

Investigating the impact of Cambridge English Qualifications

Fomento de Centros de Enseñanza

Spain



Cambridge Assessment English has embarked on an in-depth study to understand the impact of Cambridge English Qualifications within the Spanish school group Fomento de Centros de Enseñanza.

The Fomento group is a network of 35 Christian single-sex schools catering for around 23,000 students. Many Fomento schools have encouraged their students to take Cambridge English Qualifications, on a voluntary basis, since 1995, but in 2012 Fomento became the first Spanish school chain to formally introduce Cambridge English Qualifications into its official school curriculum. In order to assess the effect of this decision on all stakeholders, Cambridge English is undertaking an impact study, launched in 2013, which will examine the effect of Cambridge English Qualifications at primary and secondary levels, using questionnaires, interviews and focus group activities with both teachers and students.

Research will begin with an assessment of impact within teacher training at Villanueva University in Madrid, the part of the Fomento group which delivers teacher training to both current and future Fomento teachers. Cambridge English will investigate the effects on teaching practices resulting from the introduction of Cambridge English Qualifications into the curriculum,

with findings used to inform future teacher training at the university. The research will then move on to measure impact within Fomento schools by investigating stakeholder attitudes to, and perceptions of, Cambridge English Qualifications, and to assess the effect of these exams on issues such as learner and teacher motivation, learner progression and parental involvement.

Study findings were delivered in October 2014, and – given Fomento's single-sex model of education – may also be used to compare English language development between boys and girls, and compare the Fomento group's performance with co-educational models of language learning and teaching.

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