
Case Studies

English Language Transformation
Services



Contents

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Foreword

Transforming language education

English is a global language and a global tool for education, mobility, employability and opportunity. Expanding and reforming language education systems can be the key to delivering long-term economic development, creating a sustainable economy and improving quality of life and opportunities for young people.

Cambridge English supports the systemic transformation of language education through a holistic approach to strategic planning, implementation and evaluation. We work in long-term strategic partnerships with ministries of education and education institutions to deliver reform in language teaching and learning.

We provide a range of services and consultancy targeted at the key dimensions of quality language education: language strategy, benchmarking, curriculum, assessment, learning materials, teacher training and development, and evaluation and monitoring of outcomes

Strategy

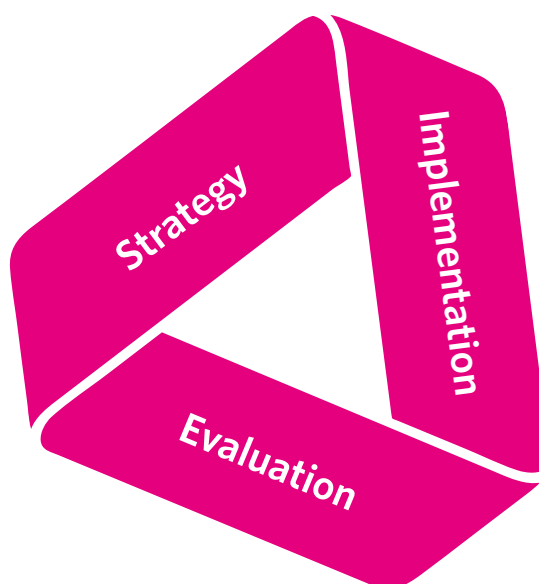
- Defining the 'Transformation' strategy
- Goal setting & identifying success indicators
- Alignment to international standards
- Curriculum design
- Technical advice on digital learning

Implementation

- Institutional capacity building
- Teacher training & development
- Learning & support materials

Evaluation

- Curriculum evaluation
- Benchmarking assessment
- Evaluation of digital capabilities
- Assessments & international certification
- Monitoring & impact measurement
- Impact research



Cambridge English aims to work closely with policymakers to deliver the positive educational impacts they wish to achieve. Our expertise and world-leading assessment services deliver international standards that can be integrated with local systems, to improve learner outcomes and meet educational goals.

In this set of case studies, we provide real-world examples of how Cambridge English approaches the task of transforming language education outcomes in partnership with ministries of education, educational institutions and employers.

Dr Hanan Khalifa, Head of International Education Strategy

Dr Daniel Brooker, Principal International Education Manager

Cambridge English Certificate: The French Ministry of National Education

Client: Ministry of National Education

Country: France



Cambridge English Language Assessment developed a tailor-made English language test as part of a nationwide scheme to improve French school-leavers' second-language ability.

Following a competitive tender process, we were awarded the contract to provide English language certification in state secondary schools across France by the French Ministry of National Education.

The contract requirement was to develop an English language examination to be taken by students in their final year of obligatory schooling (age 16) that was linked to the Common European Framework of Reference for Languages (CEFR).

We developed the *Cambridge English Certificate (CEC)* specifically for the project. It was designed to assess at CEFR Levels A2 and B1.

Benchmarking against the CEFR provided a practical tool for setting standards to be attained at successive stages of learning, and enabled data to be compared across qualifications

in different languages – the Ministry of National Education had widened the project to include German, English and Spanish language tests.

We provided a range of support services during the implementation of the exam, including training and co-ordination for test administrators and providing training, seminars and support materials for teachers.

Since the exam's launch in 2008, over 140,000 students have taken the CEC, enabling a significant proportion of French high school students to obtain international certification of their language level and improve their chances in higher education and work.

In 2010, the Ministry of National Education extended the contract to 2014. In July 2014, we retained the contract following another public tender and will continue to run these tests until 2018.

Since the exam's launch in 2008, over 140,000 students have taken the CEC, enabling a significant proportion of French high school students to obtain international certification of their language level and improve their chances in higher education and work

Motivating English Language Learning

Client: Cultural Ministry, Federal State of Saxony

Country: Germany



Since 2010, the Cambridge English: Preliminary (PET) qualification from Cambridge English Language Assessment has been used to motivate English language learning in order to improve career prospects for middle school students.

The result of an agreement between the Cultural Ministry of the Federal State of Saxony, and the Cambridge English Test Centre in Leipzig, the bilingual initiative – using *Cambridge English: Preliminary* – was launched in 2009 across middle schools in Saxony.

Although Cambridge English exams were already taken in many of the region's secondary schools, this was the first time a Cambridge English qualification would be used at middle school level.

The aim was to encourage the earlier acquisition of English language skills, reward those skills with an internationally recognised qualification, and thereby to improve middle school students' workplace prospects by providing potential employers and education institutions with clear evidence of language skills achieved.

The project was initially trialled in four pilot schools before being rolled out to 27 middle schools during 2010, including schools in all the major cities in the region. The initiative received considerable praise at the time of its launch, not least from Saxony Culture Minister Roland Wöller who stated: 'This internationally recognised English qualification is highly regarded and enables access to attractive job opportunities. It is a great opportunity for our students; this special language support leading to a recognised qualification is an additional offer at the middle schools in Saxony, making them ever more attractive.'

The *Cambridge English: Preliminary* qualification continues to be used in middle schools across Saxony, and has been a great success for all involved. As Manuela Richter of Cambridge English Language Assessment commented: 'By collaborating closely with our colleagues we have been able to implement a system that is backed by expert knowledge and has the resources to benefit as many students as possible.'

"This internationally recognised English qualification is highly regarded and enables access to attractive job opportunities. It is a great opportunity for our students"

Roland Wöller,
Saxony Culture Minister

Language Assessment in German State Schools

Client: Education Ministries in Baden-Württemberg, Bavaria, Berlin, Nordrhein-Westfalen, Saarland and Saxony

Country: Germany



Cambridge English Language Assessment is working with state ministries of education across Germany to provide access to Cambridge English examinations for state school students.

Germany's foreign language evaluation standards are closely tied to the Common European Framework of Reference for Languages, and an increasing number of state education ministries now offer external certification of English language skills in addition to German qualifications.

A mapping exercise, undertaken by Cambridge English Language Assessment, showed that Cambridge English exams were highly compatible with the German approach to language learning, also meeting a requirement for exams relating to specific levels within the school curriculum. As a result, *Cambridge English: Preliminary (PET)*, *Cambridge English: First (FCE)* and *Cambridge English: Advanced (CAE)* examinations have been introduced in a number of state schools as an optional extra qualification.

The first exam sessions were undertaken in 2001, in Baden-Württemberg, by Grade 9 students; since that date, provision has expanded across the country, with – for example – thousands of students in Nordrhein-Westfalen taking a Cambridge exam in 2013.

In addition, Cambridge English also provides ongoing, tailored teacher support and training, free of charge, and has supported the training of teachers as Speaking test examiners in Baden-Württemberg and Bavaria. 'One-off' testing exercises are also a regular activity; in Berlin, for example, past papers were used to assess the ability of over 10,000 Grade 10 students.

With the Cambridge team evaluating the success of all large school projects, Cambridge English exams are now used by a growing number of state school education systems, and are also formally referenced in German Federal Education Ministry standards documents.

“My students take Cambridge English: First for a variety of career-based reasons or simply for the structure and recognised achievement this certificate will offer them”

Susanna Akehurst,
Berlin School of English

Improving Secondary School English Standards

Client: Ministry of Education and Science,
Office of Educational Assessment

Country: Portugal



Cambridge English Language Assessment and the Portuguese Ministry of Education and Science have launched an ambitious project designed to help secondary school pupils reach international standards in English by using Cambridge English qualifications.

Launched in 2014, the joint venture is a direct response to Portugal's relatively poor performance (in terms of English skills) in the EU's first European Survey on Language Competences. Following the Survey, the Ministry of Education and Science asked Cambridge English Language Assessment to work with IAVE, the Instituto de Avaliação Educacional (Office of Educational Assessment) to introduce the *Cambridge English: Key (KET) for Schools* qualification as a mandatory exam for Grade 9 students across the country. *Cambridge English: Key for Schools* is a basic level qualification that shows a student has made a good start in learning English and can use the language to communicate in simple situations.

The Portuguese education system is the first in the world to use a Cambridge English qualification in this way, with *Cambridge English: Key for Schools* now acting as a mandatory diagnostic assessment of students in basic education (diploma do ensino básico).

On 30 April 2014 we ran the largest-ever session for a standard Cambridge English exam, with around 120,000 Portuguese pupils taking *Cambridge English: Key for Schools*, all on one day.

A similar number of students across Portugal will take the exam in future academic years.

The project has also demanded the recruitment of in-country examiners and trainers, and the development of a marking and administration strategy capable of handling the large numbers of students taking the *Cambridge English: Key for Schools* exam.

IAVE is also offering teachers the opportunity to take the Cambridge English *Teaching Knowledge Test (TKT)*.

As part of the project, Cambridge English has launched a study to examine the impact of *Cambridge English: Key for Schools* on Portuguese schools and other stakeholders. A three-year project (from 2014 to 2016), the study comprises three phases, and will investigate candidate performance, motivation and stakeholder attitudes at both the micro level (learning and teaching) and at the macro level, encompassing schools, parents and carers, and other stakeholders.

The first phase of the study comprises questionnaires, focus groups, surveys and analyses of test data in order to identify areas for improvement, generate guidelines for success, and make recommendations for the next two phases.

The Portuguese education system is the first in the world to use a Cambridge English qualification as a mandatory exam

Raising English Levels in Tertiary Education

Client: Ural Federal University

Country: Russia



Cambridge English Language Assessment helped the Ural Federal University in Russia raise English standards among undergraduates, to support the University's ambition to become a leading global institution.

Ural Federal University (UrFU) was created from the merger of two former state universities in 2011. It comprises 17 different institutes, with 50,000 students. By 2020 UrFU aims to double its student numbers to 100,000, raise its world university ranking and increase the number of international undergraduates to 20% of the total student body.

In terms of English language, the specific goal is for all their undergraduates to have a minimum level of B1 (on the Common European Framework of Reference) when they graduate. Cambridge English has worked with UrFU to standardise and improve the provision of English language teaching and assessment among UrFU's 400 English Language teachers.

The first stage of the project launched in 2012 with the benchmarking of around 1,000 students and 100 teachers from four university departments; results

showed that most students achieved CEFR levels between A2 and B2, with the majority achieving A2 or B1. This information was used to compare English levels and teaching knowledge across different UrFU faculties and has become the baseline for future benchmarking. Cambridge English worked closely with UrFU to gather information about the educational context and the needs, opinions and expectations of managers, students and teachers. We then ran courses for UrFU staff both in Cambridge and Yekaterinburg on assessment and teacher training. UrFU has now become a Cambridge English Teaching Qualifications centre and has run TKT (Teaching Knowledge Test), CELTA (Certificate in Teaching English to Speakers of Other Languages) and Delta (Diploma in Teaching English to Speakers of Other Languages) courses for their teachers.

The next stage addressed UrFU's curriculum. In 2013 we worked with UrFU to review their new curriculum for English. We have helped UrFU to investigate the impact of the reforms, providing advice and guidance on

research design and methodology, data analysis and interpretation of the findings.

Given the scale and scope of the research, it is hoped this will become a long-term collaboration generating important results for the sector as a whole.

The project will make a significant contribution towards UrFU's ambition to become a global university, to raise its world university rankings, and to double its student numbers to 100,000 by 2020

FERE-CECA Madrid Schools Bilingual Programme

Client: FERE-CECA Madrid

Country: Spain



Cambridge English Language Assessment is working with a network of schools in Madrid and Castilla-La Mancha, Spain, in the implementation of their bilingual education programme, BEDA (Bilingual English Development and Assessment).

FERE-CECA Madrid, a network of 340 schools with around 210,000 pupils, has initiated this programme in order to improve efficiency in language education within the school network.

The BEDA programme has three key components: assessment for students and teachers (provided by Cambridge English Language Assessment), a teacher training programme and the promotion of a bilingual ethos. As part of the programme the schools have a language corner and native-speaker English language assistants are provided by FERE to work in each of the BEDA schools.

The BEDA programme aims at the gradual introduction of bilingual education and to boost and extend language use within the school, as well

as in the curriculum. In the long run it is hoped that the majority (80%) of secondary school learners will leave school having achieved Level B2 (*Cambridge English: First level*).

Since the signing of a Memorandum of Understanding in November 2008, we have been the official provider of external certification for this project and the *Cambridge English: Young Learners (YLE)*, *Key (KET)*, *Preliminary (PET)* and *First (FCE)* tests have been offered to students, teachers and other staff of the BEDA programme according to their age and ability.

We also play a key role in the teacher development aspect of the project. Support is offered to teachers through a teacher seminar programme, and Cambridge English exams including the *Teaching Knowledge Test (TKT)* are offered as a way of evaluating the teachers' skills.

The first phase of a research project has been carried out in order to measure the effectiveness of the BEDA programme and the use of Cambridge English exams. The impact project has used interviews with FERE staff and online

questionnaires to explore their views on the BEDA programme and Cambridge English exams. The phase one report demonstrated positive perceptions of the programme from teachers, students and parents.

Student and teacher motivation and confidence in using English are seen to have increased as a result of the programme and the introduction of Cambridge English exams. Teachers appreciate the external reference they receive from internationally recognised tests and believe they are more aware of student strengths and weaknesses as a result of the exams. Students are also seeing the benefits and feel their proficiency has improved as a result of the school joining the BEDA programme and using the Cambridge English exams.

The project has also identified future improvements such as the introduction of tailored teacher training sessions to meet the diverse needs of the teachers involved.

In 2012, BEDA received the European Language Label: an award that encourages new initiatives in the field of teaching and learning languages, rewarding new techniques in language teaching, spreading the knowledge of their existence and thereby promoting good practice. The European Language Label is awarded every year to the most innovative language-learning projects in each country participating in the scheme, and is co-ordinated by the European Commission.

Student and teacher confidence in using English are seen to have increased as a result of the programme

Analysing English Skills in Basque Schools

Client: Basque Institute of Evaluation and Research in Education

Country: Spain



Cambridge English Language Assessment is delivering a three-year project to determine current levels of English in the Basque school system, with results used to set final target levels for primary and secondary school students.

The Cambridge team is working closely with the Basque Institute of Evaluation and Research in Education (ISEI-IVEI), which also commissioned the study. ISEI-IVEI, which has close links with the Basque Ministry of Education, is responsible for evaluating the non-university educational system, promoting educational research in the non-university sector, and providing a documentation and resource service related to education.

Since 2004, ISEI-IVEI has been analysing English skills – primarily at primary level – in both state-funded and private schools where teaching is mainly delivered in Basque and Spanish. In 2011, a trilingual programme was launched with the aim of improving students' Basque, Spanish and English skills with a target of 20% tuition in each of the three languages.

After the launch of the programme, Cambridge English Language Assessment was commissioned to design, produce and implement English language benchmarking tests for primary and secondary-level students. Primary students were tested on reading and listening skills, with testing extended to writing skills, and speaking (for a smaller sample) at secondary level. The benchmarking tasks all reflected authentic English usage, were drawn from the Cambridge item banking system, and were fully calibrated to align with the Common European Framework of Reference.

Implementation of the benchmarking project is scheduled over three years. In 2011, more than 1,000 primary students and 500 secondary students were assessed; a similarly representative sample was tested again in 2012 and 2013.

The ultimate objective is to use the test results to set final achievement levels for students leaving primary and secondary education, targets which can then be applied across the entire country.

Cambridge English Language Assessment was commissioned to design, produce and implement English language benchmarking tests for primary and secondary level students

Benchmarking English within Trilingual Schools

Client: Kristau Eskola

Country: Spain



As part of a long-term relationship with the Basque Kristau Eskola schools network, Cambridge English Language Assessment undertook a benchmarking exercise to assess English levels achieved within a trilingual education programme.

The Kristau Eskola network comprises over 150 schools, teaching more than 83,000 students across the Basque Country. Cambridge English Language Assessment has worked with Kristau Eskola for many years, and since 2008 has delivered a wide range of English exams for its students and professional qualifications for its teachers.

Kristau Eskola prides itself on being at the forefront of education within the region, and as part of this sets itself ambitious targets for English language learning. In order to achieve these goals, Kristau Eskola operates a Basque Trilingual Programme designed to raise proficiency levels in Basque, Spanish and English, with target English levels set for each stage of the education system, and linked to specific Cambridge English exams.

In 2009, the Cambridge team undertook a benchmarking exercise designed to evaluate English levels among Kristau Eskola students. A voluntary exercise open to all schools within the network, the benchmarking process used a bespoke test – developed by the Cambridge team – specifically designed to assess the English language abilities of students at both primary and secondary levels. Twenty-two schools took part in the exercise, with results indicating the skill areas in which students performed well, and those areas where more work was required.

The results allowed individual schools to set achievable targets and therefore to develop English language programmes accordingly. In particular, by breaking down results by skill, schools were able to identify areas on which to focus in the future.

The results of the benchmarking exercise allowed individual schools to set achievable targets and therefore develop English language programmes accordingly

Introducing English into the Curriculum

Client: Attendis School Group

Country: Spain



The Spanish private schools group Attendis has introduced Cambridge English Language Assessment exams into its core curriculum – from primary through to pre-university – while also using Cambridge qualifications to guide its teacher training programme.

The Attendis group, located in Andalucía in southern Spain, educates more than 12,000 students a year in over 20 schools, and also employs around 700 teachers. Attendis has been a Cambridge English exam preparation centre since 1999. At first, Cambridge English exams were offered as an optional extra but in 2008 the group decided to incorporate English exams into its core curriculum, and asked Cambridge English to deliver qualifications relevant to all its students, from primary through to upper secondary level. As a result, the *Cambridge English: Young Learners (YLE)* exam is now used as a starting point for young students, who then progress to *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*, eventually going on to take *Cambridge*

English: First (FCE) towards the end of their school career.

In addition to examinations for students, the Cambridge team also helped Attendis develop an English teacher training programme focused on the *TKT (Teaching Knowledge Test)* qualification, used to formally recognise teaching skills and experience.

Before the 2008 agreement around 1,300 Attendis students took a Cambridge English exam every year; since the qualifications were brought into the core curriculum, candidature has risen steadily and now more than 3,200 students annually sit a Cambridge English exam.

Results have proved extremely positive, with one school in Cadiz province reporting a 100% pass rate. In the wider context, the agreement has also helped bring high-quality English language assessment within the reach of many more pupils across Andalucía, one of the most extensive and populous regions of Spain.

Since the qualifications were brought into the core curriculum, candidature has risen steadily and now more than 3,200 students annually sit a Cambridge English exam

Testing English in a Bilingual Programme

Client: Comunidad de Madrid

Country: Spain



In an agreement with the Comunidad de Madrid, Spain, Cambridge English Language Assessment qualifications are being used to assess student progress through the region's bilingual education programme.

In order to raise levels of English in state schools across the region, the Comunidad de Madrid implements a bilingual education programme based on a CLIL approach (Content and Language Integrated Learning), where up to 50% of the curriculum is taught in English. When first launched in 2004, 26 schools took part, but now 400 schools – 300 primary and 100 secondary – implement the programme. The Comunidad sets a standard target of Level B1 on the Common European Framework of Reference (CEFR) for pupils leaving primary school, with those achieving this level going on to a 'bilingual section' at secondary school, where 50% of classroom teaching is in English. Students below B1 level continue to receive a bilingual education, but for around 30% of lessons.

To manage this process, the Comunidad required a test which could benchmark the English ability of students leaving primary school against the CEFR, and therefore signed an agreement with Cambridge English Language Assessment to provide the exit tests required. As a result, in 2010, *Cambridge English: Key (KET) for Schools* was taken by over 1,400 pupils, in 40 schools, with *Cambridge English: Preliminary (PET)* taken by a further 160 pupils.

As the Comunidad also sets CEFR Level B2/C1 as the target for students leaving secondary school, *Cambridge English: First (FCE) for Schools* is being used to assess pupils in the second and fourth years of secondary education, thereby measuring English fluency before students take the *Bachillerato* (the Spanish Baccalaureate).

The use of Cambridge qualifications within the bilingual programme has prompted significant teacher training for the schools involved, and widespread changes to school curricula in order to absorb the new English content required. Such has been the success of the agreement, however, that the

numbers of students tested continues to expand every year.

Around 18,000 candidates took *Cambridge English: Key for Schools*, *Cambridge English: Preliminary*, and *Cambridge English: First for Schools* in 2014.

The Comunidad de Madrid signed an agreement with Cambridge English Language Assessment to provide an exit test for primary school students, and to assess secondary school students before they take the Bachillerato

Investigating the Impact of Cambridge Exams

Client: Fomento de Centros de Enseñanza

Country: Spain



Cambridge English Language Assessment has embarked on an in-depth study to understand the impact of Cambridge examinations 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 exams, on a voluntary basis, since 1995, but in 2012 Fomento became the first Spanish school chain to formally introduce Cambridge English exams into its official school curriculum. In order to assess the effect of this decision on all stakeholders, Cambridge English Language Assessment is undertaking an impact study, launched in 2013, which will examine the effect of Cambridge exams 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. The Cambridge team will investigate the effects on teaching practices resulting from the introduction of Cambridge English exams into the curriculum, with findings used to inform future teacher training at the university. The research will then move on to measure impacts within Fomento schools by investigating stakeholder attitudes to, and perceptions of, Cambridge English exams, 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.

The research will investigate stakeholder attitudes to, and perceptions of, Cambridge English exams and the effects of these exams on issues such as learner and teacher motivation, learner progression and parent involvement

Spanish Teachers' Perspectives on Teaching Cambridge English: Young Learners

Client: University of Navarra

Country: Spain



With English teaching now a priority for Spanish schools, researchers have shown the positive impact that the Cambridge English: Young Learners (YLE) exam is having on English teachers working in Navarra.

The *Cambridge English: Young Learners* exam is designed for students in primary education. Although its impact in Spain has been the subject of earlier studies, researchers Ruth Breeze and Hanne Roothoof, from the University of Navarra, focused specifically on teachers in Navarra, a region where candidate numbers for the exam have grown steadily in the last 15 years, reflecting similar growth across Spain.

Using a qualitative approach, the research team undertook in-depth interviews with 22 primary school teachers, asking why they had chosen to include *Cambridge English: Young Learners* within their curricula, and about the impact of exam preparation on classroom practice.

Overall, the research revealed a very positive attitude from all those interviewed. Teachers welcomed the wealth of support material available and also noted the positive effects the exam had on student motivation. Regarding reasons for choosing *Cambridge English: Young Learners*, the research revealed that the exam was used as a way to keep up with other schools, and to make student progress in English more visible to parents. It was seen as the first step on a ladder to further internationally recognised qualifications, but also as a way to access external assessment.

The research also showed that *Cambridge English: Young Learners* was regarded as improving motivation among both teachers and students, encouraged by the impetus of external assessment, and also by the availability of practice material. Teachers also welcomed the exam's balanced approach to the learning of different language skills, and its value as a diagnostic tool.

Impact on teaching practice was considered highly positive; the exam

often fitted seamlessly into existing practice, with some teachers noting that it had encouraged them to use newer textbooks, and to address different language skills more equally. This was a particularly important finding; it shows the potential of the *Cambridge English: Young Learners* exam as a strategy to ensure a balanced approach to the teaching of English language skills, addressing existing concerns that some skills are considered more important than others in current English language teaching in Spain.

Teachers also welcomed the exam's balanced approach to the learning of different language skills, and its value as a diagnostic tool

European Survey on Language Competences

Client: European Commission

Country: 16 participating countries or regions



Cambridge English Language Assessment has led an international team of experts in the fields of language assessment, questionnaire design, sampling, translation processes and psychometrics to deliver a unique languages survey for the European Community.

In 2008, following a competitive tender process, SurveyLang, a consortium of eight expert organisations, was chosen to carry out the European Survey on Language Competences.

The Survey, the first of its kind, was proposed by the European Commission to provide data about the demographic, social, economic and educational situations that affect linguistic proficiency. There was no existing comparable data of this kind.

The survey focused on the two most widely taught official European languages (out of English, French, German, Italian and Spanish) in each country from a representative sample of pupils in their final year of lower secondary education.

53,000 students enrolled in schools in 16 participating countries or regions were assessed in the Main Study in 2011 and the test results related to the Common European Framework of Reference for Languages (CEFR). The administration of the survey and analysis of the data has been completed and a report was submitted to the Commission in February 2012.

We co-ordinated and managed SurveyLang and provided the English language testing component. The other SurveyLang partners were: Centre International d'Études Pédagogiques (CIEP); Gallup; Goethe-Institut; Instituto Cervantes; National Institute for Educational Measurement (Cito); Universidad de Salamanca; and Università per Stranieri di Perugia.

SurveyLang developed many innovative and exciting new approaches and processes to deliver this project, particularly in developing collaborative language tests and in the software systems used to deliver the Language Test and Questionnaires.

This groundbreaking work is set to revolutionise understanding on how languages are taught and learned throughout Europe and will be a key tool for European governments to use when developing language-learning policies.

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Improving Large-Scale English Testing Quality

Client: Center for Educational Quality Assessment

Country: Ukraine



Cambridge English Language Assessment has recently completed a comprehensive evaluation of the Ukrainian pre-university ZNO English test, the first project in a potentially longer-term collaborative relationship between the two organisations.

The Ukrainian ZNO test is a large-scale national admissions test for university applicants, taken annually by around 60,000 candidates across Ukraine. The test comprises three sections, Reading, Use of English, and Writing, and is set at Level B1 of the Common European Framework of Reference (CEFR), the level of the Cambridge English: Preliminary (PET) qualification.

In 2014, the Ukrainian Center for Educational Quality Assessment asked Cambridge English Language Assessment to undertake an evaluation of the ZNO test and to make recommendations for changes that would improve test 'validity' (to ensure test results accurately reflect

test takers' true level of ability). To assess the ZNO test, Cambridge English Language Assessment scrutinised four live test versions (taken from 2011 to 2014), and also an English translation of the 2014 Test Specification booklet. Analysis focused on the compatibility of the ZNO test with the requirements of CEFR Level B1, and resulted in a series of practical recommendations designed to increase test compatibility with all CEFR levels, and to improve test validity.

Regarding the Reading and Use of English components, Cambridge English Language Assessment suggested a review of current test construction, including standardisation and formatting. For Writing, the recommendations covered test production, assessment and administration. This included suggestions for the standardisation of writing tasks, the revision of assessment criteria, and the support for Writing test assessors. The latter ranged from improved training to better test standardisation and monitoring. The Writing assessor recruitment strategy

was also addressed.

In addition, Cambridge English Language Assessment suggested that Listening and Speaking components should be added to the ZNO test. These components would enable the test to reflect a wider range of CEFR criteria, thereby further enhancing its validity as an assessment of ability at CEFR Level B1.

Cambridge English Language Assessment undertook an evaluation of the Ukrainian pre-university ZNO test, and made a series of recommendations designed to improve test validity

French School's Intercultural Programme

Client: Mission laïque française schools

Country: France



Mission laïque française (Mlf), a global network of 125 French schools has introduced a number of Cambridge English examinations into their curriculum, helping to develop the teaching of English at primary and secondary levels for around 50,000 pupils globally.

Mission laïque française is a non-profit educational association of international primary and secondary schools operating throughout four continents.

Mission laïque française aims to spread the French culture and language throughout the world, through secular, multilingual and intercultural teaching. Mlf promotes the notion of *deux cultures trois langues*, [two cultures and three languages], which is achieved by the learning of French, the local language and learning English from an early age.

Mlf encourages their schools to start teaching English earlier than in the standard French curriculum and also introduce the teaching of subjects through English.

In the 2011/12 academic year Mlf chose to adopt a range of Cambridge English exams for students, to assess all four language skills, ranging from below A1 to C2 level of the Common European Framework of Reference (CEFR).

Around 4,600 students at Mlf schools have taken Cambridge English exams since the project began.

Cambridge English Language Assessment set up a joint baseline research study with Mlf to assess the impact of the introduction of our examinations in Mlf schools. Conducted in October and November 2011, it captured stakeholder views and expectations for the learning, teaching and assessment of English.

Data from the study showed a high level of optimism from all stakeholders in response to the introduction of Cambridge English exams. They felt the communicative approach adopted by Cambridge English complemented the learners' language learning preferences and the development of the language skills that the learners valued.

Students and teachers both felt that listening and speaking were the important skills for second language learning and were the most important aspects to spend time on in class.

Recommendations from the impact study will help shape the development of Mlf's management, teaching and learning strategies to support the achievement of their long-term learning objective of raising standards in English language learning.

Data from this study showed that there was a high level of optimism from all stakeholders in response to the introduction of Cambridge English exams

Italian Language Project Aids Youth Mobility

Client: The Ministry of Education, Universities and Research (MIUR)

Country: Italy



The Progetto Lingue 2000 (PL2000) was a major language education project of the Italian Ministero della Pubblica Istruzione (MPI), now the Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR).

Under PL2000, students in elementary and secondary education were given the opportunity to gain internationally recognised certificates in English, French, German or Spanish, with financial support from the state.

Cambridge English exams are recognised internationally and can be used not only as part of the Italian school system, but also for international purposes to aid mobility. This met the Ministry's objective for provision with 'added value'.

Cambridge English Language Assessment established a local team of teacher-trainers across Italy, running over 150 seminars between January 2000 and June 2001 alone. Over 2,500 teachers

per year were reached through the seminar programme and dedicated

material was developed to respond to Italian teachers' needs.

Shortly after the project began, we carried out a study of the impact of the PL2000, to analyse the effects and consequences of using our exams and to ensure they remained appropriate to the needs of the growing range of language learners in Italy.

We collected English language teaching data from students and teachers in elementary and secondary schools throughout Italy. Our initial findings were delivered to the MIUR in 2003 and were widely published.

Our impact studies are iterative and focus on long-term effects and consequences over time. In 2010, 10 years after the original PL2000 impact study, we revisited the same regions, schools and even some of the same participants to find out about changes since the adoption of PL2000.

We gathered data that was directly comparable with the findings of the original study, which revealed that learners were showing the effects of their greater day-to-day contact with

English outside of school. The use of IT and multi-media by teachers and learners in ELT classrooms was shown to have increased significantly (part of the early aim of PL2000). We found that the teaching of English was beginning at an earlier age throughout Italian schools. Perhaps unsurprisingly, the number of students achieving higher CEFR levels had improved significantly since 2001/2.

The PL 2000 project has had a strong impact on the number of school-aged students taking Cambridge English: Key (KET) and Cambridge English: Preliminary (PET) exams in Italy. In 1999, there were less than 2,000 Cambridge English: Key candidates of all ages and fewer than 8,000 Cambridge English: Preliminary candidates. By the time the second PL2000 impact study launched in 2010, Cambridge English: Key entries had risen to nearly 25,000 and Cambridge English: Preliminary to just under 50,000 candidates.

Learners were showing the effects of their greater day-to-day contact with English outside of school

Online English Testing for International Recruitment

Client: Council of Europe

Country: France



Cambridge English Language Assessment has been providing business language testing services to the Council of Europe since 2007, and has recently successfully re-tendered for the contract.

Based in Strasbourg, France, the Council of Europe (COE) is an international organisation promoting co-operation between all European countries in areas such as human rights and democratic development. Separate from the EU, the COE has 47 member states representing around 800 million citizens.

In 2007, the COE began to use paper-based BULATS (Business Language Testing Service) to test the language skills of applicants entering its competitive recruitment process. BULATS – the

Business Language Testing Service – is a multilingual set of workplace language assessment, training and benchmarking tools; BULATS English is offered by Cambridge English Language Assessment, but the Service

is also available in French, Spanish and German. BULATS is used worldwide for workplace language assessment as its flexible design ensures the tests are relevant to a wide range of industry sectors and positions.

BULATS focuses on the four key skills of reading, writing, speaking and listening, but in a bespoke version we created for the COE candidates take a reading and language knowledge test only. Up to 1,000 candidates at a time took the BULATS English test, with papers marked by the Cambridge team, but in January 2012, the COE reviewed its requirements. The resulting tender asked – as before – for the provision of language tests for the ongoing competitive recruitment process, but this time asking for assessments in English and French, and for more efficient and cost-effective administration.

The Cambridge team responded successfully to the tender, and now provides the COE with a paper-based version of specially tailored BULATS

assessments in English and in French, and with tests marked immediately.

The advantages of this approach to BULATS is that COE can quickly and efficiently measure candidates' language abilities across several countries in Europe simultaneously, allowing them to make prompt decisions on recruitment and management.

The Cambridge team responded successfully to the tender and now provide the COE with an online version of specially tailored BULATS assessments in English and in French

Client: European Aeronautic Defence and Space

Country: Netherlands



BULATS English - from Cambridge English Language Assessment - was integrated into the global language programme of European Aeronautic Defence and Space (EADS).

With head offices in France, Germany and Spain, and an HQ in the Netherlands, EADS is a truly international organisation, and a global leader in aerospace and defence, with companies Airbus and Eurocopter part of the EADS group.

As part of the company's commitment to language training, in 2008 EADS began to use BULATS (Business Language Testing Service) at a number of its sites in Spain, France and Germany. BULATS is a multilingual set of workplace

language assessment, training and benchmarking tools available in English, French, Spanish and German, with BULATS English offered by Cambridge English Language Assessment. Tests can be adapted to business requirements in order to create bespoke assessments tailored to specific needs and commercial environments.

In 2009, an agreement was signed to supply BULATS across the whole of EADS in order to provide rapid and accurate assessment of language capabilities in English, French, German and Spanish. The service was used primarily in recruitment and internal progression, but also to benchmark language skills ahead of language training. In 2015 EADS continue to use BULATS for internal recruitment and promotion.

BULATS' combination of flexibility and multilingual options was a major factor in EADS' decision to use the service, as was the pedigree of the partners involved. As Jantje Bartels, EADS Learning Expert, stated: 'Working in a global environment means we must ensure our employees can engage with colleagues, customers and suppliers effectively. Our partnership with a well established brand such as Cambridge English ensures we have a language assessment tool which is bespoke to EADS but simultaneously flexible and reliable.'

Our partnership with a well established brand such as Cambridge English ensures we have a language assessment tool which is bespoke to EADS but simultaneously flexible and reliable.

*Jantje Bartels,
Learning Expert, EADS*

Evaluating and Assuring an English Language Policy

Client: Universidad Europea de Madrid (UEM)

Country: Spain



Cambridge English Language Assessment has evaluated and assured the institutional language policy of the Universidad Europea de Madrid, as part of a long term collaboration with its owner Laureate International Universities.

In 2014, Cambridge English Language Assessment supported Laureate International Universities in the development of an English language policy framework, scalable across the Laureate network of over 80 institutions, and designed to support effective language teaching and learning. As part of this, each Laureate International University was asked to develop a high level language policy in order to establish goals, define principles of good practice and determine monitoring strategies.

Universidad Europea de Madrid (UEM) was one of the first Laureate Universities to undertake development of a language policy, overseen by UEM's Language Centre which delivers courses in a variety of languages (including English) to over 7,000 students. The Language Centre had worked in

consultation with academic leaders and was responsible for coordinating policy implementation.

In 2015, Cambridge English was asked to review and assess the policy according to a range of criteria, including the context of the policy, its implementation, stakeholder expectations, impact, monitoring and evaluation. A team of language assessment and research specialists from Cambridge English visited the UEM campus and reported that the language policy was well drafted and well supported by teachers and staff, including senior university staff who appreciated the benefits the policy could deliver.

Student feedback was also found to be very positive, with students regarding the policy as an important tool for transparency and accountability. The team also found that robust monitoring and evaluation systems were in place and that these provided a strong foundation for quality assurance and further policy development.

Overall, the assessment and evaluation report provided by the Cambridge

English team provided the essential feedback required to refine the policy prior to full implementation. UEM's language policy was also developed to reflect the Cambridge English Language Policy Framework, and as a result has become a model used by other Laureate International Universities when developing their own policies.

Cambridge English specialists were asked to review and assess UEM's language policy and report on a range of criteria, from context to evaluation

Improving Opportunities for Employability and Further Study

Client: Centre for the Advancement of Post-Graduate Studies

Country: Egypt



A programme of English courses and assessments is helping improve access to post-graduate study and career opportunities for marginalised Egyptian university students.

Working in collaboration with the British Council, Cairo, the Cambridge English Language Assessment programme was launched in 2010 by the Centre for the Advancement of Post-Graduate Studies (CAPSCU), at Cairo University. The programme is part of the Pathways to Higher Education project, an initiative which offers training scholarships to socio-economically disadvantaged university students, with the aim of increasing access to post-graduate studies and enhancing career chances.

Students entering the programme first take the *Cambridge English Placement Test*, and are then placed on a blended learning course comprising 50 hours of online self-study with 50 hours of face-to-face tuition. Students are finally assessed using the *Cambridge Business Language Testing Service (BULATS)* online test, which also gives students an internationally recognised certificate of attainment.

The entire programme aims to train around 1,000 students and teachers. In order to deliver the blended learning course effectively, training was provided to more than 100 trainers in the skills and knowledge required to deliver a communicative blended learning English language skills programme, with teachers assessed using the *Cambridge Teaching Knowledge Test (TKT)*.

As well as providing the expertise required to deliver such an extensive and long-term programme, the Cambridge team is also now undertaking a wide-ranging evaluation study to assess the programme's impact. Initiated in 2012, the three-phase study will analyse feedback from key stakeholders in Egyptian higher education, and from over 1,000 candidates and teachers. The results will show the effect the CAPSCU programme has had on English learning and teaching in the wider context of English language instruction reform and local employment opportunities.

Initial findings are encouraging, and the Cambridge team published a preliminary evaluation in May 2014, which has featured in the Association for Language

Testing and Assessment of Australia and New Zealand's (ALTAANZ) *Papers in Language Testing and Assessment (PLTA)*, demonstrating the positive impact of the upskilling programme on the stakeholders and also identifying possible areas for improvement.

As well as providing the expertise required to deliver such an extensive and long-term programme, the Cambridge team is also now undertaking a wide-ranging evaluation study

Nile Egyptian Schools

Client: Education Development Fund

Country: Egypt



Cambridge English Language Assessment, in collaboration with its sister company, Cambridge International Examinations, is working on a pioneering programme to develop a new bilingual school system across Egypt.

Egypt's national Education Development Fund is creating this new school system with the aim of providing excellence in teaching and learning. With curricula and assessment linked to international standards, the Nile Egyptian Schools will provide bilingual education for pupils from ages 4 to 18 and teachers will speak to pupils in both English and standard Arabic from their very first day at school.

Our role in this project has been in developing the English language curriculum and assessment. A tailor-made English curriculum for Grades 1-8 (ages 6-14) has been specifically designed to fit with a bilingual international education programme. The curriculum's learning outcomes have been linked to the internationally recognised standard of the Common European Framework of Reference for Languages (CEFR).

Comprehensive teacher guidelines have been provided to facilitate the successful adoption of the new curriculum. These guidelines give clear instructions on how the curriculum can be taught and include sample teaching materials and lesson plans.

We are also providing progression tests for Grades 3-7, which allow teachers to monitor the progress of students. At each Grade, two 40-minute diagnostic tests are administered in the classroom and marked by teachers.

In addition to providing an English language curriculum and tests for students, we are advising on English language levels required for teaching and other staff within the new school system. The *Cambridge English Placement Test* is being used as part of the staff recruitment process.

Cambridge English Language Assessment also provides student admission tests for Grade 6.

Teachers will speak to pupils in both English and standard Arabic from their very first day at school

D-RASATI Teacher Assessment Programme

Client: Ministry of Higher Education

Country: Lebanon



Cambridge English Language Assessment was successful in a bid for a project to assess 4,000 teachers as part of a programme which aims to improve children's learning environments in Lebanon.

The D-RASATI programme (Developing Rehabilitation Assistance to Schools and Teacher Improvement) is a five-year project being implemented by the Education Development Center, Inc (EDC).

The objectives of the programme were to improve education outcomes in Lebanon by improving teacher and student performance, increasing community and parental involvement, and improving the school learning environment. The project began with a nationwide assessment of the needs of each public school in the region. As part of this initiative we provided assessment for over 4,000 Lebanese teachers in reading, listening, speaking and writing skills.

The assessment was designed to support the Ministry of Higher Education, and the teachers' in-service professional development, by allowing the Ministry

to target training for teachers who use English as their instructional language.

The chosen form of assessment for the project was *BULATS* (*Business Language Testing Service*). The *BULATS* test assesses a wide variety of key English skills needed to communicate in real-life situations, is internationally recognised, and is aligned to the international standards of the CEFR.

The Director of ALLC International House Beirut, where the tests were administered, said: 'We would not have been able to achieve the results we did without the ongoing support of Cambridge ESOL [Cambridge English Language Assessment] at all stages of the project.'

We used candidate score data from the tests to produce a detailed score report showing individual scores in all four skills of language testing for each candidate.

These reports were successfully used to assess the language training requirements of the Ministry of Higher Education teachers.

"We would not have been able to achieve the results we did without the ongoing support of Cambridge ESOL [Cambridge English Language Assessment] at all stages of the project"

Director, ALLC
International House
Beirut

English Tests to Motivate Young Learners

Client: Abu Baker Asedeeq Independent Secondary School

Country: Qatar



The Abu Baker Asedeeq School in Qatar offered students Cambridge English: Young Learners (YLE) tests from Cambridge English Language Assessment to motivate progress to higher level English language qualifications.

As part of its proactive approach to education, in 2009 the Abu Baker Asedeeq Independent Secondary School for Boys provided students with the opportunity to take *Cambridge English: Young Learners* tests. These tests provide a reliable and consistent way to develop and assess younger students' progress in listening, speaking, reading and writing.

The Abu Baker Asedeeq School wanted to encourage students to continue their English studies so the *Cambridge English: Young Learners* tests were ideal as these are designed to make learning fun and rewarding (all children receive an award to show how many shields they have received – there is no pass or fail).

The *Cambridge English: Young Learners* test enabled students to reach a good level of English as early as possible in their academic career, and was used by the

School as a stepping-stone to higher level English qualifications. Students who passed the highest level test – *Flyers* – were actively encouraged to take the *Cambridge English: Key (KET)* test, and if successful to then move on to the *Cambridge English: Preliminary (PET)* test. Those who passed the *Cambridge English: Preliminary* exam were again encouraged to move up, this time to the *Cambridge English: First (FCE)* exam, with success in this exam used as an entry criterion to the School's Cambridge IGCSE® programme.

Using Cambridge English qualifications in this way proved highly successful, with over 100 students taking Cambridge English exams between 2009 and 2010. Dr Mohammad Qassem Saefan, the School's English Department Supervisor commented: 'We chose Cambridge English exams because they are linked to internationally recognised standards that accurately assess a learner's proficiency in English. Having a certificate from Cambridge makes students' parents proud and acts as a motivation for the students.'

"We chose Cambridge English exams because they are linked to internationally recognised standards that accurately assess a learner's proficiency in English"

Dr Mohammad Qassem Saefan, Supervisor,
English Department,
Abu Baker Asedeeq School

Improving English Skills in the Banking Sector

Client: Qatar National Bank

Country: Qatar



Qatar National Bank, one of the leading banks in the Middle East, chose to use BULATS (Business Language Testing Service), from Cambridge English Language Assessment, as a placement test to put employees on language courses.

Established in 1964, Qatar National Bank has grown steadily to become one of the largest banks in the Middle East and North Africa region; it now operates a global network of offices, and has also topped the Bloomberg list of the world's strongest banks.

English skills are of vital importance in the international finance sector, and as a result, Qatar National Bank values these skills highly among its employees and was keen to improve their language skills.

To meet this objective, in 2011, Qatar National Bank decided to utilise the *BULATS* English test from Cambridge English Language Assessment, as a placement test to ensure their employees were placed on suitable and appropriate-level language courses.

BULATS is a multilingual set of workplace language assessment, training and benchmarking tools available in English, French, Spanish and German.

BULATS offers language testing linked to internationally accepted standards, and can be used to test all four language skills – reading, writing, listening and speaking. *BULATS* is specifically designed for use in a workplace context. Tasks and topics are based on typical workplace scenarios.

Qatar National Bank used *BULATS* as a placement test for 200 employees before they undertook their language course. These same employees were subsequently assessed with *BULATS* after completing their course in order to measure how much their English had improved.

Qatar National Bank used *BULATS* as part of its employee recruitment and selection strategy.

BULATS is specifically designed for use in a workplace context. Tasks and topics are based on typical workplace scenarios

Case study removed. An updated brochure will be available in 2018.

Assessing English Skills in the Workplace

Client: Eczacıbaşı Holding

Country: Turkey



Cambridge English Language Assessment placement tests are being used by major Turkish industrial group Eczacıbaşı Holding to assess the language skills of both current staff and potential employees.

Eczacıbaşı Holding is one of Turkey's largest industrial groups, employing over 11,000 staff in 41 companies operating in the building products, healthcare and consumer sectors. Well regarded throughout Turkey and beyond, Eczacıbaşı Holding is also active in the country's education sector, helping modernise school infrastructure while also educating students about personal hygiene.

As many of the group's staff have to speak English, in 2006 Eczacıbaşı Holding's HR team decided to use *BULATS* (*Business Language Testing Service*) English, from Cambridge English Language Assessment, as a placement test for existing staff, and as a means of assessing the English skills of potential employees.

BULATS is a multilingual set of workplace language assessment, training and benchmarking tools. The test is fast and cost effective, delivering immediate results, and can be tailored to fit the context in which it is being used.

The decision to implement *BULATS* has proved highly successful, as Ilke Kilic, Eczacıbaşı Holding's HR Manager, explains: 'As the candidates who apply to our company have a variety of different English certificates, we have decided to use a placement test which is internationally recognised. Therefore we prefer to use *BULATS* to evaluate candidates' business English skills. We have been doing this since 2006, not only for the people we recruit but for those who are presently working with us so we can evaluate their business English skills and help support them.'

Eczacıbaşı Holding continues to use *BULATS* across Turkey; about 2,000 tests are taken every year and as a result over 13,000 *BULATS* tests have been undertaken since it was first introduced.

"As an international company, it is very important for us to be able to evaluate our current and nominated employees' English level. We believe that we can successfully do this with BULATS which has an easy administration process"

Emel Sezgin, Occupational Safety Specialist at Eczacıbaşı Monrol

Young Learners at Al Afaq Model School, Abu Dhabi

Client: Al Afaq Model School

Country: United Arab Emirates



Al Afaq Model School in Abu Dhabi used Cambridge English: Young Learners (YLE) tests to determine the strengths and weaknesses of its approach to English language learning and to implement improvements.

In September 2004, the Al Afaq Model School introduced a new English programme into its curriculum. The initial results of the programme indicated that the standard of English among students was improving. However, the school needed an accurate way to measure this progress.

Aminah Al Ameri, Education Advisor at the school, said: 'We wanted a true assessment of the students' achievements in the use of English and searched for an internationally recognised body. Cambridge offered the *Cambridge English: Young Learners* testing and certificates.'

A pilot test was soon organised using *Cambridge English: Young Learners* tests, which showed that results in speaking and listening were very good, reading was satisfactory, but writing was poorer.

Al Afaq Model School used *Cambridge English: Young Learners* not only to measure the progress of its students, but also to highlight areas for improvement, adjusting their language programme accordingly.

The following year the school put forward more students to take *Cambridge English: Young Learners*.

This figure continued to grow and in 2009 the school enrolled an additional 350 students for the tests.

Al Ameri said: 'The standard of teaching and the content of lessons have improved greatly, as teachers have become more aware of the requirements of the international community.'

The school recorded a great improvement in all areas of the students' performance.

Today, *Cambridge English: Young Learners* remains a permanent part of the school's approach to language learning. The school has found that exposing children to international examinations at this early age not only

builds confidence, but also helps form a positive approach to exams. Parents have told the school they are proud that their daughters have been given the opportunity to take an internationally recognised examination.

"The standard of teaching and the content of lessons have improved greatly"

Aminah Al Ameri,
Education Advisor,
Al Afaq Model School

Abu Dhabi Education Council Impact Study

Client: Abu Dhabi Education Council

Country: United Arab Emirates



Cambridge English Language Assessment contributed to an evaluation of the effectiveness of a reform programme introduced to improve the quality of teaching and learning.

When the Abu Dhabi Education Council introduced a new bilingual language education programme in the school sector (which had previously been predominantly monolingual), one of their providers, the Centre for British Teachers (CfBT), sought to evaluate the effectiveness of this reform against the strategic objective of improving the quality of teaching and learning. We were asked by CfBT to contribute to this work.

Underpinning principles of the reform programme included developing more active student involvement in learning and the provision of greater bilingual education, particularly in the subjects of maths, science, and information and communication technology.

Using a range of research methods such as focus group discussions, interviews, questionnaires, observations and

document review, we conducted an impact study.

The study aimed to assess the impact of CfBT's bilingual provision in terms of students' learning progression and their active involvement in their learning, and the fostering of student-centred teaching practices.

The study also looked at how the bilingual education provision affected students' understanding of content subjects (such as maths), their proficiency in both Arabic and English as a foreign language and students' behaviour, discipline and relationships with peers and teachers. The extent to which the bilingual programme fostered maintenance of national identity and students' own heritage was also assessed.

Eight schools were selected to participate in the study. Within these schools, the study focused on Grade 4 students, teachers, school principals and parents.

The report showed a positive picture with success stories including improved English language proficiency of

learners and an increase in student-centred teaching practices, as well as an increase in collaborative working amongst teachers. School principals and teachers saw these key changes as being a direct result of the programme.

We were also able to report on areas of the reform that teachers felt could be further improved, such as increased parental involvement in the programme and further self-access learning opportunities for students.

The report showed a positive picture with success stories including improved English language proficiency of learners

Assessing English Proficiency in the Oil Industry

Client: National Oil Company of Abu Dhabi

Country: United Arab Emirates



The Cambridge English: Preliminary (PET) qualification, from Cambridge English Language Assessment, is being used by the flagship training facility of the National Oil Company of Abu Dhabi (ADNOC) to measure English language proficiency among staff.

ADNOC, a state-owned organisation, is one of the world's top 10 oil and gas companies producing more than 2.7 million barrels of oil a day, with additional interests in transportation, shipping, marketing and distribution. The company invests heavily in training, a commitment embodied in the ADNOC Technical Institute, a flagship vocational training college which trains UAE nationals on the skills required to work within the company.

In 2009, the Technical Institute decided to use the *Cambridge English: Preliminary* qualification as a measure of English Language proficiency; Peter Hardcastle, Advisor – Curriculum and Assessment at the ADNOC Technical Institute explains: 'There was a large demand

in the oil industry for a stable measure of language proficiency and *Cambridge English: Preliminary* fitted the bill. As a result, ADNOC decided to use the test at its flagship training facility, as well as in some of its oil and gas operating companies.'

The use of *Cambridge English: Preliminary* proved highly successful and as a result, the Technical Institute decided to offer English language testing to more candidates, and also to expand the range of Cambridge English qualifications on offer. As a result, employees were able to study for *Cambridge English: Key (KET)*. This basic-level qualification is designed to ensure a good start to learning English, and also provides ideal preparation for the intermediate level *Cambridge English: Preliminary* qualification which focuses on developing English skills suitable for work, study and travel.

Candidate numbers continue to rise at the ADNOC Technical Institute with the result that 1,500 employees have now taken Cambridge English qualifications since 2009, with 500 candidates sitting tests in 2012 alone.

"There was a large demand in the oil industry for a stable measure of language proficiency and PET fitted the bill"

Peter Hardcastle,
Advisor – Curriculum and
Assessment, ADNOC
Technical Institute,
Abu Dhabi

Raising English Teaching Standards in Schools

Client: Hebei Education Department

Country: China



Examinations from Cambridge English Language Assessment have been chosen by the Hebei Education Department (HED) in China as part of a language-learning programme designed to improve education and career opportunities for students.

The HED programme aims to provide a highly effective supplement to China's national English curriculum and uses Cambridge English exams, together with collaborative impact studies, to raise standards of teaching and learning.

Cambridge English: Key (KET) for Schools and *Cambridge English: Preliminary (PET) for Schools* were integrated into the curriculum of six pilot schools in the Hebei Province. This included both primary schools (Grades 1-6, age 6-11) and middle schools (Grades 7-9, ages 12-14).

In addition to Cambridge English for Schools exams, teacher training has also been enhanced with the use of our *Teaching Knowledge Test (TKT)*. Teachers can study for and take *TKT* before they teach preparation courses for Cambridge English exams.

Since the pilot study began more than 4,300 teachers and students have taken a Cambridge English exam or teaching qualification. Feedback so far has been very positive, as shown in a joint impact study which presented its first findings in 2011. The study focused on the exams, but also aimed to ascertain attitudes, perceptions and motivations relating to the wider programme, using data from all six schools in the pilot scheme. Results show improved language competence, as well as increased confidence and motivation among teachers, who all appreciate the support and training that the programme has delivered.

HED officials noted that the students' English levels and comprehension skills have been greatly improved, and they received good results in their entrance exams.

Phase two of the impact study is now underway. Since the impact study first began, HED has expanded the pilot programme and now 16 schools are using our exams.

Results show improved language competence, as well as increased confidence and motivation among teachers

A Collaborative Impact Study in China

Client: Chongqing University

Country: China



Cambridge English Language Assessment recently completed a collaborative study on the impact of two of its most popular exams in Chinese schools.

Working with researchers led by Professor Xiangdong Gu of Chongqing University, the Cambridge team focused on the perceptions held by parents of the impact on Chinese students of two qualifications, *Cambridge English: Key (KET) for Schools* and *Cambridge English: Preliminary (PET) for Schools*. Both qualifications were introduced in China in 2009, and are now widely used.

The study was based on classroom observation and interviews with over 140 parents, mainly mothers, who were waiting for their child to sit an exam at a test centre.

The resulting report, published in *Research Notes* 50 (2012) showed that both *Cambridge English: Key for Schools* and *Cambridge English: Preliminary for Schools* encouraged early acquisition of English skills, with learning taking place in both informal and formal environments (primarily training institutions and

schools). Parents considered training institutions the better formal option, but inconsistent quality was causing concern.

The study highlighted parents' positive attitude towards *Cambridge English: Key for Schools* and *Cambridge English: Preliminary for Schools*, illustrating the different impacts perceived for each qualification, and the influence of parents' education on children's language learning. However, it also highlighted the need for greater communication with parents, and the value placed on teachers' professional development.

The survey was an excellent example of international co-operation and applied academic expertise; the final report revealed the very positive impact of both qualifications on Chinese education, while also highlighting areas which could be improved. Professor Gu played a pivotal role in 'bridging the gap' between Cambridge and China by helping translate and interpret the linguistic and cultural aspects of the project. As co-author of the eventual report, Professor Gu also took on the role of visiting Professor at Cambridge English Language Assessment during 2012.

The survey was an excellent example of international co-operation and applied academic expertise

Measuring Impact Among Young English Learners

Client: Chongqing University

Country: China



Cambridge English Language Assessment is undertaking a long-term study to measure the impact of Cambridge English: Young Learners (YLE) on Chinese schools.

Since its launch in 1997, *Cambridge English: Young Learners* has become one of China's most popular standardised English exams for primary and lower secondary school students. Growth was accelerated by the Chinese Government's 2001 decision to lower the age – from secondary to primary – at which state-funded school pupils start to learn a foreign language. English is now the main language taught in China, with proficiency in English identified by the Government as a key response to increasing globalisation and greater international communication. In 2012, we launched a pilot study to provide initial feedback on the impact of *Cambridge English: Young Learners* on schools and students, the first stage in a much larger, longer-term impact study.

As leading academic Professor Xiangdong Gu of Chongqing University, who worked with us, explained: 'Research in language assessment

provides the evidence needed to back up what test providers say. This transparency is essential for the increasingly high-level stakeholders who rely on test results for important decisions.' The pilot survey took place within a privately owned language training institute in Chongqing. Information gathered from three teachers and 80 students (all of whom had achieved *Cambridge English: Young Learners* certificates) showed the positive impact of the test on both language learning and classroom teaching, especially when compared to English lessons in state-funded primary schools. Other positive impacts included textbook quality, the emphasis on accuracy, and the relaxed classroom atmosphere.

The pilot study also yielded valuable insights into the process of interviewing young learners, and will now provide a platform for a much larger-scale, city-wide study, which may also expand into other Chinese provinces in order to provide comparable data.

"... transparency is essential for the increasingly high-level stakeholders who rely on test results for important decisions"

Professor Xiangdong Gu,
Director of the Research
Centre of Language,
Cognition and Language
Application, and of the
Research Institute of
Language Assessment,
Chongqing University

Improving English Fluency for Beijing Residents

Client: Beijing Municipal Government

Country: China



A programme designed to improve the English language skills of Beijing residents – originally part of the preparations for the 2008 Olympic Games – has helped Beijing achieve its ambition to be a ‘world city’.

Cambridge English Language Assessment worked with the Organising Committee for the Beijing Government’s Beijing Residents Speaking English initiative to design and deliver BETS – the Beijing English Testing System. Test questions were set at three levels, equivalent to *Cambridge English: Key (KET)*, *Cambridge English: Preliminary (PET)* and *Cambridge English: First (FCE)* qualifications, with successful candidates gaining certificates from both the Beijing Government and Cambridge English Language Assessment. These certificates not only demonstrated proven language ability but could also be used as references when applying for work with Government departments or local businesses, or for study overseas.

Over 8,000 workers in key industries sat BETS ahead of the 2008 Olympic Games, with the Beijing Government keen to stress the important role BETS played in

the city’s preparations. As Mr Liu Yang, Director of the Beijing Speaks to the World project, commented at the time:

‘[BETS] aims to raise the English language standard of millions of its citizens so that they can welcome the many visitors who will be coming to Beijing for the Olympic Games. As Beijing is an international city we felt the need to have international standards for the programme and central to this is the international certification that Cambridge English exams have.’

In 2011, the Beijing Government renewed the Beijing Speaks English programme as part of its bid to turn Beijing into a ‘world city’. By improving its citizens’ English skills, the aim was to attract more international workers and students to Beijing, while also enhancing international relationships.

As a result, the programme continued until 2013 with initiatives including the introduction of English courses into all city kindergartens, a requirement that 10% of all public servants achieved the first BETS level, and that all Beijing public servants knew more than 100 common English sentences.

“We felt the need to have international standards for the programme and central to this is the international certification that Cambridge English exams have”

Mr Liu Yang, Director, Beijing Speaks to the World project

Developing a National Public Language Test

Client: State Education Commission

Country: China



In 1996, Cambridge English Language Assessment won a major contract to develop a publicly available English testing system for use across China, the result of an agreement between the UK Department for International Development and China's State Education Commission.

The test was needed to support China's national policy of 'opening up' to the outside world; the brief was to create a publicly available English test, designed to operate within a coherent national framework, which would improve the skills of China's workforce while also supporting the concept of lifelong learning. Quality control was also essential, given China's diversified educational system.

In response, we created PETS – the Public English Test System.

PETS was designed to assess and certificate communicative English skills at five levels, ranging from the equivalent of Junior High School (or three years' English study), up to the level required by graduates hoping to study or work abroad.

Initial test design for the PETS project (which was overseen by China's National Education Examinations Authority) began in 1997, with materials production and trialling starting nine months later. By 1998, we were able to undertake live test production, together with live test administration, and also began to monitor test performance ahead of PETS' full launch in 1999.

Our model of language test development – based on a cycle of trial and review – provided a sound and effective basis for the development of PETS. Equally important was early recognition of the need for a comprehensive infrastructure to support test production and delivery, one which encompassed test development and analysis services, and examiner management.

As a result of its painstaking development, and ongoing technical support, PETS has proved to be both robust and effective, as shown by its impressive candidature across China; in 1999, over 33,000 candidates took part in the first live tests, a figure which had risen to 870,000 by 2005, and 2.1

million by 2012. Among these, 1.5 million are senior high school students from four provinces where PETS has been used to replace the English test for Higher Education entrance (Gaokao).

The Cambridge model of language test development – based on a cycle of trial and review – provided a sound and effective basis for the development of PETS

Improving Company-Wide Language Training

Client: Taikoo (Xiamen) Aircraft Engineering Company Ltd

Country: China



Taikoo (Xiamen) Aircraft Engineering Company Ltd (TAECO) is using the Business Language Testing Service (BULATS) English test, from Cambridge English Language Assessment, to improve the effectiveness and efficiency of its English language training.

TAECO is a leading company within China's aviation industry. Involved in the maintenance and cargo conversion of transport aircraft, TAECO's shareholders include the Boeing Commercial Airplane Group and Cathay Pacific Airlines, as well as companies from Hong Kong and China.

As English is the 'official language' of aviation, TAECO invests significantly (using its own training centre) in developing the English language skills of apprentices, trainees, mechanics and office staff, while also upgrading the language ability of its technical supervisors through courses and examinations.

In order to maintain the highest quality of language learning, TAECO decided in 2008 to use *BULATS* English within

its training programme. *BULATS* is a multilingual set of workplace language assessment, training and benchmarking tools available in English, French, Spanish and German, with *BULATS* English offered by Cambridge English Language Assessment. Working with Cambridge University Press, we undertook significant advance testing in order to adapt *BULATS* to the needs of TAECO staff, and the commercial environment in which they work. This process helped increase confidence in *BULATS* as a testing method, as Bruce D Moore, Lead Training Officer (Languages) explains: '[The first phase] involved a great deal of testing. This process, coupled with the method of indentifying an individual's English level, installed confidence in the product.'

Mr Moore was further impressed as testing began: '*BULATS* is ideal for the business market and provides company management with a perfect platform to benchmark their staff. It allowed us to conduct training courses to upgrade the English level of course attendees, and then provide an examination at the conclusion of the course.'

"BULATS is ideal for the business market and provides company management with a perfect platform to benchmark their staff"

Bruce D Moore, Lead Training Officer, TAECO

Enhancing In-House Language Training

Client: ZTE Corporation

Country: China



The China - based ZTE Corporation used the Business Language Testing Service (BULATS) – English, from Cambridge English Language Assessment, to radically improve in-house provision of English language training.

The ZTE Corporation, headquartered in Shenzhen, is a leading global manufacturer of communications equipment. In order to maintain its international success, English ability had become a basic workplace skill for many ZTE staff, who were frequently sent abroad for intensive 'multicultural amalgamation' as part of the company's in-house English language training provision. In 2008, however, ZTE asked Cambridge English Language Assessment, together with the British Council, to introduce *BULATS* as a third-party assessment standard. In 2010, this relationship developed further, with ZTE establishing an English Support Department, specifically to oversee *BULATS* testing, within its 'ZTE University' – a major corporate training resource comprising 14 international learning centres.

BULATS is a multilingual set of online workplace language assessment, training and benchmarking tools, with *BULATS* English offered by Cambridge English Language Assessment. *BULATS*, which can be tailored to meet specific needs, and which delivers immediate results, proved the ideal training solution for ZTE, as Mr Shao Yong, Director of the English Support Department, explained: 'ZTE values the internationalised promotion, training and certifying of human resources very highly,' he commented. '*BULATS* is an international English language examination for the workplace which has promoted the internationalised process of ZTE greatly by assessing the staff's English accurately.'

All existing and potential ZTE staff with international responsibilities took a *BULATS* test, with the result that over 10,000 staff took the test in the first year following its introduction into the ZTE University.

"BULATS is an international language examination for the workplace which has promoted the internationalised process of ZTE greatly by assessing the staff's English accurately"

Mr Shao Yong, Director,
English Support Department,
ZTE University, ZTE
Corporation

Understanding the Impact of TKT on Chinese Teachers

Client: Guangdong Academy of Education

Country: China



A major study, funded by Cambridge English Language Assessment, has examined the impact of the Cambridge English Teaching Knowledge Test (TKT) on English language teachers across China.

TKT is an internationally recognised qualification from Cambridge English which provides formal recognition of teaching experience while also helping teachers to develop new skills and build confidence. TKT is widely used in China, and the research study - completed in 2013 - investigated both the impacts of TKT on Chinese teachers' teaching beliefs, knowledge and practice, and the contextual factors shaping these impacts, such as age, experience or preparation techniques. The study results were also used to provide recommendations regarding the use of TKT in the Chinese context. Researchers Liyan Huang of the Guangdong Academy of Education, and Angelo Papakosmas of the Guangzhou Education Bureau, used

focus groups and questionnaires to investigate attitudes among primary and secondary school teachers across China. All study participants had taken the TKT test; the majority were university graduates, aged under 40, and were experienced teachers working in both the public and private sectors. Most had completed a training course prior to TKT, the majority in China but also abroad.

The researchers found that the overall impact of TKT was positive, especially on teachers' understanding of how to use learning resources within the English language classroom, and also on their teaching methods and skills. Evidence for this could be seen in the greater diversity of teaching materials used by teachers after taking the TKT course, and their more considered and varied approach to lesson planning, classroom activities and student interactions. There was also a substantial improvement in teachers' understanding of theory

and method, although less impact on knowledge of English language systems such as grammar.

Regarding context, the research showed that TKT had a greater impact on teachers without higher degrees, and on those who had been trained abroad. Formal support, from employers or colleagues, further reinforced the positive impact of TKT but this could be undermined by the assessment system used, and by large class sizes.

In conclusion, the research showed that TKT can have a positive impact on the performance of English language teachers in China, especially those without higher degrees and who work in primary or secondary schools. However, the research also revealed the benefits gained by travelling overseas to undertake TKT preparation, suggesting that Chinese-based TKT courses require improvement.

The researchers found that the overall impact of TKT was positive, especially on teachers' understanding of how to use learning resources and on their teaching methods and skills

Improving Employee Language Proficiency

Client: Chongqing Airport Group Co, Ltd

Country: China



Cambridge English Language Assessment business qualifications are being used by Chongqing Airport Group Co, Ltd in order to improve the international communication skills of its personnel.

The Group, based in the city of Chongqing, one of the largest municipalities in China, runs three airports: Chongqing Jiangbei International Airport, one of China's top 10 airports and the largest aviation hub in central and western China; and Wujiao and Qianjiang Wulingshan Airports, both handling domestic air traffic.

In 2012, Group management identified international communication skills as key criteria for staff development, and especially for the development of interdisciplinary talent. As a result, in 2012 the Group launched the '5 Year Personnel Training Programme', aiming to provide and cultivate outstanding and abundant human resources for further development in the future. As part of this the Group decided to use both the *BULATS (Business Language Testing Service)* English test and *Cambridge English: Business Certificates (also known as Business English Certificates (BEC))*

from Cambridge English Language Assessment, to evaluate the English language proficiency of its staff.

BULATS is a multilingual set of workplace language assessment, training and benchmarking tools. *Cambridge English: Business Certificates* is comprised of English language qualifications at three levels (Preliminary, Vantage and Higher) designed to encourage confident use of English in an international business environment.

The use of Cambridge English tests has proved highly successful, as Mr Mu, from the Chongqing Group HR Department explained: 'As Cambridge English Language Assessment is one of the top language assessment providers in the world, *Cambridge English: Business Certificates* and *BULATS* are both very reliable and trustworthy. Most importantly, the test context of both closely relates to the real situation of the workplace and reflects the candidates' actual English proficiency in reading, listening, speaking and writing. The company trusts the two exams as the key criteria of internal talent selection and new employee recruitment.'

"As Cambridge English Language Assessment is one of the top language assessment providers in the world, Cambridge English: Business Certificates and BULATS are both very reliable and trustworthy"

Mr Mu,
HR Department,
Chongqing Airport Group

A Strategic Partnership for Language Testing

Client: National Education Examinations Authority

Country: China



In a long-term strategic partnership, dating back to the 1990s, Cambridge English Language Assessment is working with China's National Education Examinations Authority (NEEA) to deliver English language qualifications ranging from primary school to professional level.

NEEA, a department of the Chinese Ministry of Education, oversees examinations across China, at all ability levels and in all subjects.

English language examinations are considered particularly important, as English language proficiency is considered a real asset for Chinese citizens, and also part of the Government's policy of 'opening China up' to the outside world.

A number of Cambridge English assessments have become widely recognised across China. For example, nearly 2 million Chinese children aged between 7 and 12 have taken a *Cambridge English: Young Learners* (YLE) test since its introduction in 1996. Four *Cambridge English: Young*

Learners exam sessions are held each year, taken by up to 150,000 students. Since 1993, over a million older candidates have taken the *Cambridge English: Business Certificates* (BEC), designed to improve the language skills of those already in – or hoping to enter – employment. NEEA has established around 80 *Cambridge English: Business Certificates* test centres in 27 provinces, and holds up to seven test sessions every year.

In addition to *Cambridge English: Business Certificates*, *IELTS* (International English Language Testing System) – has become highly popular. A joint initiative between Cambridge English Language Assessment, the British Council and IDP Australia, *IELTS* has become the world's leading test for those wanting to study or work in a context where English is the language of communication. Over 500,000 Chinese candidates take the *IELTS* test every year, further demonstrating the influence and reach of Cambridge English assessments in China.

A number of Cambridge English assessments have become widely recognised across China. For example, nearly 2 million Chinese children aged between 7 and 12 have taken a Cambridge English: Young Learners test since 1996

Improving HR Language Assessment

Client: adidas Sourcing

Country: China



Business English testing from Cambridge English Language Assessment is being used by adidas Sourcing China to improve both employee language skills and the efficiency of the company's recruitment process.

adidas Sourcing, based in Hong Kong, China, is part of the global adidas group, renowned for over 80 years for its sportswear and equipment ranges. As a company operating within a global context, English language ability is an essential skill for all adidas Sourcing employees. To improve the management of language skills assessment, in 2010 the company's HR team adopted *BULATS* (*Business Language Testing Service*) as its language assessment standard.

BULATS is a multilingual set of online workplace language assessment, training and benchmarking tools, with *BULATS* English offered by Cambridge English Language Assessment. *BULATS* can be tailored to meet specific needs, and delivers immediate test results. All prospective adidas Sourcing employees must now take a *BULATS* test as part of the interview process; staff keen to

access additional training opportunities within the company must also achieve at least a level 3 *BULATS* score in order to apply.

In addition to *BULATS*, in 2013 adidas Sourcing recognised the *Cambridge English: Business Certificates (BEC)* as evidence of English proficiency when recruiting new employees, as Lucy Liu, Director of Human Resources explains: 'After careful study we found that BEC is developed by the experts in language assessment, Cambridge English Language Assessment ... and developed in accordance with the principles and approaches of the Common European Framework of Reference for Languages.

'BEC's test content is closely related to the workplace environment, and can show a test taker's ability in listening, speaking, reading, writing and use of English. This can be an objective and reliable reference for use when we recruit new employees. Candidates with *BEC* certificates are more likely to catch our attention.'

"After careful study we found that BEC is developed by the experts in language assessment, Cambridge English Language Assessment"

Lucy Liu,
Director of Human
Resources, adidas Sourcing

Improving Financial English Skills

Client: Ogilvy & Mather

Country: China



The Beijing office of one of the world's leading advertising, marketing and PR companies, Ogilvy & Mather, introduced Cambridge English: Financial (also known as the International Certificate in Financial English (ICFE)) in order to improve the language skills of its accountancy staff.

Ogilvy & Mather (O&M), one of the world's largest marketing organisations, is a strong believer in professional training and accreditation. In 2012, the company recognised a need to improve the English language skills of the finance team in its increasingly busy Beijing office, in order to enable its staff to operate more effectively within both a global company and an international market.

O&M decided to use *Cambridge English: Financial* to achieve its goal. The exam is specifically designed for professionals working in international finance and accountancy. The qualification was developed by Cambridge English Language Assessment and the Association of Chartered Certified Accountants (ACCA), a global body

which also develops qualifications for accountancy professionals.

To prepare for the *Cambridge English: Financial* exam, O&M staff were enrolled with a local tuition provider, The Learning Institute, in a course which included simulations of real-life situations to give students the skill set necessary to pass the final exam. As a result, both the preparation course and qualification proved very popular, as Shen Xiaoping, Finance Manager at O&M Beijing acknowledged: 'We find that better language skills improve staff efficiency, give staff more confidence, and provide more opportunities for promotion. These skills also improve our employees' ability to conduct business with international clients and colleagues.'

O&M was the first of a number of Chinese companies to use *Cambridge English: Financial*, making it a highly sought-after qualification as David Yu, of Cambridge English Language Assessment, explained: 'With a growing number of Chinese companies involved in international business, English qualifications are increasingly important, as employers need a way to assess

English language skills and employees need to be able to prove their ability. *Cambridge English: Financial* is proving to be the perfect qualification in this context.'

"We find that better language skills improve staff efficiency, give staff more confidence, and provide more opportunities for promotion"

Shen Xiaoping,
Finance Manager, Ogilvy & Mather Beijing

Gujarat SCOPE English Project

Client: State Government of Gujarat

Country: India



Cambridge English Language Assessment developed a custom-made programme of language assessment for the State Government of Gujarat, India as part of a programme aimed at providing its workforce with English skills for the international marketplace.

As part of the BRIC group of countries (Brazil, Russia, India and China), India has continued to experience economic growth, with its skilled workforce making it popular with foreign investors.

It therefore became vital for Indian companies to have the right language skills to compete for international business. However, while students and professionals in India have good technical skills, many lacked the relevant level of English language and struggled in the job market.

The State Government in Gujarat responded to this challenge with an initiative to raise the level of English among students and the workforce. They created the Society for the Creation of Opportunities through

Proficiency in English (SCOPE) to manage the project and appointed us to fulfil the assessment requirements.

Learning centres were set up across the state to provide specially developed English courses. We produced the Gujarat English Language Test to assess ability at pre-A1 level to Level A2 of the Common European Framework of Reference for Languages (CEFR). More able candidates are offered *BULATS* (*Business Language Testing Service*) which assesses up to Level C2. Linking the SCOPE programme tests to the CEFR allowed learners to approach employers with a language qualification linked to an internationally recognised standard for describing language ability.

Tests are subsidised by the Government and are available to all members of the public. To ensure value for money, we localised many of the operational processes, reducing running costs and enabling savings to be passed on to learners.

Since its launch in 2007, approximately 250,000 students have benefited from the Gujarat English Language Test with SCOPE. Results were encouraging, with

almost 50% of candidates reaching the highest level, A2. Many students continue to take *BULATS* and a research study is underway to assess the impact of Cambridge English assessments.

It has become vital for Indian companies to have the right language skills to compete for international business

English Benchmarking for Economic Growth

Client: Confederation of Indian Industry

Country: India



Cambridge English Language Assessment used its Business Language Testing Service English test (BULATS) to provide the Confederation of Indian Industry (CII) with an English language benchmarking tool.

CII had identified English language ability as a key skill for Indian economic development, particularly in the retail, and travel and tourism sectors. Here, poor English skills were proving a barrier to communication, and thereby affecting economic growth. Line managers in both sectors also valued English skills, given the frequent use of English in formal communication within companies, and with clients and partners. In 2009, CII set up a programme designed to address this issue; a reliable and trusted assessment tool was required to launch the programme, and *BULATS English*, from Cambridge English Language Assessment, was identified as the ideal solution.

BULATS is a multilingual set of workplace language assessment, training and benchmarking tools. The Service is available in a number of languages, with

BULATS English offered by Cambridge English Language Assessment. In the CII programme, standard *BULATS* tests were used to establish existing language ability levels among a sample of 600 workers. An additional survey was also deployed, designed to identify individuals' perceived language ability and the frequency with which they used English in the workplace. The survey was also able to reveal any disparities between workers' perceived experience and their line managers' expectations.

Together, *BULATS* test and survey results showed that workers within both sectors tended to overestimate their English language skills, with the result that a more realistic – and more challenging – benchmark was set for workers entering the sector, linked to Level B2 on the Common European Framework of Reference.

Following the benchmarking exercise, Cambridge English Language Assessment was then asked to provide additional advice on the setting of future language-level requirements for entry-level staff in both sectors, and on the best way to implement these requirements.

A reliable and trusted assessment tool was required, and BULATS English, from Cambridge English Language Assessment, was identified as the ideal solution

Developing Language and Teaching Skills

Client: Tech Mahindra Foundation, Corporation of Chennai

Country: India



Cambridge English Language Assessment, together with the Tech Mahindra Foundation and Cambridge University Press, are working with the Corporation of Chennai on a professional development programme for the city's English language teachers.

The professional development programme is funded by the Tech Mahindra Foundation, established by the multinational conglomerate Mahindra Group in order to support its CSR (corporate social responsibility) initiatives. The aim is to increase the linguistic and pedagogical competence of primary and secondary school English language teachers, and to identify those teachers with the potential to become master trainers, thereby enabling Chennai's teaching profession to become self-reliant in training and development.

Launched in 2013, the pilot project has delivered its first objective, a benchmarking assessment of existing English language competences. The assessment first measured the skills of 100 teachers from 79 primary schools across the city, using the *Cambridge*

English Placement Test. The same teachers then undertook a short (48-hour) preparation course before taking either *Cambridge English: Key (KET)* or *Cambridge English: Preliminary (PET)* (administered by Cambridge University Press).

Results showed that the best teachers made a significant improvement in their skills after taking the short programme. However, closer analysis revealed that listening and speaking skills were relatively weak compared to reading and writing. This knowledge is being used to modify the learning course for subsequent programmes.

The benchmarking pilot was considered a great success by both Chennai Corporation and the Tech Mahindra Foundation. As a result, Cambridge English has been asked to repeat the project and to extend its scope in terms of the numbers assessed, possibly extending the project to other cities. To do this, Cambridge English will work with external training providers who have the infrastructure required to train significant numbers, and who can also validate an approach which could become a model for English teacher development in other regions worldwide.

The benchmarking study was considered a great success and as a result, Cambridge English has been asked to repeat the study and to extend its scope

Business English: Anna University, India

Client: Anna University

Country: India



Cambridge English Language Assessment worked in partnership with Anna University and EBK Language Laboratories on an innovative project to improve the English language skills of students and enhance their career prospects.

Anna University outsourced its language testing and course development, and we worked with EBK to map students' Business English skills to international standards.

As part of this project, Anna University introduced *BULATS* (*Business Language Testing Service*). Students at the University's affiliated colleges followed a Business English language syllabus developed for Anna University by EBK Language Laboratories. The *BULATS* standard test (Reading and Listening) was taken at the end of the first semester and the Writing and Speaking tests were taken at the end of the second semester.

The scores for the *BULATS* tests were incorporated into students' university transcripts and we supplied a joint test report form, with Anna University, to successful students.

English language teachers received training from EBK to familiarise them with the new syllabus and teaching methods. We then worked with EBK and the university to train examiners for the Writing and Speaking tests.

In the first year around 19,000 candidates took the *BULATS* tests and over 70,000 students in total from colleges affiliated with Anna University used the programme to improve their Business English.

Anna University's Vice-Chancellor, R Radhakrishnan, said that outsourcing an entire subject had been a unique project for the country and students would benefit from the practical approach and real-life language skills gained from preparing for their *BULATS* test:

'When students enter colleges, the level of English knowledge they possess is not known. Also English is restricted to classrooms. Sometimes the subject itself is taught in Tamil. Teachers have to play an important role in doing away with this practice. The outsourced subject will involve a practical approach.'

Students benefited from the practical approach and real-life language skills

Teaching English to Underprivileged Children

Client: INTACEL and Pune Municipal Corporation

Country: India



English language academy INTACEL is using **Cambridge English: Starters**, from Cambridge English Language Assessment, as the core of an English language teaching programme for underprivileged primary students in Pune, India.

English is a mandatory subject for primary school children in Pune, but despite great enthusiasm among teachers and students, levels of English teaching – and therefore achievement – have been disappointingly low. Since 2010, however, English language teaching academy INTACEL has been working with the Pune Municipal Corporation to improve primary English teaching and learning by using the *Cambridge English: Starters* test, from Cambridge English Language Assessment, to provide both an engaging and relevant teaching programme and the credibility of external assessment from an internationally renowned organisation. *Cambridge English: Starters* – the first of three levels designed to develop primary school English skills – is ideal for Pune primary students, whose English is very limited, and is also an ideal fit with INTACEL's

integrated teaching approach which focuses on the four key language skills of listening, speaking, reading and writing.

INTACEL launched the teaching programme with 800 students, but despite their skills and knowledge INTACEL staff found programme delivery unusually challenging. Attendance was erratic, as many students were engaged in child labour, and a lack of parent-teacher interaction limited both feedback and home study. However, the engaging format used by *Cambridge English: Starters*, a lively coursebook, and an emphasis on fun began to deliver small but measurable changes in student performance and attitude, with students starting to value their new skills (using them to help their parents complete forms, for example) which in turn increased their enthusiasm.

INTACEL extended the programme to 1,500 students in 2012, with 3,000 more taking part in 2015, while the original students are now moving on to *Cambridge English: Movers*, the next level of testing. *Cambridge English: Starters* has therefore enabled INTACEL to deliver

English language skills to a strata of Indian society which has-to date-been deprived access to the benefits that such skills can deliver.

“Students enjoy the exposure that the exams provide them in all the four skills”

Surekha Sunil Arey, School Principal, Late Yashwantrao Chavan Primary School

English Language Curriculum Development in Kazakhstan

Client: Nazarbayev Intellectual Schools

Country: Kazakhstan



Cambridge English Language Assessment, together with Cambridge International Examinations and the Cambridge University Faculty of Education, is currently undertaking a curriculum development programme for the Nazarbayev Intellectual Schools (NIS) in Kazakhstan.

NIS, a group of state-funded, highly selective schools for students aged from 5 to 18, was established to educate the future intellectual elite of Kazakhstan in a tri-lingual environment, with teaching delivered in Kazakh, Russian and English.

The Cambridge team is now working with NIS to develop education and curriculum standards, and teacher support and assessment.

The project began in 2011, with an initial focus on the development of a curriculum and assessment model, the production of a curriculum framework, and the delivery of a subject-mapping exercise for maths, English and science.

The Cambridge team then extended the project's scope to ensure that the

proposed curriculum and assessments for English as a Second Language were fit for purpose. The team evaluated the existing curriculum framework, and provided support for the mapping exercise, which formed a key part of the evaluation process. The project, which is likely to continue until at least 2017 (contracts are agreed on a calendar-year basis), is now centred on the wider support and training required to deliver the revised curriculum, and will include a further review and revision of individual subject programmes.

The Cambridge team is also supporting NIS in the development of course plans for each grade (Grades 1 to 12) and a training programme to enable teachers to implement the new subject programmes, and providing 'off the shelf' assessments to meet an immediate need for summative assessment.

As a result, the University collaboration will deliver the broad-ranging curriculum development NIS requires, while also enabling NIS to achieve its key objective of educating its students using a tri-lingual model.

Cambridge English Language Assessment ensured that the proposed curriculum and assessments for English as a Second Language were fit for purpose

Supporting Improvements in English Teaching: Cambridge Baseline 2013

Client: Ministry of Education

Country: Malaysia



Cambridge English Language Assessment worked with the Malaysian Ministry of Education to evaluate the learning, teaching and assessment of English, together with levels of language proficiency, from pre-school to pre-university levels.

In October 2011, the Ministry of Education launched a review of the education system in order to develop a new National Education Blueprint – the Malaysia Education Blueprint 2013–2025.

Following this, the Ministry asked us to undertake a comprehensive evaluation of English learning, teaching and assessment from pre-school to pre-university levels.

This assessment is now delivered, and aims to enable the Malaysian Government to set realistic and achievable targets for the future. The project has also provided baseline data which the Ministry can use to determine whether these targets are being met, and therefore whether its reform strategies are proving successful.

The key aim of the evaluation was to benchmark student and teacher English language proficiency against international standards. Teachers were also benchmarked with regard to teaching knowledge and teaching practice. The role of a range of other factors such as the contexts of and attitudes towards learning, school location, school type, class specialisation and gender on language proficiency was explored and current national curricula, assessments and learning materials were reviewed.

A full report on our findings has been presented to the Malaysian Government, along with recommendations on how to further improve standards of English teaching, learning and assessment across the country.

Key findings and recommendations were focused on three areas of the project – students, teachers and curricula, assessments and learning materials – with all recommendations linked to the transformational changes identified in the Malaysia Education Blueprint 2013–2025.

The evidence-based 2013 baseline findings provide the Ministry with a clear

picture of how the Malaysian English language education system is currently performing against internationally recognised standards along with the recommended next steps required to implement an integrated solution.

The Ministry asked us to undertake a comprehensive evaluation of English learning, teaching and assessment from pre-school to pre-university levels

Raising Standards in Primary and Secondary Education

Client: Government of Mongolia

Country: Mongolia



Cambridge English Language Assessment is currently part of a Cambridge University-wide consortium working to support government reforms in primary and secondary education throughout Mongolia.

The consortium, appointed by the Government of Mongolia, includes Cambridge English Language Assessment, Cambridge International Examinations and the Cambridge University Faculty of Education. The collaboration was launched in 2011 and aims to deliver reform through Cambridge providing support to national teams of experts and education methodologists.

The long-term project goal is to build a world-class education system incorporating internationally recognised best practice and standards.

Language, alongside Mathematics and Science, is a priority for the Mongolian Government, and as a result, Cambridge English Language Assessment is supporting the development of an English language curriculum, making

sure it conforms to Mongolia's educational values and beliefs, and also meets the specific needs and demands of the country's education system.

Our role was also to benchmark students and teachers to identify current English language standards, and then to develop the diagnostic assessments and resources needed to support existing teachers and build local capacity.

The collaboration project also includes teacher training, capacity building, and performance and quality assurance, as well as development. The first phase, covering curriculum reform and a new assessment model, will be piloted by over 40 schools across the country and will result in a national rollout starting in 2014.

The resulting model, encompassing best practice, will progressively roll out across Grades 1-12 upon satisfactory completion of the pilots and related teacher training initiatives. The ultimate aim is that by 2020, Mongolia will have comprehensively reformed education from primary to secondary level.

Language is a priority for the Mongolian Government, and as a result, Cambridge English Language Assessment is supporting the development of an English language curriculum, making sure it conforms to Mongolia's educational values and beliefs

Evaluating Primary English Learning

Client: Korea Institute of Curriculum and Evaluation

Country: South Korea



In an assignment for the Korea Institute of Curriculum and Evaluation, undertaken between 2007 and 2009, Cambridge English Language Assessment, together with the British Council Korea, evaluated the effectiveness of introducing English to primary school students.

The research project used the *Cambridge English: Young Learners (YLE)* test as a tool to first benchmark English competency among school children in years one and two (aged 7 to 9), and then to monitor progress made after 15 months.

Over 50 primary schools were involved in the project, with more than 1,600 students taking part; the British Council Korea acted as the administration body for the test, delivering training for test invigilators, and managing test materials.

Cambridge English: Young Learners was chosen as the research tool because it was (and remains) one of the most popular international qualifications for young English learners. The qualifications are designed to have a positive impact on children's future language learning, with tests carefully constructed to ensure they

remain appropriate to the candidate, with no inherent bias towards specific language groups or culture.

The project used the *Cambridge English: Starters* Listening test, for both benchmarking and progress assessment. The tested cohort had already started English language learning but had not used Cambridge materials or assessments. Research showed that test scores were low compared to Korean cohorts already following *Cambridge English: Young Learners* programmes, indicating limited exposure to English, and unfamiliarity with this type of test.

The second testing session, undertaken 15 months later, showed significant improvement had been made, although achievement levels remained lower than those of other cohorts.

Overall, the project demonstrated the value of our recommendations, and also the positive impact that a structured, focused language programme can have on the ability of primary school children to gain English language skills.

The project demonstrated the value of our recommendations, and also the positive impact that a structured, focused language programme can have on the ability of primary school children to gain English language skills

Improving Teacher Training at an Elementary Level

Client: Jeonju University

Country: South Korea



Jeonju University in South Korea used the Teaching Knowledge Test (TKT) from Cambridge English Language Assessment to improve the professionalism and English language competence of local elementary school teachers.

Jeonju University incorporated *TKT* into its Intensive English Teacher Training Programme (IETTP). This five-month training course ran three times a year, and used a curriculum designed to improve elementary teachers' English communicative competence, instructional skills and teaching strategies, as well as enhance their autonomy, morality and creativity. All teachers entering the programme – around 30 per session – were in-service teachers employed by the Jeollabukdo Office of Education in south-west Korea. All participants were asked to provide evidence of their English proficiency before the course began.

TKT is a modular course specifically designed to boost skills and confidence among teachers of English. As *TKT* can be customised to meet the needs of local teaching environments, Jeonju

University used three online *TKT* modules to improve the quality of its teacher training, and thereby encouraged greater professionalism among the country's teachers, goals which reflected the aspirations of the Korean Government's national educational strategy.

The *TKT* modules incorporated within the IETTP were used in combination with off-line training sessions, thereby allowing participants to simultaneously broaden their teaching experience while working towards an internationally recognised qualification. Starting from 2011, when *TKT* was first used within the IETTP, over 500 modules were taken by course participants who subsequently reported improvements in both their teaching skills and English language ability.

Professor Pauline Kilduff, IETTP programme co-ordinator, also expressed her enthusiasm for the *TKT* modules, which participants acknowledged were intensive but which also allowed them to draw on their professional knowledge and classroom experience as they worked through specific activities.

Starting from 2011, when TKT was first used within the IETTP, over 500 modules were taken by course participants who subsequently reported improvements in both their teaching skills and English language ability

Analysing Language Skills in the Banking Sector

Client: Taiwan Academy of Banking and Finance

Country: Taiwan



Business language testing services from Cambridge English Language Assessment have been used to analyse levels of English language proficiency across the Taiwanese banking profession.

The study was commissioned by the Taiwan Academy of Banking and Finance (TABF), which promotes education and research in the country's financial sector. Working with a local English language training organisation, TABF used *BULATS* English tests to analyse English language proficiency levels among a range of banking professionals. *BULATS* – the *Business Language Testing Service* – is a multilingual set of workplace language assessment, training and benchmarking tools.

BULATS is offered by Cambridge English Language Assessment. An online test, *BULATS* offers fast, accurate and affordable language testing linked to internationally accepted standards, and is specifically designed for use in a workplace context. Tasks and topics are based on typical workplace scenarios, with testing available on demand and results delivered immediately.

In the TABF study, 200 candidates from northern Taiwan and 70 from central and southern Taiwan took the *BULATS* test. Results showed that skill levels differed between regions, and also between job roles with senior staff showing greater proficiency, indicating the importance of English language ability to career progression. Performance also varied between banking sectors, with candidates from corporate banking, financial products and back-office services demonstrating greater proficiency in English than those working in consumer banking or wealth management.

The results of the TABF *BULATS* study are now being used by banking and financial institutions across Taiwan to inform future HR strategies, including the proactive training of existing staff in order to improve their English language skills. In addition, specific levels of English language proficiency will now become a requirement for future new employees, as part of the recruitment process.

BULATS was taken by 200 candidates in northern Taiwan and 70 from central and southern Taiwan with results showing differences between regions, roles and banking sectors

Teacher Training: Thai Ministry of Education

Client: Ministry of Education

Country: Thailand



The Thai Ministry of Education used Cambridge English Language Assessment's Teaching Knowledge Test (TKT) to give more than 20,000 English language teachers the chance to develop their skills.

In 2008, training towards *TKT* was given to a group of 50 senior teachers selected from English language support centres around Thailand. The training materials were developed by the Ministry in partnership with the British Council in Bangkok.

The courses consisted of up to four days of face-to-face training, followed by self-study using *TKT* course materials.

Each of these senior teachers then cascaded their training to around 50 other teachers in their region.

Teachers who went on to do particularly well in their *TKT* exam were given the opportunity to attend a further four-week teacher training course in Cambridge.

Course co-ordinator Yuwadee Yoosabai said staff on the training course had given them a useful mix of theory and practical experience: 'They took time to

find out in what areas of teaching we were experiencing difficulties in order to ensure that the training was tailor-made to our needs. We feel much more confident about how to extract the best from our students.'

The 2008 course was so successful that it was repeated in 2009, and a total of 20,000 teachers have now taken *TKT* as part of this project.

In 2009, we undertook a survey of 500 teachers involved in the project to evaluate its effectiveness.

The results clearly showed that the programme has had a very positive impact on teaching. The overwhelming majority of respondents (92%) found that preparing for and taking *TKT* was either 'useful' or 'very useful' and 80% said they felt more confident in their teaching. A similar figure (82%) reported that the programme had motivated them to continue to develop as a teacher.

"We feel much more confident about how to extract the best from our students"

Yuwadee Yoosabai,
Course co-ordinator

Supporting the Delivery of English Examinations

Client: Departments of Education and Training in Ho Chi Minh City, Dong Nai, Can Tho, Lam Dong and Ben Tre

Country: Vietnam



Cambridge English Language Assessment is working with five Vietnamese Departments of Education and Training (DOETs) to support the promotion and delivery of Cambridge English examinations.

In order to improve language-learning opportunities for students – and ensure that learning meets international assessment standards – Cambridge English Language Assessment is working with five DOETs across Vietnam to deliver a range of Cambridge English examinations.

The initiative began with a research project undertaken with DOET HCM (Ho Chi Minh City), which used mock tests and classroom observations to establish the English language ability of local primary school children.

Following this first phase, in 2006 we signed a Memorandum of Understanding with DOET HCM for the delivery of *Cambridge English: Young Learners* (YLE) exams, *Cambridge English: Key* (KET) and *Cambridge*

English: Preliminary (PET) for students at state primary schools and language centres, with DOET handling candidate registration and exam administration. We also helped DOET recruit and train oral examiners, and provided teacher support for schools preparing for the exam, as well as training local staff with exam invigilation.

The programme has been such a success that since November 2010 *Cambridge English: Young Learners* exams have become compulsory for primary school students in the Intensive English Programme, whereby students at the end of Grade 2, 4 and 5 have to take *Starters*, *Movers* and *Flyers* respectively. The *Cambridge English: Starters* test (set at, Level A1 on the Common European Framework of Reference) is also now used by Vietnam's Ministry of Education as a benchmark for Mainstream Programme students at the end of Grade 5. Since 2010, over 170,000 students have taken a *Cambridge English: Young Learners* exam, with 60,000 candidates taking the test in the academic year 2012/13.

We are now delivering Cambridge examinations in five provincial DOETs, in Ho Chi Minh City, Dong Nai, Can Tho, Lam Dong and Ben Tre. Our exams are used by primary and secondary school students who are taking *Cambridge English: Key*, *Cambridge English: Preliminary* and *Cambridge English: First* (FCE) examinations, thereby extending access to internationally recognised exams to various provinces in Vietnam.

In addition, *Cambridge English: First* is now being used by more than 30 regional DOETs as a benchmark test to establish the level of language ability of English teachers working in local schools. Vietnamese teachers are required to achieve test results equalling B2 (or above) on the Common European Framework of Reference (CEFR) with those unable to reach this level undergoing further training.

Cambridge English: First has been used by the national Ministry of Education and Training for several years, and to date more than 16,000 teachers have taken the examination.

Cambridge English Language Assessment is working with five DOETs across Vietnam delivering examinations to primary school students in state schools and language centres

English Skills for Competitive Advantage

Client: Ministry of Education and Training

Country: Vietnam



Cambridge English Language Assessment has enabled the Vietnamese Ministry of Education and Training (MOET) to set benchmarks for English language proficiency as part of an initiative to improve Vietnam's competitiveness.

MOET had identified English skills as key to the development of Vietnam's economy, not only in the context of international commerce, but also to improve the career prospects of its students. As a result, in 2009 MOET began to work very closely with Cambridge English Language Assessment to develop benchmarks for English language proficiency among both students and teachers.

These benchmarks would be based on the Common European Framework of Reference (CEFR), and followed the Vietnamese Government's decision, in 2008, to officially use the CEFR to define English language exit benchmarks for students ranging from primary through to tertiary level. The project also gave Vietnamese learners the opportunity to gain an internationally recognised Cambridge English language qualification.

To deliver the project, the Cambridge team worked with MOET's National Foreign Language 2020 Project and various functional departments. As a result, in 2010, *Cambridge English: Young Learners (YLE) Starters and Movers* tests (at CEFR A1 level) were recommended by MOET as benchmark tests for primary school students. MOET has also now adopted CEFR Levels A1 (beginner), A2, and B1 as the required standards for students leaving Primary, Junior High and Secondary High schools. *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)* are widely used for state school students, with *Cambridge English: First (FCE)* being one of the requirements for English teachers.

Overall the collaboration has proved highly productive, as Dr Nguyen Loc, Vice Director of MOET's National Institute for Educational Strategies and Curriculum, explained: 'This is a strategic co-operation, playing a key role in the innovation process of English teaching, learning and assessment in Vietnam, with the aim of making English a competitive advantage for Vietnam.'

"This is a strategic co-operation, playing a key role in the innovation process of English teaching, learning and assessment in Vietnam"

Dr Nguyen Loc, Vice Director of MOET's National Institute for Educational Strategies and Curriculum

Improving Primary and Secondary English Teaching Skills

Client: Ministry of Education

Country: Taiwan



Cambridge English Language Assessment has recently completed a long term project designed to improve the classroom skills of English teachers employed by the Taiwanese Ministry of Education.

The project, which ran from March 2014 to January 2015, focused on improving the classroom skills of both primary and secondary English language teachers. When first employed, these teachers are asked for evidence of English proficiency but undergo no systematic evaluation of their classroom skills. In addition, teachers working in rural schools have only limited access to teaching materials and resources - compared to their urban colleagues - which can affect student outcomes.

To understand how best to address these needs, the Cambridge English project was implemented in five Taiwanese Districts. Around 90 in-service teachers took part in a programme which comprised 20 hours of face to face training followed by an examination using the Cambridge

English Teaching Knowledge Test (TKT) Module 2, an internationally recognised test designed for teachers already in-post.

TKT comprises three Modules and a Practical test; the Taiwanese pilot project focused on TKT Module 2: Planning for language teaching, although the programme did not focus solely on test preparation. As part of their studies, teachers were encouraged to develop the knowledge and skills required to plan effective lessons, and to use different teaching techniques in order to make lesson delivery more efficient. Teachers took part in pair and group discussions, observation and design activities, and peer teaching as well as personally reflecting on what they had learnt. The aim was also to inspire the teachers to consider different approaches, especially when teaching mixed ability classes, to ensure current and future students gained the best outcomes possible.

The results of the initial project have proved very positive, and an additional 100 teachers are expected to take the

TKT test in 2015. Results showed that teachers had understood the need to offer differentiated instructions and tiered assignments in order to maximise student learning, and had learnt how to design the right activities to support effective learning.

Teachers were encouraged to develop the knowledge and skills required to plan effective lessons and to use different teaching techniques

Developing and Delivering University Entrance Tests

Client: Nazarbayev University

Country: Kazakhstan



Cambridge English Language Assessment has devised and delivered four bespoke admissions tests for students hoping to gain a place at the prestigious Nazarbayev University.

Nazarbayev University is highly regarded in Kazakhstan, in the wider Eurasia region and increasingly beyond, and as a result, competition for places on the University's Foundation Year Programme is significant. The University therefore required an entrance test which could be used to identify the strongest candidates from a growing number of applicants, thereby enabling the University to select those candidates with the best chance of success on the programme.

As the University of Cambridge is a strategic partner of Nazarbayev University, Cambridge English Language Assessment (a Department of the University of Cambridge) was asked to propose possible solutions. As a result, the Admissions Testing Service – part of Cambridge English – was commissioned to deliver bespoke

Admissions or entrance tests in Mathematics, Critical Thinking, Physics, and Biology and Chemistry. ATS offers a range of tests and tailored assessment services to educational institutions, professional organisations and governments around the world, including thinking skills assessments, admissions tests for medicine, healthcare and other subjects, and behavioural styles assessments designed to enable fair access to opportunities in education and employment.

ATS began the test development process in mid-2015, starting with an extensive period of consultation and a full needs analysis. Pilot versions of the new tests were then developed and trialled with existing students, before the tests went live in February 2016 with a final administration in June 2016. ATS provided all the test content, oversaw the delivery of the tests in 14 cities across Kazakhstan, and provided Nazarbayev University with statistical information and analyses of candidate

performance alongside the test results. The ATS team also developed support materials for test candidates preparing to take the new tests.

Nazarbayev University was delighted with the new admissions tests, and was particularly impressed by the collaborative approach used by ATS. As a result, the original agreement – for one year with the option to extend by another two – has been extended by three years, with ATS now providing admissions tests up to 2019.

Nazarbayev University has been delighted with the tests delivered so far, and as a result has extended the original agreement by three years

Improving performance through examinations

Client: Chennai Public Group of Schools

Country: India



Examinations from Cambridge English Language Assessment are now being used by the Chennai Public Group of Schools to improve English language learning among its 4,000 students.

Since its launch in 2009, the Chennai Public Group of Schools (CPS) has gone from strength to strength, and now educates over 4,000 students across three campuses. With English skills of particular importance to CPS students, in 2009 it approached Cambridge English Language Assessment in order to implement a benchmarking programme of students' English skills using Cambridge English: Young Learners (YLE), Cambridge English: Key (KET) and

Cambridge English: Preliminary (PET) examinations. The programme was supported by targeted teacher training designed to help teachers understand both exam and teaching methodology, together with additional after-school preparation classes for students, held in the run up to the first examinations.

Cambridge English exams were initially optional, but feedback was so positive that they were subsequently incorporated permanently into the CPS curriculum with the result that all students, from Grades 3 through to 11 now take a Cambridge English qualification. To facilitate this process, Cambridge English Language Assessment mapped its qualifications against the national school curriculum (CBSE) used by

CPS; this was then followed by intensive teacher training designed to support the integration of the exam syllabus into daily teaching.

This enabled the successful rollout of the programme, as Mr Balaji Dagupati, CPS Mentor commented: 'Students gain confidence as they work their way up the exam levels – getting experience and qualifications that show their skills in reading, writing, listening and speaking.'

Numbers taking the exams have grown significantly since it was first offered in 2009. Thousands of students have

successfully gained Cambridge English qualifications, with 2,500 entries in 2013 alone, compared to the 165 who enrolled for the first Cambridge English: Young Learners (YLE) exam.

Students gain confidence as they work their way up the exam levels – getting experience and qualifications that show their skills in reading, writing, listening and speaking.

Mr Balaji Dagupati, CPSs

Stakeholders' Perceptions of the Occupational English Test

Client: Occupational English Test

Country: Australia



Research into the Occupational English Test provides useful insights into the appropriateness of the test for professionals working in the healthcare sector, primarily in Australia and New Zealand but with growing recognition outside those markets.

The Occupational English Test (OET), from Cambridge Boxhill Language Assessment (CBLA is the joint venture for this product), is used to assess the English language competence of healthcare professionals who have gained their training and qualifications outside an English-speaking country, and who now want to work in an English-speaking environment. The OET is relevant to 12 specific healthcare disciplines, including dentistry, medicine, pharmacy and nursing.

Currently, the majority of OET candidates want to work in Australia where OET has high recognition for student visas and professional registration.

This study considered the intended impact of OET when used to assess

the language ability of healthcare professionals, and the test's appropriateness for the sector in terms of content, format and skills assessed. The study also considered the extent to which OET test takers were perceived as 'workplace ready' in terms of their linguistic ability and confidence.

Qualitative and quantitative research data was gathered through interviews with Australian healthcare regulatory bodies, and surveys with stakeholders including OET test takers and teachers (based mainly in Australia and New Zealand), and Australian healthcare professionals – primarily medical doctors but also pharmacists. As expected, results showed that the majority of test takers use OET to support an application for professional registration in an English-speaking country, with a minority using the OET for university admissions or immigration purposes. Most test takers reported an improvement in their use of English in a health-related context as a result of preparing for the OET (with around 30% reporting a significant improvement), and a marked increase in confidence was also noted. The test was considered highly relevant to the

healthcare sector in terms of topics, language and tasks, which also made the OET itself a more engaging experience.

OET test takers were perceived as effective communicators within the healthcare context, in both technical and emotional language, and were also able to communicate with patients using lay terms. However, the research also showed that test takers wanted to become more familiar with Australian slang, cultural peculiarities and accents, as they felt these were important to their linguistic performance.

The test was considered highly relevant to the healthcare sector in terms of topics, language and tasks, which also made the OET itself a more engaging experience

The English Australia Action Research Programme

Client: English Australia

Country: Australia



Cambridge English Language Assessment and professional body English Australia are marking the fifth year of their highly successful Action Research Programme which funds classroom-based teacher research in order to support professional development while also encouraging new insights into teaching challenges.

The Cambridge English / English Australia Action Research Programme is focused on teachers of ELICOS (English language intensive courses for overseas students); English Australia is the professional body for ELICOS institutions across Australia, both public and privately funded. The Action Research Programme helps equip ELICOS teachers with the skills required to explore and address key teaching challenges, with findings shared locally, at the annual English Australia Conference, and through publication (for example in Issue 56 of the Cambridge English: Research Notes series).

The Programme was piloted in 2010 and proved so successful that it is now in its fifth year. A wide range of

research projects have received funding on topics such as assessment (an area of particular concern for Australian teachers), the teaching, learning and assessment of speaking, and (in 2014) a focus on reading. The two organisations work together to deliver the Action Research Programme; English Australia liaises with its members and with individual teachers, while Cambridge English provides material and professional support. Expert input is also provided by Professor Anne Burns of the University of New South Wales.

English Australia reports that the Programme has raised the professionalism of Australian ELICOS teachers in a number of ways, including the development of teacher peer networks, greater engagement with academic researchers, and enhanced professional development. Research findings have been

published widely, and national and international recognition is growing. In 2013, the success of the Action Research Programme was formally recognised when representatives from Cambridge English and English Australia, together with Professor Burns,

received an International Education Association of Australia (IEAA) Award for Best Practice/ Innovation in International Education for what the IEAA described as 'a ground breaking development'.

The Action Research programme has helped develop teacher peer networks, encouraged greater engagement with academic researchers, and enhanced professional development

English Testing for Secondary School Entry

Client: DynaSpeak

Country: New Zealand



Leading New Zealand language school DynaSpeak is pioneering the use of Cambridge English for Schools exams to establish the English language proficiency of overseas students hoping to enter the prestigious Auckland Grammar School.

DynaSpeak operates across New Zealand and first offered Cambridge English exams when Hugh Fenemore joined the company as Centre Examinations Manager in 2013. Aware of the Cambridge English reputation for quality Hugh established DynaSpeak as a Cambridge English centre, before pioneering the use of Cambridge English for Schools exams in the assessment of overseas students applying for entry to Auckland Grammar School, one of the most prestigious in the country.

This was the first pre-entry testing of its kind in the whole Australasia region, and - according to Hugh - 'by using internationally recognised Cambridge English tests for schools, DynaSpeak has set an example intended to encourage other school partners to use appropriate

tests to ensure international students are properly prepared for success at secondary school.'

The DynaSpeak Auckland centre now holds online exam sessions for Cambridge English Key (KET): for Schools, Cambridge English: Preliminary (PET) for Schools and Cambridge English: First (FCE) for Schools. Candidates are primarily from China, Taiwan and Japan, and the exams test English communication skills from basic (KET for Schools) to upper-intermediate (FCE for Schools) using tasks specifically tailored to school-aged candidates, thereby creating a more appropriate and therefore more accurate test for this age group.

Since the first exams were taken in 2013, candidate numbers have doubled with Auckland Grammar School accepting a Cambridge English qualification as proof of the ability required to enter a mainstream class. As part of the process, DynaSpeak has also developed a strong relationship with renowned language school Kiwi English, which runs preparation programmes for the

exams two to three times each year. The two organisations now hope to encourage more schools across New Zealand to introduce Cambridge English exams into their admissions procedures. At the same time, as all Cambridge English exams are mapped onto the Common European Framework of Reference (CEFR), the DynaSpeak and Kiwi English programme supports the New Zealand Qualification Authority's objective of aligning English language levels with the CEFR.

Cambridge English tests ... ensure international students are properly prepared for success at secondary school.

Hugh Fenemore, Centre Examination Manager, DynaSpeak Auckland

Fast and Effective Placement Testing

Client: Worldwide School of English

Country: New Zealand



Auckland-based language school, and Cambridge English exams centre, Worldwide School of English is using the Cambridge English: Placement Test to quickly assess the English language ability of students joining the school, enabling staff to place them on the most appropriate course.

Worldwide School of English (WWSE) provides a wide range of language courses, ranging from general English to highly vocational, teaching around 1,000 students every year. WWSE welcomes a large number of international students, and required an effective, online English test that would allow staff to quickly determine the linguistic proficiency of new learners joining the school. An online solution was also considered more cost-effective and efficient than a paper-based alternative.

To meet this need, WWSE opted for the Cambridge English: Placement Test (CEPT), which it now uses to place students on Cambridge English exam preparation courses, and also to assess groups of Japanese business English

students coming to WWSE to use BULATS (the business English testing service, also provided by Cambridge English).

CEPT is an internationally neutral test of general English skills, focusing on reading, use of English and listening. An online test, students can take a demonstration tutorial before they begin, in order to build confidence, and can access on-screen help during the session. The 30 minute test quickly assesses student aptitude and pinpoints ability on the Common European Framework of Reference, from pre-A1 (beginner) to C2 (proficient). CEPT is an adaptive test; questions are selected according to performance resulting in a test which becomes progressively easier or more difficult until a consistent level of performance is achieved.

The introduction of CEPT at WWSE has been a great success; as John Putt, WWSE Director of Studies comments: 'CEPT is an effective and easy to manage tool that is suitable for all students. I would recommend this test to all English schools.' During its first month, CEPT was used to place 22 students and proved so accurate

that it has now become an important part of the WWSE admissions process. CEPT results are generated instantly and are considered highly reliable, allowing teachers to make immediate and informed decisions about the best course for the individual student.

The Cambridge English: Placement Test is an effective and easy to manage tool – I would recommend this test to all English schools.

*John Putt, Director of Studies,
Worldwide School of English*

Improving English Testing in Private Schools

Client: City Council Department of Education

Country: Argentina



Cambridge English Language Assessment is providing tests for around 120 young learners in El Tigre, Argentina, the first time Cambridge English tests have been taken by public schools in the region.

The students, all in the sixth grade, took *Cambridge English: Young Learners* (YLE) tests during 2013. The tests, typically taken by primary level students, provide a reliable and consistent way to develop and assess younger students' progress in listening, speaking, reading and writing. Tests are designed to make learning fun, and by rewarding the progress of everyone taking part – with a Cambridge English certificate – students are encouraged to continue their English studies. In Tigre, the tests were sponsored privately and students took their exams at the Buenos Aires Open Centre, which has administered Cambridge English exams since 1983.

As part of this project, Cambridge English Language Assessment and Buenos Aires Open Centre also provided teacher support and delivered workshops to school pupils and parents.

Introduction of the *Cambridge English: Young Learners* tests is part of a wider initiative undertaken by the Tigre Department of Education which aims to improve the standard of English language learning in the region, while also giving public school students access to internationally recognised English language qualifications.

Feedback from all involved in the initiative – including students – has so far proved highly positive, and it is hoped that other schools in the region will also start to offer Cambridge English qualifications. As Malena Galmarini, City Council Secretary for Health and Human Development Policy, comments: 'Students now have the opportunity to learn a foreign language that will open many doors in the future.'

The collaboration with Cambridge English Language Assessment is also seen as a highly positive move, as Julio Zamora, President of the City Council explains: 'Universities are key partners in our model and the Council has developed the concept of partnered management that entails the strengthening of partnerships between

the municipality and outstanding organisations that contribute towards social improvement.'

"Students now have the opportunity to learn a foreign language that will open many doors in the future"

**Malena Galmarini,
City Council Secretary
for Health and Human
Development Policy**

English Opens Doors: Chile

Client: Ministry of Education

Country: Chile



Cambridge English Language Assessment worked closely with the Chilean Ministry of Education to gather and diagnostically analyse data on language-learning levels that helped validate and refine its 'English Opens Doors' programme.

In 2003, as part of its strategy for improving quality and equity in its education system, the Chilean Ministry of Education launched a national English project, 'English Opens Doors'.

One of the project's aims was for all state school students to reach a level equivalent to *Cambridge English: Key* (KET, Level A2) by the end of primary school and a level equivalent to *Cambridge English: Preliminary* (PET, Level B1) by the end of high school.

Evaluating the existing English competence of school students was an important first step in this strategy, and we were chosen to design a diagnostic test to establish students' listening and reading comprehension.

The diagnostic test we designed was developed from our own bank of materials, which had already been

extensively internationally trialled and validated.

The diagnostic test consisted of two parts which tested reading and listening and was calibrated to the Council of Europe's Common European Framework of Reference for Languages.

A sample of 12,000 students, representing 8th grade (13-14 year olds) and 12th grade (17-18 year olds) school students took the test in 2004. A similar profile of students was tested again in 2008 to determine what progress had been made.

Analysis of the results indicated a clear progression of English language proficiency in the intervening four years. The Chilean Ministry of Education was provided with empirical evidence indicating that the interventions implemented as part of their 'English Opens Doors' strategy were successful.

Data gathered through the test, the questionnaires and the accompanying student tracking forms also allowed comparison of results from different types of schools, according to how they are financed and administered.

This analysis enabled the Ministry to further refine and reshape its 'English Opens Doors' strategy.

Analysis of the results indicated a clear progression of English language proficiency

Assessing English Teacher Competence

Client: Ministry of Education

Country: Chile



Cambridge English Language Assessment, together with the Instituto Chileno Británico, won a competitive tender to provide placement tests for English teachers in Chile, as part of a Government initiative.

The 'English Opens Doors' initiative was launched by the Chilean Ministry of Education in 2003 in order to improve levels of English across the country, and thereby improve international competitiveness. As the development of English language teachers is an important part of the programme, in 2012 the Ministry issued a call for tenders for 6,000 placement tests. They wanted to identify the proficiency levels of the teachers working in public schools in order to better design and focus the programme's in-service teacher-training initiatives. Those teachers who attained the best scores (B2 and above) were invited to take an international exam measuring all four skills. *Cambridge English: First (FCE)* was chosen for this purpose and has been used throughout 2013 and 2014.

The Cambridge team successfully tendered for the contract in partnership with the Instituto Chileno Británico, a provider of educational and cultural services for English language learners of all ages, including teachers and professionals. The partnership has used the *Cambridge English Placement Test (CEPT)* to assess 6,000 public school teachers. *CEPT* is a fast and accurate online test which links results to the Common European Framework of Reference. *CEPT* is suitable for all ability levels, with the test becoming progressively easier or more difficult until a consistent level of ability is achieved, and the candidate's level of English can be identified.

CEPT was used to assess the proficiency level of all teachers who wanted to participate in the 'English Opens Doors' initiatives. It was also used as a way of measuring the progress made by the teachers who took the 200-hour English courses organised by the programme.

As a result of the successful tender, the Cambridge team is now working with Instituto Chileno Británico to supply *Cambridge English: First* to nearly 1,000 Chilean teachers every year.

The partnership has used the Cambridge English Placement Test to assess 6,000 public school teachers

Improving Testing Quality in State Education

Client: Sistema de Aseguramiento de la Calidad de la Educación (SIMCE)

Country: Chile



Cambridge English Language Assessment is delivering bespoke English language exams across the Chilean state education sector, testing up to 240,000 students over three years.

SIMCE (Quality of Education Evaluation System) is a Department of the Chilean Ministry of Education (MINEDUC). They required English language testing as part of their biennial evaluation of student performance, undertaken in a number of key subjects. The Instituto Chileno Británico (a major training provider in Chile) used Cambridge English expertise to successfully bid for the contract in June 2012.

As a result of the bid, a bespoke test was created – SIMCE Ingles – which is now used extensively to test reading and listening comprehension in the Chilean education sector, with up to 240,000 students aged 15 assessed over three years, (2012-14). As part of the contract, we are also responsible for the processing of all test results.

SIMCE Ingles is closely based on a core Cambridge English exam and

was selected by SIMCE as its testing system as it met all SIMCE's testing objectives, including test alignment with the Common European Framework of Reference (CEFR).

In addition, SIMCE also valued our experience of working with clients in the state sector, and the quality of the management processes underpinning the testing system. This uncompromising approach to quality, accuracy and reliability was a major reason why SIMCE opted to work with the Cambridge team, as it ensured the successful, nationwide delivery of a major testing programme.

The core Cambridge English testing system is a level-based system, providing a broader and deeper analysis of a single proficiency level. It is offered around the world and is taken by hundreds of thousands of candidates. As a result, by using a test based on core exams, SIMCE gains access to an unrivalled resource of international performance data, allowing it to assess Chilean test results in a global context. When combined with in-country performance data, this gives SIMCE

the detailed information it needs to plan future language teaching and assessment strategies.

This uncompromising approach to quality, accuracy and reliability was a major reason why SIMCE opted to work with the Cambridge team, as it ensured the successful, nationwide delivery of a major testing programme

National Bilingual Project, Colombia

Client: Ministerio de Educación Nacional (MEN)

Country: Colombia



As part of its National Bilingual Project, the Colombian Government used a comprehensive programme of consultancy services from Cambridge English Language Assessment including benchmarking, tailored assessment, teacher development and capacity building.

The Colombian Ministerio de Educación Nacional (MEN) wanted to improve English language learning so as to improve the skills of its workforce and increase opportunities for working and studying abroad.

We carried out a preliminary benchmarking exercise involving 3,000 school and university students to establish existing levels of English language.

MEN and the national testing body, Instituto Colombiano para el Fomento de la Educación Superior (ICFES), used the results to develop standards for national English tests.

We produced the English component of the Colombian state sector exams, the Examen de Estado (national school-leaving examination) and ECAES (higher education) tests to these standards and

linked them to the Common European Framework of Reference for Languages (CEFR).

MEN recognised that to make improvements to language learning sustainable, standards in language teaching needed to be raised. To help bring teachers up to CEFR Level B2, English teacher trainees were sponsored to take *Cambridge English: First (FCE)*. A scheme to retrain existing state sector teachers using the *Teaching Knowledge Test (TKT)* was also launched.

We also undertook local capacity-building to recruit and train a team of item writers to produce the English components of the Examen de Estado and ECAES tests.

Today, Colombia has its own team of item writers building tests to our format and linked to CEFR standards. These tests are delivered to nearly 1 million students annually. The National Bilingual Project continues working towards its goals of 70% of final-year high school students achieving Level B1 in English and 100% of final-year English teacher trainees achieving Level B2 or higher by 2015.

Today, Colombia has its own team of item writers building its own tests to our format and linked to CEFR standards

Extending Access to English Tests Across Latin America

Client: Grupo Editorial Santillana

Region: Latin America



Cambridge English Language Assessment qualifications have been incorporated into a range of programmes run by Grupo Editorial Santillana, which aim to extend access to high-quality English language tuition across Latin America.

Grupo Editorial Santillana is one of the largest textbook publishers in Spain and Latin America, selling over 125 million books every year, and operating through two subsidiaries, UNO Internacional (UNOi) and Richmond. Santillana also runs a network of schools which teach English as part of the curriculum.

Since 2011, qualifications and tests from Cambridge English Language Assessment have played an important role within Santillana's innovative bilingual UNOi programme. UNOi aims to improve the quality and relevance of education by providing tools designed to improve teaching practice, promote English language learning and help develop skills such as critical thinking and teamwork. To do this, UNOi brings together digital content and computer hardware with textbooks, learning

management and student information systems, student assessments and teacher training.

Cambridge English Language Assessment initially developed a bespoke English screening test for UNOi designed to assess the general English skills of school-age children, and which was subsequently adapted by UNOi for the iPad. Since this first collaboration, a wide range of Cambridge English qualifications have been introduced into private and state schools in Mexico, Colombia, Brazil and Guatemala, with Cambridge English exams also being taken by students in Santillana's own primary and secondary schools.

Since the launch of UNOi, over 240,000 students in Mexico, Brazil and Colombia have followed the programme, a total expected to reach around 1 million by the end of the decade as UNOi expands into other regions of Latin America.

As part of this initiative, Santillana hopes to extend the provision of English tuition even further by helping over 60,000 candidates in 15 countries across Latin America take a Cambridge English assessment every year.

Over 240,000 students in Mexico, Brazil and Colombia have followed the UNOi programme, a total expected to reach 1 million by the end of the decade

National Programme for English, Mexico

Client: Ministry of Education

Country: Mexico



Cambridge English Language Assessment has been supporting the Mexican Government with its National Programme for English in Basic Education (PNIEB).

The National Programme for English in Basic Education provides a syllabus for the teaching of English in the state sector in primary and secondary schools in Mexico. The programme is designed to ensure that by the time students complete their secondary education they will have developed the necessary English language skills to successfully face the communicative challenges of the globalised world.

The syllabus is based on national and international standards, and includes criteria for teacher training, the establishment of guidelines for the design and evaluation of educational materials, and the certification of English language proficiency.

In order to ensure that the programme is delivering the required objectives – particularly in relation to the standards required by students at different levels of the programme – we were asked to

design and construct tests of English language that would evaluate the implementation of the PNIEB. The tests covered primary and secondary grades, and included analysis of all four language skills (reading, listening, speaking and writing).

A sample of almost 80,000 students across all grades from primary to secondary was tested. The sample was selected from almost 4 million students across 20,000 schools who are participating in the programme.

In addition to providing all test materials we also undertook to provide criteria for the selection and training of examiners, markers and invigilators for the administration of the tests, and to provide centralised training for a group of trainers, designed to be cascaded down through the network to ensure successful implementation of the tests.

We provided a full report on the implementation of the tests, including a comparison of the standards in Mexico with the international standards of the Common European Framework of Reference for Languages.

A sample of almost 80,000 students across all grades from primary to secondary was tested

Assessing Language Teaching Skills

Client: State Ministry of Education, Aguascalientes

Country: Mexico



BULATS, Cambridge English Language Assessment's test of Business English, is being used by the State Ministry of Education in Aguascalientes, Mexico, to assess the reading and listening skills of elementary school teachers.

In order to improve English skills across Aguascalientes, the State Ministry of Education put in place the Programa de Ingles Progress, an initiative designed to enable the teaching of English in all Public Elementary Schools throughout the State.

As part of this, the Ministry required an evaluation test in order to determine levels of proficiency among all elementary school English language teachers, and identified *BULATS* (*Business Language Testing Service*), from Cambridge English Language Assessment, as the ideal tool.

BULATS is a multilingual set of online workplace language assessment, training and benchmarking tools, with *BULATS* English offered by Cambridge English Language Assessment. *BULATS* can be tailored to meet specific needs,

and delivers immediate results, making it a highly efficient and cost-effective way to test a large number of candidates in a relatively short timeframe.

BULATS was the ideal solution as the State Ministry also wanted a testing tool which could map results against the Common European Framework of Reference, with the result that the same test could be used to assess teachers with diverse English ability levels.

Eight hundred teachers took the assessment through International House in Aguascalientes, with the 500 top-performing candidates selected to go forward and gain certification for their teaching ability by taking the first three modules of the Cambridge *Teaching Knowledge Test (TKT)*, a qualification designed to develop skills and build confidence.

The use of *BULATS* Online to assess reading and listening skills has proved highly effective, and its use is now ongoing within the Programa de Ingles Progress.

The State Ministry wanted a testing tool which could map results against the Common European Framework of Reference, with the result that the same test could be used to assess teachers with diverse English ability levels

Measuring the Effectiveness of TKT

Client: Mexican education sector

Country: Mexico



A long-term, multi-stakeholder research study in Mexico is assessing the value of TKT to the country's education sector.

The *Teaching Knowledge Test (TKT)* qualification from Cambridge English Language Assessment formally recognises teaching experience, builds confidence, and updates skills. In Mexico, *TKT* is used extensively to benchmark teachers' pedagogic knowledge against international standards, and also helps public and private schools recruit suitably qualified teachers.

Given *TKT*'s extensive use, Cambridge English Language Assessment undertook a long-term study into the impact of *TKT* on both the Mexican educational sector, and on society. In the initial research phase – running from 2009 to 2011 – researchers analysed perspectives from a wide range of stakeholders, including the State Ministries of Education, Government departments, national education bodies, public and private schools, independent language schools, universities and publishers.

The research team analysed feedback from 660 stakeholders across the 31 Mexican states. Results showed that individual teachers viewed *TKT* as primarily a personal and professional development opportunity, whereas institutions saw *TKT* as a way to improve the quality of teaching and the calibre of teaching staff, with both effects having a positive impact on institutional reputation, and also on the ability of the Secretaría de Educación Pública (SEP) to deliver reform initiatives. There was also strong evidence that *TKT* increased teacher confidence, and strengthened commitment to the teaching profession by encouraging the view that teaching was a rewarding career.

The research study demonstrates both the effectiveness of *TKT* and the significant research and analysis expertise of Cambridge English Language Assessment.

The research team will continue to work with local stakeholders to consider the impact of *TKT* on student progress and achievement.

“We consider TKT to be a fundamental tool to certify that the teacher has the essential teaching skills to teach a second language”

Iván Alvarado, State Coordinator, Secretaría de Educación Pública (SEP)

Improving Apprentices' Workplace Language Skills

Client: El Servicio Nacional de Adiestramiento en Trabajo Industrial (SENATI)

Country: Peru



Cambridge English Language Assessment is helping a major Peruvian training body improve the language skills of thousands of apprentices every year.

El Servicio Nacional de Adiestramiento en Trabajo Industrial (SENATI) is a professional training organisation providing services to the Peruvian manufacturing industry. SENATI trains thousands of apprentices every year, and also provides language training in SENATI language centres across the country.

In 2010, recognising the value of English language skills to the industry, SENATI adopted *BULATS* (*Business Language Testing Service*) as a means of improving the real-life communication skills of its apprentices. *BULATS* is a multilingual set of workplace language assessment, training and assessment tools, with *BULATS* English offered by Cambridge English Language Assessment. SENATI used *BULATS* Online, an on-demand, adaptive test which assesses reading,

listening, speaking and writing skills.

SENATI actively encourages its apprentices to reach an English language level of A2-B1 in the CEFR (Common European Framework of Reference). *BULATS* has now become an established part of the SENATI apprentice scheme, and nearly 50,000 apprentices have been assessed since its introduction.

For SENATI's former National Director, Peter Schreier, the adoption of *BULATS* is evidence that English language ability is now a key skill in the manufacturing sector: 'Our training programme responds to the actual demands of manufacturing industry, and English proficiency has become a large part of this.' He added: 'Apprentices learn through a combination of hands-on work and classroom activities and the *BULATS* test will help our ambitious apprentices gain real life communication skills recognised to an international standard.'

SENATI, Peru's only authorised *BULATS* centre, has now developed a close

relationship with Cambridge English Language Assessment, and represented Peru at the 2013 International *BULATS* Forum, held in Cambridge.

"The BULATS test will help our ambitious apprentices gain real life communication skills recognised to an international standard"

Peter Schreier, former National Director, SENATI

Increasing Secondary School Access to English Qualifications

Client: Ministry of Education

Country: Mexico



Cambridge English Language Assessment is working with the Mexican Ministry of Education on the introduction of Cambridge English examinations into all secondary Technical Schools in Mexico City, giving third grade students the opportunity to gain an internationally recognised English language qualification.

The project was launched in 2012 to improve the standard of English among secondary school students in Mexico City. By enabling third grade students to leave school with an English language qualification, the programme aims to both develop essential language skills, and close the gap between state school students and their privately educated counterparts.

Two Cambridge English exams are being used in the programme: Cambridge English: Key for Schools (KET), and Cambridge English: Preliminary for Schools (PET), and the scheme is actively supported by parents, who are convinced of the benefits of

internationally recognised and certified English skills.

Initially, however, although many students were keen to take part in the programme, it was found that not all students within a cohort were of equal ability. As a result, an exam preparation programme was launched, through a local Cambridge English centre, tailored to the needs and ability of the student. Now, students with sufficient English skills are offered a preparation course focused on exam technique before going forward to take the Cambridge English exam in the same year. Those students whose ability is not yet at the right standard are placed on a course designed to prepare them to take the exam the following year. To deliver the course, teachers are given course books, lesson plans and exam preparation materials, including mock exams papers, to help prepare students effectively.

The ultimate goal of the programme is to allow all able students to leave Mexico City secondary schools with an English language qualification, and

student numbers are growing steadily. When the exams were first introduced in 2012, 109 students from 52 schools took the KET exam; by 2014, 351 students took KET and 20 took PET.

The aim is to close the gap between children attending state schools and their privately-educated counterparts

Creating and Evaluating an Interactive Environment for Learning

Client: Government of Antioquia State

Country: Colombia



Cambridge English Language Assessment has designed, delivered and evaluated English in the Park - two, interactive language learning portals launched as part of the Education Parks initiative from the Government of Antioquia State in Columbia.

The Government of Antioquia's ambitious Education Parks programme saw the creation of around 80 new educational institutions. These were designed to complement the existing education network by creating alternative learning spaces for a range of subjects, including languages.

As part of this, Cambridge English was asked to set up two interactive portals for English learning and assessment - named English in the Park - and to evaluate the portals' success as a means of improving English language teaching and learning across the State by creating a language friendly environment in which to practise communicative language skills.

Two web-based portals were created,

one for English language teachers, and the other for learners ranging from primary students to professionals, including young people no longer at school, and the wider community. The portals provided access to free learning and teaching resources, including assessments, provided by Cambridge English and the British Council. The teacher portal also included access to professional development materials, including language tests designed to assess current English skills and measure progress over time. Both portals could be accessed from within an Education Park and remotely, by computer, tablet or mobile phone.

Evaluation was an important part of the Cambridge English brief, and was undertaken in two phases. First, an exemplar group of 100 teachers and 100 students undertook a competency test to establish their level of English. This was followed by the delivery of a qualitative online questionnaire designed to determine emotional and attitudinal changes towards English in the Park. Results showed that both

students and teachers were satisfied with their experience and that their motivation to learn English had increased.

The evaluation study also found that both groups had used the portals to improve and consolidate their knowledge of English. As a result, teachers felt able to use English more extensively in the classroom and noted greater flexibility when planning lessons. Students also developed stronger speaking and listening skills, said they were more motivated to learn English, and that they had more confidence in the skills they were acquiring.

Evaluation showed that students and teachers were satisfied with their experience of 'English in the Park', and that their motivation to learn English had increased

Improving Teachers' English Language and Pedagogic Skills

Client: Ministry of Education

Country: Peru



Cambridge English Language Assessment has worked with the Ministry of Education in Peru to deliver a course designed to improve the language ability of English teachers across the country, while also developing their classroom skills.

Raising national standards of English is an important strategy for the Peruvian Ministry of Education, but many English language teachers currently working in Peruvian schools have no formal training, and this can adversely affect the quality of teaching students receive.

To address this urgent need, the Dirección de Educación Básica Alternativa (DEBA), the department within the Ministry of Education responsible for basic adult education, worked with Cambridge English Language Assessment on the delivery of the Cambridge English Language for Teaching course to a cohort of 100 in-service teachers. A blended learning course, Language for Teaching is specifically designed to help teachers

develop the language skills required for effective teaching and classroom management. The course, tailored for DEBA, ran for eight months and comprised three components: online study, focused on both general English language skills and the English skills required for teaching; face to face weekend training events; and fortnightly live online group tutorials run by a UK-based English language tutor.

Before the course began, participants took the Cambridge English Placement Test to determine their ability level according to the CEFR (Common European Framework of Reference). Teachers at Level A1 then began a course designed to raise their ability to Level A2, while those already at Level A2 took a course targeted at Level B1.

More than 90 per cent of participants completed the course and feedback was overwhelmingly positive. Teachers reported an improvement in both their linguistic skills and their confidence in the classroom, and also welcomed the supportive learning community that the

course encouraged, which gave them the opportunity to collaborate with colleagues, as well as the chance to interact with the UK based expert tutor.

As one teacher commented: 'Before the course, I taught because I had to and my knowledge was minimal. After the course, I realised that there was a lot to learn, that I had to improve my pronunciation, and my speaking, (and so) it motivated me to research more.' Another teacher emphasised the role of the teaching methodology: 'It was an excellent experience to be able to learn, and to improve, the variety of strategies that I can use with students.'

It was an excellent experience to be able to learn, and to improve, the variety of strategies I can use with my students

Cambridge English Language Assessment is part of the University of Cambridge. We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year. Around the world over 20,000 universities, employers, government ministries and other organisations rely on our exams and qualifications as proof of English language ability. Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

Cambridge English Language Assessment – a not-for-profit organisation.

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