widely taught European languages in each country from a representative sample of pupils in their final year of lower-secondary education.

The results of the survey will be published in 2012 and promise to give an unprecedented picture of language learning in schools across Europe, based on objective, large-scale testing and research.

## Cambridge Michigan Language Assessments

Announced in 2010, Cambridge Michigan Language Assessments (CaMLA) is a joint venture with the University of Michigan English Language Institute Testing and Certification Division to promote the Michigan English language exams around the world.

Setting up new offices in Ann Arbor, Michigan, we have assembled a team of experts from Cambridge and Michigan who have access to world-class research and knowledge. This team is led by new Chief Executive Officer, Dr Casey Marks, who joined CaMLA in September. He was previously Chief Operating Officer at the National Council of State Boards of Nursing.

## The IELTS partnership

Cambridge ESOL's key collaboration with British Council and IDP to deliver *IELTS* goes from strength to strength. Over 1.7 million people took the test in 2011, firmly cementing *IELTS* as the world's most popular high-stakes English language test.

## Cambridge University Press

We continue to collaborate with Cambridge University Press, another department of the university, on a wide range of publishing and research projects. Collaborative projects in the pipeline include mobile phone applications, new publications and blended learning courses. All of the new materials are being developed using the unique Cambridge Learner Corpus and the results of the English Profile research programme, two major research projects that are providing an unprecedented insight into how learners actually use English.

## Sikorski Institute and Polish Museum

In January 2011, the Sikorski Institute and Polish Museum in London hosted an event marking 70 years of Polish candidates taking Cambridge English exams in the UK. The event brought together candidates who took our exams from the 1940s onwards.





DR CASEY MARKS (3<sup>RD</sup> FROM RIGHT) & THE CaMLA BOARD



IELTS AT THE IATEFL INTERNATIONAL CONFERENCE  
IN BRIGHTON, UK



VETERAN POLISH CANDIDATES WITH MEMBERS OF CAMBRIDGE ESOL'S STAFF

# Demonstrating a commitment to research

Cambridge ESOL makes a positive contribution to language education using the expertise of our staff, combined with rigorous quality systems and an accountable and transparent approach. Research is at the heart of everything we do, ensuring that all Cambridge English exams are fit for purpose and have proven validity and reliability.

## Making an impact

A new booklet, *Making an impact*, details how Cambridge ESOL works with organisations, ministries, and regional and national governments around the world to measure the impact of English language initiatives. Featuring case studies, the guide shows how educators can use impact studies to ensure their objectives are being met and maximise the sustainability of their education initiatives.

## Principles of Good Practice

The *Principles of Good Practice* booklet has been positively received. It outlines the systems and processes that drive our search for excellence and continuous improvement. The underlying philosophy is simple:

- **Validity** – are our exams an authentic test of real-life English?
- **Reliability** – do our exams behave consistently and fairly?
- **Impact** – does our assessment have a positive effect on teaching and learning?
- **Practicality** – does our assessment meet learners' needs within available resources?
- **Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

## Best practice for assessing speaking

Volume 34 in the *Studies in Language Testing (SiLT)* series, *Examining Speaking: Research and practice in assessing second language speaking*, brings together leading experts to cover the very latest thinking in assessing speaking. It is helpful research-based guidance that can be used by teachers, trainers, policymakers and anyone else faced with the task of choosing an approach to assessing speaking.

*SiLT* is a series of over 30 academic volumes that shares research and expertise and makes a high level of academic and professional knowledge available to practitioners, researchers and teachers.

Dr Evelina Galaczi has recently taken on the role of Managing Editor of *SiLT*. She is looking forward to helping to continue what has become an indispensable source of information for researchers.

“Cambridge ESOL’s latest research volume on the different issues involved in assessing speaking is not just for researchers, it’s for anyone interested in assessing the most social language skill.”

Dr Evelina Galaczi  
Managing Editor of *Studies in Language Testing (SiLT)*



# Cambridge at the heart of the CEFR

The Common European Framework of Reference (CEFR), published by the Council of Europe in 2001, describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels. All Cambridge English exams are aligned to this framework and it has become the standard benchmark used internationally to describe language ability.

Cambridge ESOL played an important part in the early development of the framework and we continue to play a leading role in increasing understanding of it and in giving practical guidance on its use.

## English Profile: the CEFR for English

Since the CEFR was published, the Council of Europe has encouraged the development of Reference Level Descriptions for national and regional languages.

Cambridge ESOL is working closely with Cambridge University Press and the Research Centre for English and Applied Linguistics on English Profile, a groundbreaking project to profile learners' skills at each level on the basis of objective data taken from the Cambridge Learner Corpus.

The English Vocabulary Profile shows, in both British and American English, which words and phrases learners around the world know at each level - A1 to C2 - of the CEFR. The full resource will be available in Spring 2012, closely followed by a grammar resource.

## 10<sup>th</sup> anniversary of the CEFR

Cambridge ESOL produced a video to mark the 10<sup>th</sup> anniversary of the publication of the CEFR. It covers the historical developments of the framework dating back to the 1970s and puts on record some of Dr John Trim's thoughts on the CEFR as an evolving framework. Dr Trim is a renowned expert on linguistics and one of the original authors of the CEFR.

## Using the CEFR

In October, Cambridge ESOL published *Using the CEFR: Principles of Good Practice* to help language professionals, such as teachers and administrators, to find their way around the CEFR. Based on our extensive experience of working with the CEFR over many years, it includes:

- an overview of the CEFR
- guidance on using and interacting with the CEFR
- information on how Cambridge ESOL works with the CEFR.



THE 10<sup>TH</sup> ANNIVERSARY OF THE CEFR VIDEO ON YOUTUBE

**“What the [CEFR] can do is to stand as a central point of reference, itself always open to amendment and further development ...”**

Dr John Trim  
Leading authority on language teaching  
and co-author of the CEFR

# Funding groundbreaking research

As well as carrying out research, Cambridge ESOL is keen to contribute to research carried out by others involved in language learning and teaching. We provide a number of different grants and prizes to support pioneering research in language assessment and related fields.

## Classroom research in Australia

Cambridge ESOL funded English Australia's action research project to help increase engagement between English teachers in Australia and classroom-based research. Teachers in the ELICOS sector (English Language Intensive Courses for Overseas Students) carried out research in their classrooms on motivation, participation, personal development and the role of technology in teaching.

## Grants for postgraduate study

Cambridge ESOL works with the Cambridge Commonwealth Trust and Cambridge Overseas Trust to provide scholarships for a number of overseas students taking postgraduate degrees in Cambridge in fields which are relevant to our work. In 2011 we provided funding for eight students.

## Doctoral-level research

Cambridge ESOL provides grants for doctoral-level research with The International Research Foundation for English Language Education (TIRF). Our Chief Executive is a member of the TIRF board and through our involvement we are contributing to groundbreaking research in language learning and teaching.

## IELTS research

The *IELTS* partners, leading academics and researchers worldwide contribute to the continued development and improvement of the *IELTS* test. Research activities include:

- the *IELTS* joint-funded research programme (with IELTS Australia and British Council)
- the Caroline Clapham IELTS Masters Award.



THOM KIDDLE (RIGHT) RECEIVING THE CAROLINE CLAPHAM IELTS MASTERS AWARD

# Increasing knowledge of English language testing

As experts in language testing, Cambridge ESOL is committed to increasing knowledge of language assessment and its applications among educators, policymakers and assessment specialists.

Cambridge ESOL actively seeks out ways to make a positive contribution and share our expertise to ensure people can make critical decisions based on rational, responsible criteria.

Equally, we listen to the views and experiences of teachers and other professionals to make sure we are fully aware of evolving trends and issues. Often we are at the forefront of high-profile debates around language assessment.



SEMINAR AT THE EUROPEAN PARLIAMENT IN BRUSSELS





## Leading the debate on migration

The ALTE 4th International Conference provided a platform for the Language Assessment for Migration and Integration (LAMI) forum. This event was organised by ALTE members, under the auspices of the Secretary General of the Council of Europe.

The forum facilitated greater debate within the global language assessment community on the use of language testing for migration and citizenship, encouraging ethical, appropriate and effective use of testing.

## Supporting standards in medical English

In the UK, Cambridge ESOL is actively involved in the public and professional debate on English language skills for medical/healthcare staff from overseas. We have published extensively on this matter in leading professional publications and welcome the UK Health Secretary's commitment to extend English language testing to *all* overseas medical staff working in the NHS.

**“What struck us was the enthusiasm people had for learning languages, which is really encouraging in helping to create a multilingual society.”**

Juliet Wilson  
Director Customer Services,  
Cambridge ESOL

## Encouraging multilingualism

For the fourth year running, ALTE held a series of events at the European Parliament in Brussels to celebrate multilingualism. *Supporting multilingualism through language assessment* was hosted by MEP Hannu Takkula and MEP Miguel Ángel Martínez, and attracted stakeholders, policymakers and key decision makers in Europe.

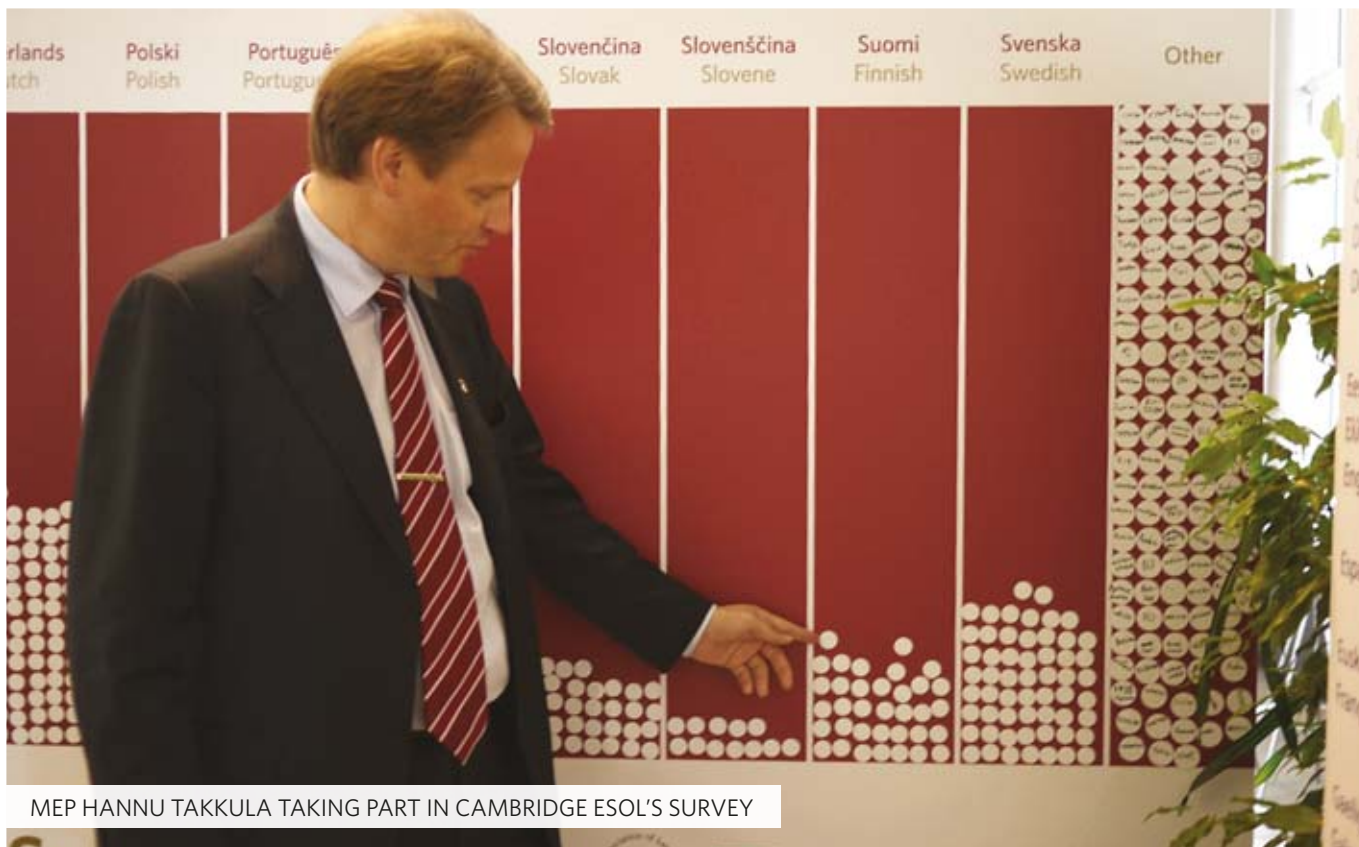
The event programme included a seminar on how to encourage the learning of a wider range of languages and a reception to celebrate the 10th anniversary of the European Day of Languages.

Cambridge ESOL's survey of over 650 people at the European Parliament event found speakers of over 72 languages. This underlines the huge linguistic diversity of Europe, a diversity which Cambridge ESOL is committed to supporting. A similar survey of Cambridge ESOL's own staff found users of 55 languages.

## Virtual conference – The online classroom?

Cambridge ESOL's annual virtual conference is one of the ways we share the knowledge and experience of leading practitioners in online language teaching, and encourage teachers to participate in wider discussion.

Bringing together 1,500 people from 52 countries, the 2011 conference highlighted the vast opportunities of online learning in the English classroom and the importance of striking a good balance with face-to-face teaching.



MEP HANNU TAKKULA TAKING PART IN CAMBRIDGE ESOL'S SURVEY



MRS OLGA COSMIDOU, DIRECTOR GENERAL FOR INTERPRETING AND CONFERENCES, EUROPEAN PARLIAMENT



MEP MIGUEL ÁNGEL MARTÍNEZ, VICE PRESIDENT OF THE EUROPEAN PARLIAMENT

PARTICIPANTS IN CAMBRIDGE ESOL AND ALTE'S EVENTS AT THE EUROPEAN PARLIAMENT

SCHOOLS AND CENTRES FROM THE CAMBRIDGE ESOL GLOBAL CENTRE NETWORK





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Thank you to all the Cambridge ESOL centres, staff and other colleagues and friends who have appeared in the 2011 *Annual Review*

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