



**Cambridge Assessment  
English**



# English language transformation services

## Case studies

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Selected case studies from our work with governments, schools, universities and employers.

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# Our approach to English language consultancy covers strategic planning, implementation and evaluation

English is a global language and a tool for education, mobility, employability and opportunity. Improved English language education systems can be the key to creating a sustainable economy and providing opportunities for young people.

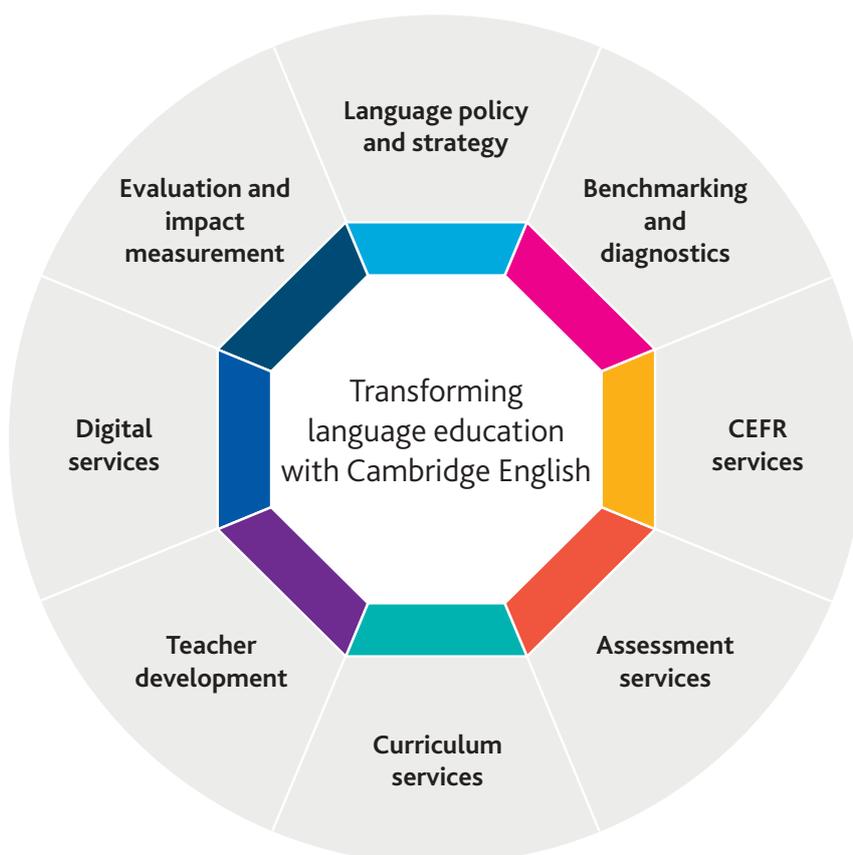
We work with ministries of education, education institutions and employers all over the world to help improve English language learning, teaching and assessment.

We work in partnership with policymakers and educationalists in country to deliver positive

educational impact, aligned to national requirements and contexts.

We develop long-term partnerships, taking time to understand strategic objectives and challenges, the strengths of existing systems, and help you deliver improvements with lasting benefits.

Our packages can be tailored to meet your needs. You can choose a single solution, or combine them as required.



We work with policymakers to deliver positive educational impact. Our expertise and world-leading teaching, learning and assessment or consultancy 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 we approach the task of transforming language education outcomes in partnership with ministries of education, educational institutions and employers.

**Dr Hanan Khalifa, Director, Education Transformation and Alliances**  
**Dr Daniel Brooker, Head of Consultancy**

# A collaborative impact study in China

Chongqing University

China



## Cambridge Assessment English has 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, Cambridge English focused on the perceptions held by parents of the impact on Chinese students of two qualifications, A2 Key for Schools and B1 Preliminary for Schools. Both qualifications were introduced in China in 2009, and are now widely used.

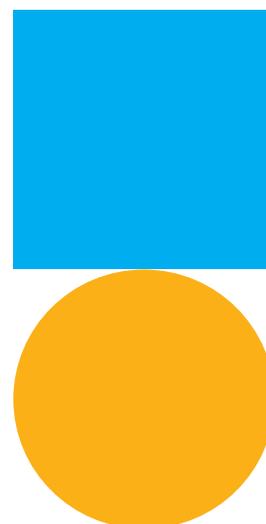
The study was based on classroom observation and interviews with over 140 parents, mainly mothers, who were waiting for their child to sit an exam at a test centre.

The resulting report, published in *Research Notes* 50 (2012) showed that both A2 Key for Schools and B1 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 A2 Key for Schools and B1 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 English 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 during 2012.

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



# A strategic partnership for language testing

National Education Examinations Authority

China



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

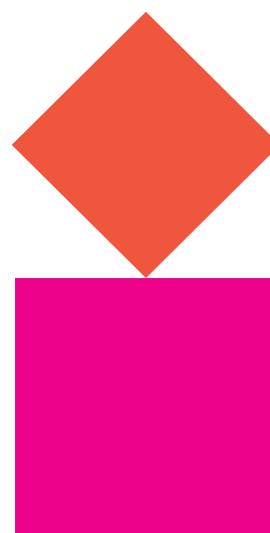
NEEA, a department of the Chinese Ministry of Education, oversees examinations across China, at all ability levels and in all subjects. English language examinations are considered particularly important, as English language proficiency is considered a real asset for Chinese citizens, and also part of the Government's policy of 'opening China up' to the outside world.

A number of Cambridge English Qualifications have become widely recognised across China. For example, nearly 2 million Chinese children aged between 7 and 12 have taken a Pre A1 Starters, A1 Movers or A2 Flyers exam since their introduction in 1996. Four exam sessions are held each year, taken by up to 150,000 students. Since 1993, over a million older candidates have taken B1 Business Preliminary, B2 Business Vantage or C1 Business Higher, designed to improve the language skills of those already in – or hoping to

enter – employment. NEEA has established around 80 Cambridge English Qualifications for business test centres in 27 provinces, and holds up to seven test sessions every year.

In addition to Cambridge English Qualifications for business, IELTS (International English Language Testing System) has become highly popular. A joint initiative between Cambridge English, 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 in China.

**A number of Cambridge English Qualifications have become widely recognised across China. For example, nearly 2 million Chinese children aged between 7 and 12 have taken a Pre A1 Starters, A1 Movers or A2 Flyers exam since 1996.**



# Developing a national public language test in China

State Education Commission

China



**In 1996, Cambridge Assessment English 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

Taikoo (Xiamen) Aircraft Engineering Company Ltd

China



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 identifying 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.'

**Taikoo (Xiamen) Aircraft Engineering Company Ltd (TAECO) is using the Business Language Testing Service (BULATS) English test, from Cambridge Assessment English, 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 Airplanes Group and Cathay Pacific Airlines, as well as companies from Hong Kong and China.

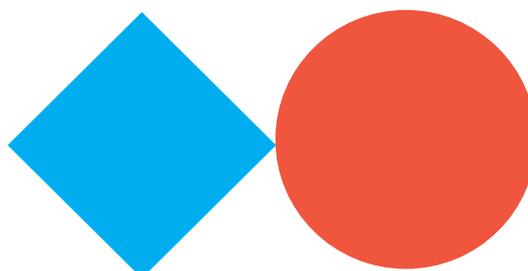
As English is the 'official language' of aviation, TAECO invests significantly (using its own training centre) in developing the English language skills of apprentices, trainees, mechanics and office staff, while also upgrading the language ability of its technical supervisors through courses and examinations.

In order to maintain the highest quality of language learning, TAECO decided in 2008 to use BULATS within its training programme. BULATS is a flexible online tool that assesses English language skills for business, industry and commerce. Working with Cambridge

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**“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 (Languages), TAECO



# Improving employee language proficiency

Chongqing Airport Group Co, Ltd

China



**Cambridge English Qualifications for business and BULATS 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 Wanzhou Wuqiao 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 BULATS (Business Language Testing Service) and B1 Business Preliminary, B2 Business Vantage or C1 Business Higher from Cambridge Assessment English, to evaluate the English language proficiency of its staff.

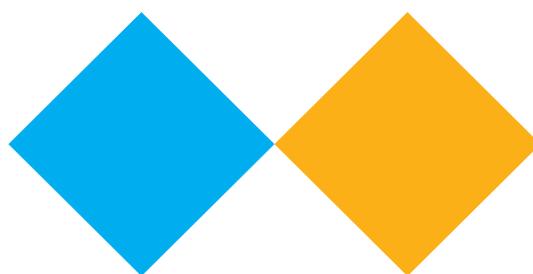
BULATS is a flexible online tool that assesses English language skills for business, industry and commerce. Cambridge English Qualifications for business are designed to encourage confident use of English in an international business environment.

The use of our qualifications and tests has proved highly successful, as Mr Mu, from the Chongqing Group HR Department explained: 'As Cambridge Assessment English is one of the top language assessment providers in the world, Cambridge English Qualifications for business 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 Assessment English is one of the top language assessment providers in the world, Cambridge English Qualifications for business and BULATS are both very reliable and trustworthy."**

Mr Mu, HR Department, Chongqing Airport Group



# Improving English fluency for Beijing residents

Beijing Municipal Government

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 Assessment English 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 A2 Key, B1 Preliminary and B2 First, with successful candidates gaining certificates from both the Beijing Government and Cambridge English. 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 programme, 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 Qualifications have.'

In 2011, the Beijing Government renewed the Beijing Speaks to the World 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.

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

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

# Improving HR language assessment

adidas Sourcing

China



**Business English testing from Cambridge Assessment English 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 the company operates 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 set of online workplace language assessment, training and benchmarking tools, created by Cambridge English. 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 Qualifications for business as evidence of English proficiency when recruiting new employees, as Lucy Liu, Director of

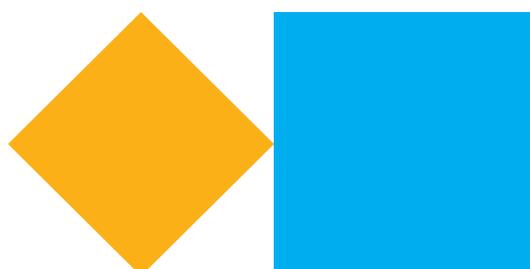
Human Resources explains: 'After careful study we found that Cambridge English Qualifications for business are developed by the experts in language assessment, Cambridge Assessment English ... and developed in accordance with the principles and approaches of the Common European Framework of Reference for Languages.

'Cambridge English Qualifications for business are 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 Cambridge English Qualifications for business certificates are more likely to catch our attention.'



**"After careful study we found that Cambridge English Qualifications for business are developed by the experts in language assessment, Cambridge Assessment English."**

Lucy Liu, Director of Human Resources, adidas Sourcing



# Measuring impact among young English learners

Chongqing University

China



## Cambridge Assessment English is undertaking a long-term study to measure the impact of Pre A1 Starters, A1 Movers and A2 Flyers exams on Chinese schools.

Since their launch in 1997, Pre A1 Starters, A1 Movers and A2 Flyers have become some 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 Pre A1 Starters, A1 Movers and A2 Flyers 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

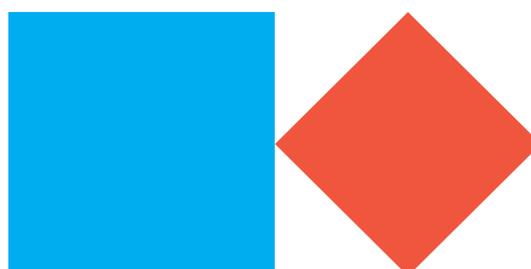
Chongqing. Information gathered from three teachers and 80 students (all of whom had achieved Pre A1 Starters, A1 Movers or A2 Flyers certificates) showed the positive impact of the exam on both language learning and classroom teaching, especially when compared to English lessons in state-funded primary 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.

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**“... 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



# Raising English teaching standards in schools

Hebei Education Department

China



**Examinations from Cambridge Assessment English 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 Qualifications, together with collaborative impact studies, to raise standards of teaching and learning.

A2 Key for Schools and B1 Preliminary 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 Qualifications for schools, 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 Qualifications.

Since the pilot study began, more than 4,300 teachers and students have taken a Cambridge English Qualification 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. Cambridge English is providing ongoing monitoring and quality assurance to ensure the successful delivery of the project with HED.

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

# Supporting a national online English competition

TAL Education Group

China



Test content from Cambridge Assessment English has made a vital contribution to the annual English Language Competition run by TAL Education Group, one of China's leading education and technology enterprises. Cambridge English was the first international organisation invited to contribute to the competition, which in 2017 attracted almost 300,000 entries from 20 Chinese provinces. A member of Cambridge English also joined the judging panel for the final round of the competition.

TAL Education Group has a mission to integrate education and technology, especially the internet, in order to improve students' study experience in a wide range of subjects, including English. As part of this, TAL holds an annual English Language Competition and in 2017 decided – for the first time – to hold the competition online, delivered by TAL subsidiary Xue'ersi Online.

Wanting to ensure the competition was of the highest quality, Xue'ersi Online asked Cambridge English, as a leader in English language education, to provide the expertise required. As a result, Cambridge English created content for English grammar and vocabulary assessments – this content was uploaded onto Xue'ersi Online's own platform and then used to create a range of different tests for the competition.

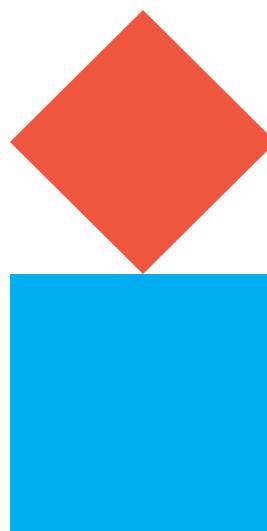
Round One took place in September 2017, and over the next three rounds the number of entrants was reduced from 228,561 to 120. A judge from Cambridge English took part in the final evaluation stage, held in January 2018, where candidates were divided into three levels – junior primary, senior primary and junior secondary. The winners were awarded places at a summer camp in Guam, together with gifts presented by Cambridge English and TAL.

Through its support for the competition, Cambridge English was able to demonstrate its assessment expertise while also helping learners develop their language skills and their confidence when communicating in English.

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**“Schools, teachers and students were very motivated by the Cambridge English test items and co-branded winners' certificates, and welcomed the judging expertise of Hugh Moss, Senior Education Advisor at Cambridge Assessment English.”**

Ms Pei Pei, Marketing Manager, TAL Online



# Understanding the impact of TKT on Chinese teachers

Guangdong Academy of Education

China



**A major study, funded by Cambridge Assessment English, has examined the impact of the 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.**

# Business English: Anna University, India

Anna University

India



**Cambridge Assessment English 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.

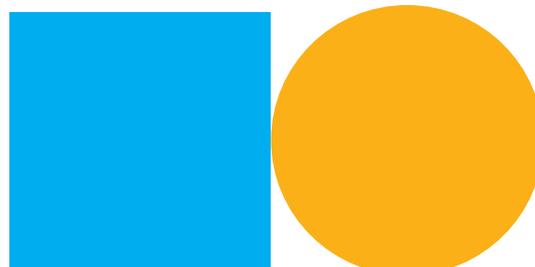
English language teachers received training from EBK to familiarise them with the new syllabus and teaching methods. We then worked with EBK and the university to train examiners for the Writing and Speaking tests.

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 former 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.**



# Developing language and teaching skills

Tech Mahindra Foundation, Corporation of Chennai

India



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

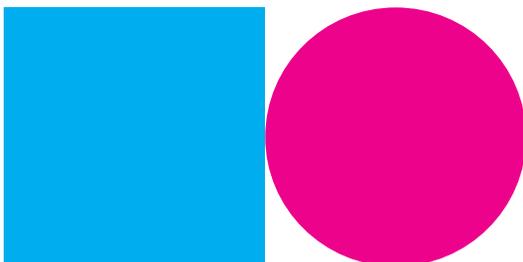
The professional development programme is funded by the Tech Mahindra Foundation, established by the multinational conglomerate Mahindra Group in order to support its CSR (corporate social responsibility) initiatives. The aim is to increase the linguistic and pedagogical competence of primary and secondary 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 competency. 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 A2 Key or B1 Preliminary.

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. The project was considered a model for English teacher development in India and a successful example of training large numbers of teachers.

**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.**



# English benchmarking for economic growth

Confederation of Indian Industry

India



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

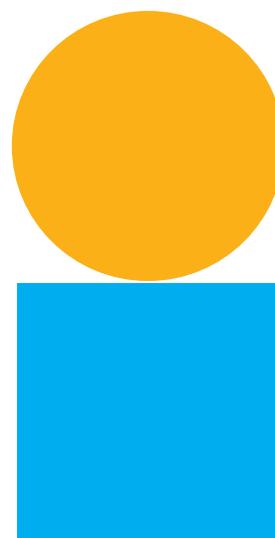
CII had identified English language ability as a key skill for Indian economic development, particularly in the retail, and travel and tourism sectors. Here, poor English skills were proving a barrier to communication, and thereby affecting economic growth. Line managers in both sectors also valued English 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 was identified as the ideal solution.

BULATS is a set of workplace language assessment, training and benchmarking tools. 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 tests 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 for Languages (CEFR).

Following the benchmarking exercise, Cambridge English 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 was identified as the ideal solution.**



# Gujarat SCOPE English project

State Government of Gujarat

India



**Cambridge Assessment English 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 of 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 500,000 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, completed in 2015, showed increased motivation in learning English and confidence in using English. The study also found that our qualifications and tests are viewed as accurate measures of English language ability, as having a positive effect on learner employability prospects and as a quality assurance badge by employers. This quality assurance has led to an encouraging degree of buy-in from employers.

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

# Improving performance through examinations

Chennai Public Group of Schools

India



**Cambridge English Qualifications are now being used by the Chennai Public Group of Schools (CPS) to improve English language learning among its 4,000 students.**

Since its launch in 2009, 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 Assessment English in order to implement a benchmarking programme of students' English skills using Pre A1 Starters, A1 Movers and A2 Flyers exams. 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 Qualifications 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 mapped its qualifications against the national school curriculum (CBSE) used by CPS; this was then followed by intensive

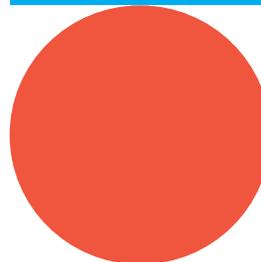
teacher training designed to support the integration of the exam syllabus into daily teaching. This enabled the successful rollout of the programme, as Mr Balaji Dagupati, CPS Mentor commented: 'Students gain confidence as they work their way up the exam levels – getting experience and qualifications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

Numbers taking the exams have grown significantly since the programme was first offered in 2009. Thousands of students have successfully gained Cambridge English Qualifications, with 3,000 entries in 2017 alone, compared to the 165 who enrolled for the first Pre A1 Starters, A1 Movers and A2 Flyers exams.

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**“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, CPS Mentor



# Teaching English to underprivileged children

INTACEL and Pune Municipal Corporation

India



**English language academy INTACEL is using Pre A1 Starters, from Cambridge Assessment English, 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 Pre A1 Starters exam, from Cambridge English, to provide both an engaging and relevant teaching programme and the credibility of external assessment from an internationally renowned organisation. Pre A1 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 Pre A1 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 A1 Movers, the next level of testing. Pre A1 Starters has therefore enabled INTACEL to deliver English language skills to a stratum of Indian society which has, to date, been deprived of access to the benefits that such skills can deliver.

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

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

# Developing and delivering university entrance tests

Nazarbayev University

Kazakhstan



**Cambridge Assessment English 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 (a Department of the University of Cambridge) was asked to propose possible solutions. As a result, Admissions Testing – part of Cambridge English – was commissioned to deliver bespoke admissions or entrance tests in Mathematics, Thinking Skills, Physics, Biology and Chemistry. Cambridge Assessment Admissions Testing 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.

Admissions Testing 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. Admissions Testing 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 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 Admissions Testing. As a result, the original agreement – for one year with the option to extend by another two – has been extended by three years, with Admissions Testing now providing admissions tests up to 2019.

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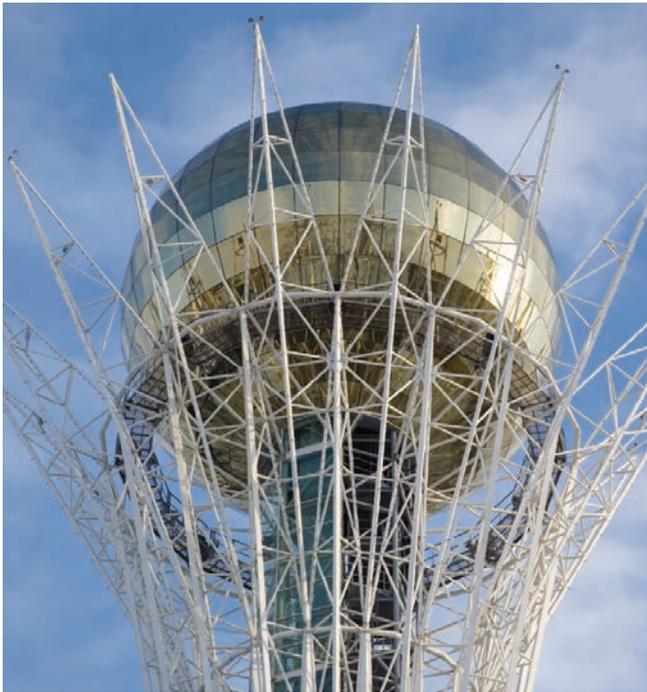
**“The relationship has been very important. We have to admit students to the programme based on merit. Having an admissions test delivered by such a world-class provider is important for credibility. [...] I would really recommend any institution to work with Cambridge Assessment English. We found them to be a fantastic partner and very flexible.”**

Lesley Price, General Director of the NUFYP

# English language curriculum development in Kazakhstan

Nazarbayev Intellectual Schools

Kazakhstan



**Cambridge Assessment English, together with Cambridge Assessment International Education 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 trilingual environment, with teaching delivered in Kazakh, Russian and English.

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

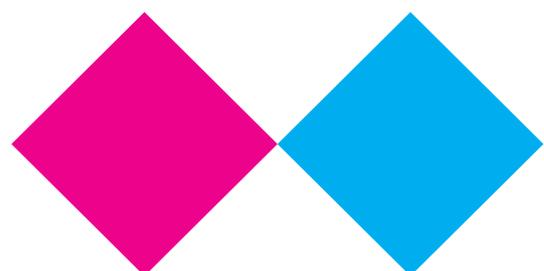
The project began in 2011, with an initial focus on the development of a curriculum and assessment model, the production of a curriculum framework, and the delivery of a subject-mapping exercise for maths, English and science.

Cambridge English 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 collaboration between Cambridge and NIS is still ongoing, and 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.

Cambridge English 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 trilingual model.

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



# A comprehensive evaluation of English learning, teaching and assessment

Ministry of Education

Malaysia



**Cambridge Assessment English has worked with the Ministry of Education to evaluate the learning, teaching and assessment of English in schools in Malaysia. At the same time, we tested language proficiency from pre-school to pre-university across the four skills using a mixture of online and face-to-face modes of delivery.**

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 to enable the Malaysian Government to set realistic and achievable targets for the future. This initial baseline study took place in 2013, with a follow-up evaluation study to measure the impact of educational reforms administered in 2017.

A key aim of the 2013 evaluation was to benchmark student and teacher English language proficiency against international standards. Teachers were also benchmarked with regard to international standards of teaching knowledge and teaching practice. The impact of a range of other factors on language proficiency such as the contexts of and attitudes towards learning, school location, school type, class specialisation and

gender was explored, and current national curricula, assessments and learning materials were reviewed.

A full report on our findings was 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. Based on these, the Ministry produced The Roadmap 2015–2025 to make the goals for English language education reform explicit, and entered into a 5-year collaboration plan with Cambridge English in order to realise those goals.

The follow-up evaluation study carried out in 2017 was designed to determine where pupils and teachers were in relation to the goals. Although the study identified areas for further improvement, there was empirical data to show that tangible gains had been made in key areas.

These evidence-based evaluation studies have allowed the Ministry to set realistic achievable objectives for English language education in Malaysia based on internationally recognised standards, and measure progress towards those objectives. In the future, further evaluation studies will be carried out as part of the ongoing monitoring and review of the programme to ensure that actions continue to drive progress.

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

# Raising standards in primary and secondary education

Government of Mongolia

Mongolia



**Cambridge Assessment English worked as part of a Cambridge University wide consortium to support government reforms in primary and secondary education throughout Mongolia.**

The consortium, appointed by the Government of Mongolia, includes Cambridge Assessment English, Cambridge Assessment International Education 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 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, was piloted by over 40 schools across the country and resulted 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 Assessment English is supporting the development of an English language curriculum, making sure it conforms to Mongolia's educational values and beliefs.**

# Evaluating primary English learning

Korea Institute for Curriculum and Evaluation

South Korea



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

The research project used the Cambridge English Qualifications for young learners as a tool to first benchmark English competency among school children in Years 1 and 2 (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 exam, delivering training for test invigilators, and managing test materials.

Cambridge English Qualifications for young learners were chosen as the research tool because they were (and remain) one of the most popular international qualifications for young English learners. The qualifications are designed to have a positive impact

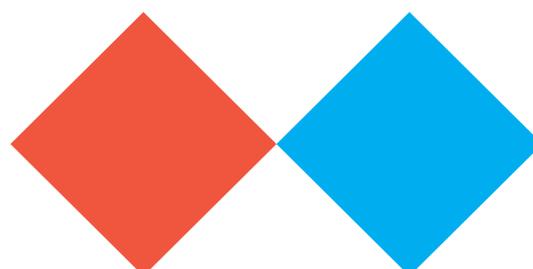
on children's future language learning, with exams carefully constructed to ensure they remain appropriate to the candidate, with no inherent bias towards specific language groups or cultures.

The project used the Pre A1 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 the Cambridge English Qualifications for young learners programme, 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.

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# Improving teacher training at an elementary level

Jeonju University

South Korea



**Jeonju University in South Korea used the Teaching Knowledge Test (TKT) from Cambridge Assessment English 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 offline 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.**

# Improving primary and secondary English teaching skills

Ministry of Education

Taiwan



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

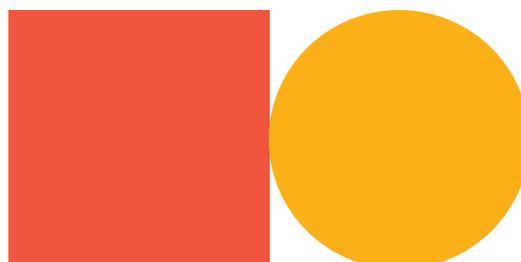
The project, which ran from March 2014 to January 2015, focused on improving the classroom skills of both primary and secondary English language teachers. When first employed, these teachers are asked for evidence of English proficiency but undergo no systematic evaluation of their classroom skills. 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 learned. 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 additional teachers took the TKT test in subsequent years. Results showed that teachers had understood the need to offer differentiated instructions and tiered assignments in order to maximise student learning, and had learned 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.**



# Teacher training: Thai Ministry of Education

Ministry of Education

Thailand



**The Thai Ministry of Education used the Cambridge Assessment English 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.

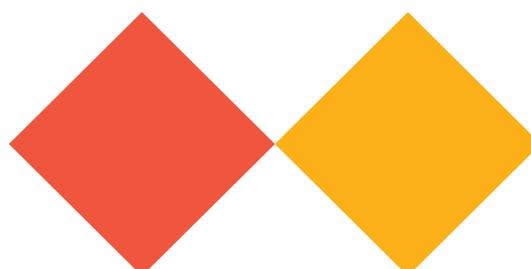
In 2009, we undertook a survey of 500 teachers involved in the project to evaluate its effectiveness.

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.

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**“We feel much more confident about how to extract the best from our students.”**

Yuwadee Yoosabai, Course co-ordinator



# English skills for competitive advantage

Ministry of Education and Training

Vietnam



**Cambridge Assessment English 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 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 Qualifications for young learners Pre A1 Starters and A1 Movers (at CEFR A1 level) were

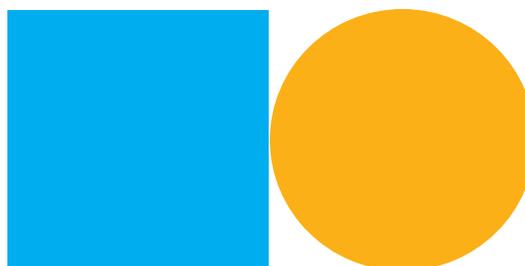
recommended by MOET as benchmark exams for primary school students. MOET has also now adopted CEFR Levels A1 (beginner), A2 and B1 as the required standards for students leaving primary, junior high and secondary high schools. A2 Key and B1 Preliminary are widely used for state school students, with B2 First 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.'

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**"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



# Supporting the delivery of English examinations

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

Vietnam



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

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

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 Pre A1 Starters, A1 Movers and A2 Flyers qualifications for young learners, A2 Key and B1 Preliminary 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 Qualifications for 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 Pre A1 Starters, A1 Movers and A2 Flyers respectively. The Pre A1 Starters exam, set at Pre-level A1 on the Common European Framework of Reference (CEFR), 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 Qualifications for young learners exam, with 60,000 candidates taking the exam in the academic year 2012/13.

We are now delivering Cambridge English Qualifications 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 A2 Key, B1 Preliminary and B2 First, thereby extending access to internationally recognised exams to various provinces in Vietnam.

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

B2 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 Assessment English is working with five DOETs across Vietnam delivering examinations to primary school students in state schools and language centres.**

# Stakeholders' perceptions of the Occupational English Test

Occupational English Test	Australia
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**In November 2013 we completed research into the Occupational English Test (OET), which provided 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.**

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. 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 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 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 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 OET itself a more engaging experience.**

# The English Australia Action Research Programme

English Australia

Australia



**Cambridge Assessment English and professional body English Australia completed a 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.**

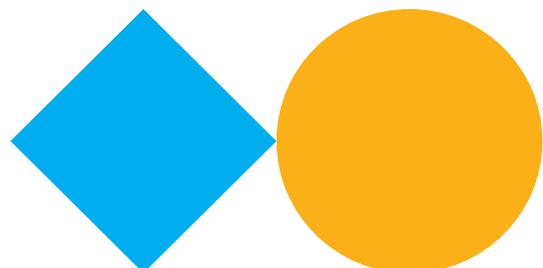
The Cambridge English/English Australia Action Research Programme is focused on teachers of ELICOS (English Language Intensive Courses for Overseas Students); English Australia is the professional body for ELICOS institutions across Australia, both public and privately funded. The Action Research Programme helped 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).

A wide range of research projects 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 worked together to deliver the Action Research Programme; English

Australia liaises with its members and with individual teachers, while Cambridge English provided material and professional support. Expert input was also provided by Professor Anne Burns of the University of New South Wales.

English Australia reported 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

DynaSpeak

New Zealand



**Leading New Zealand language school DynaSpeak is pioneering the use of Cambridge English Qualifications for schools 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 Qualifications 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 Qualifications for schools 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 Qualifications 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 A2 Key for Schools, B1 Preliminary for Schools and B2 First for Schools. Candidates are

primarily from China, Taiwan and Japan, and the exams test English communication skills from basic (A2 Key for Schools) to upper-intermediate (B2 First 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 Qualifications into their admissions procedures. At the same time, as all Cambridge English Qualifications are mapped onto the Common European Framework of Reference for Languages (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 Qualifications ... ensure international students are properly prepared for success at secondary school.**

Hugh Fenemore, Centre Examinations Manager,  
DynaSpeak Auckland



# Evaluating English language tests for graduate admissions to Master's programmes

State Examination Center (SEC)

Azerbaijan



**Azerbaijan's State Examination Center (SEC) asked Cambridge Assessment English to review the English language component of its Graduate Admissions Examination, used to assess applicants to Master's programmes at Azerbaijan universities. The five-month project considered a wide range of test criteria and resulted in a report which detailed opportunities for immediate improvements, and provided guidelines for longer-term test development.**

SEC has been responsible for administering admissions to Azerbaijan universities since 2015. It developed its Graduate Admissions Examination in order to specifically assess the abilities of applicants to Master's degree programmes, including their English language skills. After two years of implementation, SEC asked Cambridge English to undertake a comprehensive evaluation of the English language component of the Graduate Admissions Examination, including a review of test content, an analysis of the questions and testing tools being used, and of the test's alignment to Level B1 in the Common European Framework of Reference (CEFR).

We undertook a detailed and robust analysis of the SEC test, drawing on our extensive experience of English language assessment, and our track record of developing internationally recognised tests aligned to the CEFR. Our analysis recognised SEC's skill in developing a relevant and valid test, and identified those areas now in need of development and improvement. Our recommendations included a review of the guidelines used when creating new task types, in order to maintain test quality, and an analysis of the support required to ensure the test remained aligned with the CEFR.

Our global reputation in assessment design and the knowledge of the CEFR made us the ideal partner in this project. We launched the review process in August 2017 and by the following December we had delivered our detailed report to SEC. Our conclusions and recommendations gave SEC both 'quick wins', to enable immediate test improvements, and detailed recommendations for a longer term revision programme to ensure the test maintained its reputation and sustained its alignment with international standards.

**Our global reputation in assessment design and the knowledge of the CEFR made us the ideal partner in this project.**

# Auditing a high-stakes national school English test

Foundation Innove

Estonia



**Cambridge Assessment English has delivered a comprehensive audit of the Year 12 English test used in state schools across Estonia. Working with Estonia-based education competency consultancy Foundation Innove, the Cambridge team considered key aspects of the test, provided recommendations for future test enhancements, and delivered knowledge transfer workshops designed to build local capacity.**

Foundation Innove co-ordinates and promotes general and vocational education across Estonia, including English language testing of all four skills (reading, writing, speaking and listening). Innove currently develops and administers state school English tests at two key stages – the end of basic education (for students aged 15), and upper secondary (for Year 12 – students aged 18). The Year 12 test, which targets Levels B1 and B2 on the Common European Framework of Reference (CEFR), is used by many students to support entry to university both in Estonia and overseas. This is therefore a high-stakes test and as a result Innove considers external evaluation essential for ongoing development and to ensure the test continues to meet international standards. In 2017, Innove therefore asked Cambridge English to audit the quality of its Year 12 test development and administration process, and to make recommendations for future revisions.

As Innove is an ALTE member (the Association of Language Testers in Europe, as is Cambridge English), best practice assessment methodologies were already in place and so the Cambridge team focused specifically on examiner management and operations. We reviewed all aspects of the test development process, including test construction and CEFR alignment, and provided detailed recommendations for further enhancements. We also ran a series of bespoke training workshops in order to transfer knowledge from Cambridge experts to the Innove team, thereby building local capacity. The workshops, held in-country, focused on the production of test items aligned to the CEFR, following our recommendations.

Feedback has been very positive: Innove was very satisfied with the project and is keen to work with Cambridge again, while workshop delegates all rated the sessions either good or excellent.



**"It is important for Foundation Innove to offer internationally recognised tests and exams whilst also continuing to improve their quality. Collaborating with Cambridge Assessment English on our English tests has enabled Innove and Cambridge to share good practice and learn from each other about the latest trends in teaching and assessing languages."**

Birgit Lao, CEO of Foundation Innove

# Study on comparability of language testing in Europe

European Commission

Europe



EUROPE

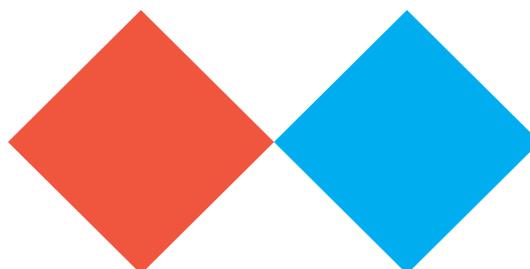
**In 2015, Cambridge Assessment English delivered a study to the European Commission assessing the comparability of national language tests across Europe. The aim was to examine the feasibility of using existing data collected by each EU Member State to monitor secondary school pupils' development of language competences, as suggested in the 'Conclusions on Multilingualism and the Development of Language Competences' adopted in May 2014 by the Council of the European Union.**

Cambridge English worked in close collaboration with the European Commission and with language education experts from EU Ministries of Education to critically analyse data previously collected by the Eurydice network about existing language tests in Europe. On the basis of this data, 133 national language examinations from 33 jurisdictions within the 28 EU Member States were selected and included in this study. Further data had to be collected through close liaison with the different ministries of education regarding the technical characteristics of the tests and all procedures for the exams' creation, administration and validation. The languages considered in this study were all EU official languages studied by more than 10% of secondary students in each EU Member State as a foreign language (English, French, German, Spanish, Italian, Dutch and Swedish).

Results showed that there is currently huge diversity across national language examinations, with important differences observed in terms of constructs, inferences made from results, populations taking the exams and the measurement characteristics of the tests. It was concluded that comparing national language tests to monitor students' proficiency in foreign languages can only be effective if results of the tests are expressed in a uniform format, and enjoy the same degree of validity and reliability across all countries and test sessions.

This study allowed the European Commission to suggest further initiatives and measures to promote multilingualism and enhance the quality and efficiency of language learning and teaching across EU Member States. Particularly, this study emphasised the importance of the Common European Framework of Reference (CEFR) as an effective framework for comparability, and Member States have been encouraged to implement measures which would enhance the alignment of their language teaching and testing systems to the CEFR.

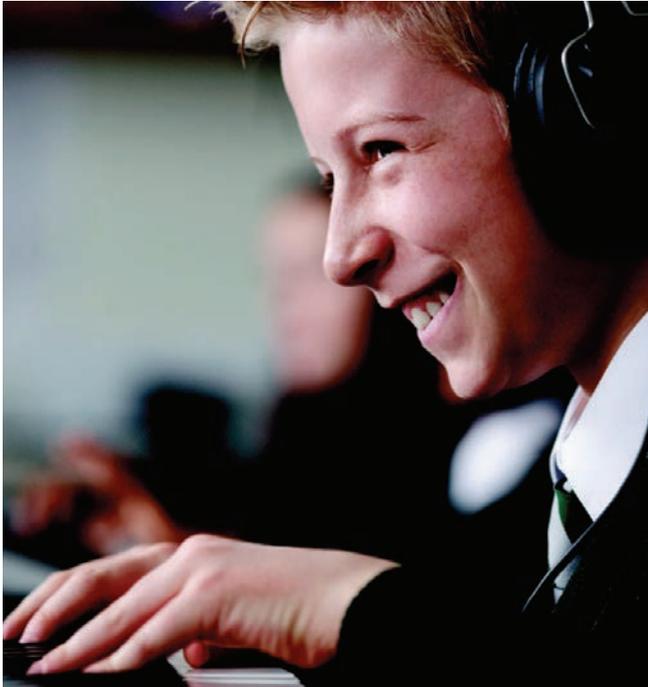
**This study allowed the European Commission to suggest further initiatives and measures to promote multilingualism and enhance the quality and efficiency of language learning and teaching across EU Member States.**



# European Survey on Language Competences

16 participating countries or regions

European  
Commission



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 (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.

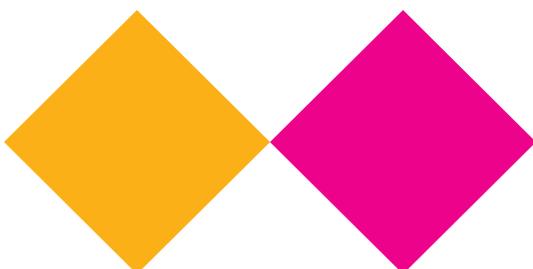
This ground-breaking work revolutionised understanding of how languages are taught and learned throughout Europe and is a key tool for European governments to use when developing language-learning policies.

**Cambridge Assessment English 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.

**This ground-breaking work revolutionised understanding of how languages are taught and learned.**



# Cambridge English Certificate: The French Ministry of National Education

Ministry of National Education

France

EUROPE



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.

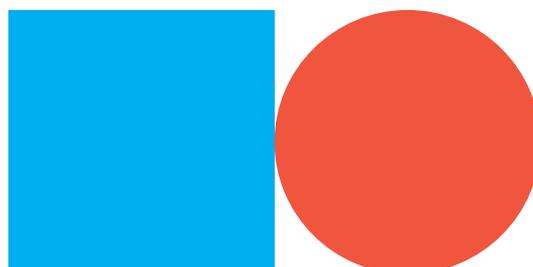
We provided a range of support services during the implementation of the exam, including training and co-ordination for test administrators and training, seminars and support materials for teachers.

Cambridge Assessment English 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 (CEFR).

**Since its launch in 2008, over 300,000 students have taken the Cambridge English Certificate, enabling a significant proportion of French high school students to obtain a bespoke certificate at B1 language level, and improve their chances in higher education and work.**



# French schools intercultural programme

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

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

Mlf 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 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 Qualifications for students, to assess all four language skills, ranging from Pre A1 to C2 of the Common European Framework of Reference for Languages (CEFR).

Around 3,000 students now take a Cambridge English Qualification each year.

Cambridge Assessment English set up a joint baseline research study with Mlf to assess the impact of the introduction of our qualifications 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 Qualifications. 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 Qualifications.

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

# Language assessment in German state schools

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

Germany



In addition, Cambridge English provided ongoing, tailored teacher support and training, 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 English team evaluating the success of all large school projects, Cambridge English Qualifications are now used by a growing number of state school education systems, and are also formally referenced in German Federal Education Ministry standards documents.

EUROPE

**Cambridge Assessment English worked with state ministries of education across Germany to provide access to Cambridge English Qualifications for state school students.**

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

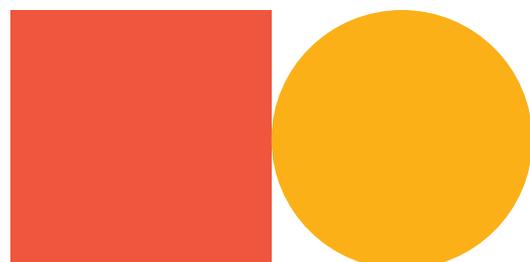
A mapping exercise, undertaken by Cambridge English, showed that Cambridge English Qualifications were highly compatible with the German approach to language learning, also meeting a requirement for exams relating to specific levels within the school curriculum. As a result, B1 Preliminary for Schools, B2 First for Schools and C1 Advanced 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 English Qualification in 2013.

“

**“My students take B2 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



# Motivating English language learning

Cultural Ministry, Federal State of Saxony

Germany



the time of its launch, not least from former 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.'

B1 Preliminary for Schools continues to be used in middle schools across Saxony, and has been a great success for all involved. Cambridge Assessment English 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.'

EUROPE

**Since 2010, B1 Preliminary for Schools has been used to motivate English language learning in order to improve career prospects for middle school students.**

The Cultural Ministry of the Federal State of Saxony and our authorised test centre in Leipzig launched the bilingual initiative in 2009. This agreement meant that B1 Preliminary for Schools was used across middle schools in Saxony.

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

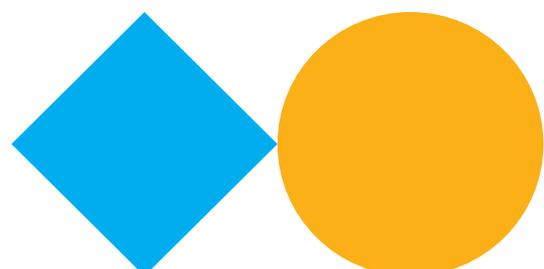
The aim was to encourage the earlier acquisition of English language skills, reward those skills with an internationally recognised qualification, and thereby to improve middle school students' workplace prospects by providing potential employers and education institutions with clear evidence of language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

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**“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, former Saxony Culture Minister



# Italian language project supports youth mobility

The Ministry of Education, Universities and Research (MIUR)

Italy



EUROPE

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

Cambridge Assessment English established a local team of teacher-trainers across Italy, running over 150 seminars between January 2000 and June 2001. 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 multimedia 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 Common European Framework of Reference for Languages (CEFR) levels had improved significantly since 2001/02.

The PL2000 project has had a strong impact on the number of school-aged students taking A2 Key and B1 Preliminary exams in Italy. In 1999, there were fewer than 2,000 A2 Key candidates of all ages and fewer than 8,000 B1 Preliminary candidates. By the time the second PL2000 impact study launched in 2010, A2 Key entries had risen to nearly 25,000 and B1 Preliminary to just under 50,000 candidates.

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

# Raising standards through benchmarking and teacher development

Ministry of Education and Employment

Malta



**Cambridge Assessment English successfully delivered a two-year benchmarking and teacher development project for the Ministry of Education and Employment (MEDE) in Malta, to support MEDE's strategic vision for a robust bilingual education system.**

In order to raise standards of English language proficiency within Maltese schools, MEDE asked Cambridge English to determine current levels of English among primary and secondary students and to devise a professional development strategy to build capacity and confidence across the English language teaching community.

The resulting Malta Ministry of Education Partnership Project comprised two phases, delivered over two years. In phase one, Cambridge English undertook an extensive benchmarking study which analysed the English ability of over 1,200 students. The study looked at linguistic performance across all four language skills (reading, writing, listening and speaking), and also reviewed results by gender and by school type.

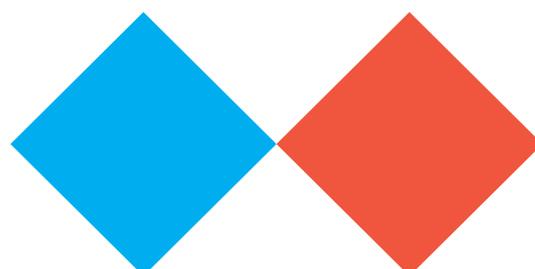
Phase two focused on the delivery of a continuous professional development programme for both experienced and less confident English teachers. As part of the programme, Cambridge English provided a 'train

the trainer' course to develop capacity and established a group of 'master trainers' who then worked alongside senior MEDE training experts.

Cambridge English also worked directly with teachers to help them develop the skills they needed to teach English effectively, and gave them the opportunity to gain internationally recognised teaching qualifications. These included the Cambridge English Certificate in English Language Teaching (CELTE) for both primary and secondary levels, and TKT (Teaching Knowledge Test) designed to improve classroom-based teaching practice.

The Partnership Project was formally completed in July 2017; the results of the benchmarking study were used to inform curriculum reforms, learning outcomes and teaching practice, while MEDE continues to deliver the teacher development programme following the Cambridge English model.

**The resulting Malta Ministry of Education Partnership Project comprised two phases – benchmarking and capacity development – delivered over two years.**



# Benchmarking English skills to improve national curricula

Nationaal Expertisecentrum Leerplanontwikkeling (SLO)

The Netherlands



**Cambridge Assessment English worked with the Netherlands institute for curriculum development (Nationaal Expertisecentrum Leerplanontwikkeling – SLO) to deliver and administer a speaking test in schools across the country. Test results enabled SLO to benchmark spoken English ability within the secondary school system, the first time English speaking skills had been formally assessed in this way.**

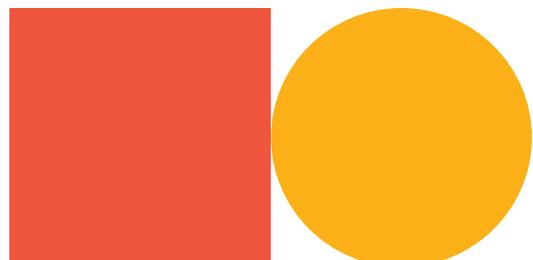
SLO was tasked with delivering new and improved English language curricula for the national secondary education system in the Netherlands, for students in vocational or general streams, and at pre-university level. The aim was to improve the quality of learning outcomes, and therefore raise proficiency levels, by aligning national curricula with the Common European Framework of Reference for Languages (CEFR). To achieve this goal, SLO first had to establish the performance levels attained by current students, determine whether these levels met existing targets, and then map current performance against the CEFR. A key part of this benchmarking project was the assessment of English speaking ability – the first time this specific skill had been formally tested in secondary

education in the Netherlands. Cambridge Assessment English was asked to deliver this part of the project as it could offer a high-quality, face-to-face speaking test for all the ability levels defined by the SLO.

The Cambridge Assessment English speaking test was used to map student ability against every CEFR level, from A1 to C2. A sample of 1,732 students, in 40 schools, took the speaking test, with Cambridge Assessment English also sourcing, training and managing the team of experienced examiners required to deliver this complex testing programme.

When testing was completed, Cambridge English produced a detailed report in which results were analysed in terms of CEFR level, and in the contexts of gender, province, first language and educational stream. The report also included a series of recommendations for SLO, which were used to inform the next stage of the curriculum planning process.

**Cambridge Assessment English could offer a multi-level test focused on speaking skills.**



# Improving secondary school English standards

Ministry of Education and Science, Office of Educational Assessment

Portugal



**Cambridge Assessment English and the Portuguese Ministry of Education and Science have collaborated on 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 was 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 to work with IAVE, the Instituto de Avaliação Educacional (Office of Educational Assessment) to introduce A2 Key for Schools as a mandatory exam for Grade 9 students across the country. A2 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 was the first in the world to use Cambridge English Qualifications in this way, with A2 Key for Schools acting as a mandatory diagnostic assessment of students in basic education (diploma do ensino básico).

On 30 April 2014 we ran the largest ever Cambridge English Qualifications exam session, with around 120,000 Portuguese pupils taking A2 Key for Schools, all on one day. A similar number of students across Portugal took the B1 Preliminary for Schools exam the

following year, after the 2014 report recommended that this exam should be used in Grade 9.

The project also involved 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 exam.

IAVE offered teachers the opportunity to take the Cambridge English Teaching Knowledge Test (TKT).

As part of the project, Cambridge English undertook a study to examine the impact of Cambridge English Qualifications for schools on Portuguese schools and other stakeholders. The study was designed to investigate candidate performance, but also 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 overall results of the 2014 report were positive, with over half of Grade 9 students achieving A2 or higher. The 2015 report identified a similar response to the 2014 report, with students demonstrating general enjoyment of English and a willingness to engage with English outside of the classroom.

While this project has come to an end, we continue to explore areas for collaboration with the Ministry of Education and Science and IAVE on improving English language education.

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

# Analysing English skills in Basque schools

Basque Institute of Evaluation and Research in Education

Spain



EUROPE

**Cambridge Assessment English delivered 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.**

Cambridge English team worked 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 – principally 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% increase in tuition in each of the three languages.

After the launch of the programme, Cambridge English 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 English item banking system, and were fully calibrated to align with the Common European Framework of Reference for Languages (CEFR).

Implementation of the benchmarking project took place between 2011 and 2014, with more than 1,000 primary students and 500 secondary students assessed each year.

The report was ultimately able to set final achievement levels for students leaving primary and secondary education. The report also suggested progression steps for future academic years.

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

# Benchmarking English within trilingual schools

Kristau Eskola

Spain



In 2009, Cambridge English 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 Cambridge English – 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.

**As part of a long-term relationship with the Basque Kristau Eskola schools network, Cambridge Assessment English 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 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 Qualifications.

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

# Bilingual English Development and Assessment programme

FERE-CECA Madrid

Spain

EUROPE



**Cambridge Assessment English is working with a network of schools across Spain to implement the bilingual education programme BEDA (Bilingual English Development and Assessment). FERE-CECA Madrid initiated the programme to improve efficiency in language education within the school network, and it has now grown to include 650 schools.**

The BEDA programme has three key components: assessment for students and teachers (provided by Cambridge English), a teacher training programme and the promotion of a bilingual ethos. Schools develop a bilingual programme based on increasing the number of hours dedicated to English and using a Content and Language Integrated Learning (CLIL) approach in other subjects. FERE provides native-speaker English language assistants to work in each of the BEDA schools.

The BEDA programme aims to gradually introduce bilingual education and to boost and extend language use within schools, 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.

We have been the official provider of external certification for this project since 2008. The full range of Cambridge English Qualifications is offered to students according to their age and ability, and our Teaching Knowledge Test (TKT) is used to evaluate teachers' skills.

In 2014 the first phase of a research project measured the effectiveness of the BEDA programme and the use of Cambridge English Qualifications. The Phase 1 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. Teachers appreciate TKT's international recognition, and believe they are more aware of student strengths and weaknesses. Students feel their proficiency has improved.

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

The second phase of the research is currently underway, designed to coincide with the tenth anniversary of the BEDA programme.

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 awareness 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.**

# Introducing English into the curriculum

Attendis School Group

Spain



The Spanish private schools group Attendis has introduced Cambridge English Qualifications into its core curriculum – from primary through to pre-university – while also using Cambridge Assessment English teaching qualifications and courses 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 Qualifications 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, Pre A1 Starters, A1 Movers and A2 Flyers are used as a starting point for young students, who then progress to A2 Key and B1 Preliminary, eventually going on to take B2 First towards the end of their school career.

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

Before the 2008 agreement around 1,300 Attendis students took a Cambridge English Qualification every year. However, since the qualifications were brought into the core curriculum candidature has risen steadily, and now more than 3,750 students annually are taking Cambridge English Qualifications.

Results have proved extremely positive, with one school in Cádiz 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 3,750 students annually take Cambridge English Qualifications.**

# Investigating the impact of Cambridge English Qualifications

Fomento de Centros de Enseñanza

Spain

EUROPE



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

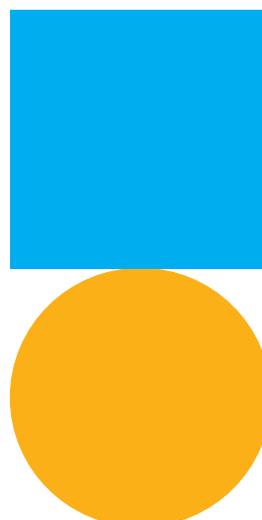
The Fomento group is a network of 35 Christian single-sex schools catering for around 23,000 students. Many Fomento schools have encouraged their students to take Cambridge English Qualifications, on a voluntary basis, since 1995, but in 2012 Fomento became the first Spanish school chain to formally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

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

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

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

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



# Spanish teachers' perspectives on teaching exams for young learners

University of Navarra

Spain



**With English teaching now a priority for Spanish schools, researchers have shown the positive impact Cambridge English Qualifications for young learners are having on English teachers working in Navarra.**

Pre A1 Starters, A1 Movers and A2 Flyers are designed for students in primary education. Although their 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 exams 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 Pre A1 Starters, A1 Movers and A2 Flyers 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 exams had on student motivation. The research revealed that the reasons why the exams for young learners were chosen was because they were 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 steps on the ladder to further internationally recognised qualifications, but also as a way to access external assessment.

The research also showed that Pre A1 Starters, A1 Movers and A2 Flyers were 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 exams' balanced approach to learning different language skills, and their value as a diagnostic tool.

Impact on teaching practice was considered highly positive; the exams often fitted seamlessly into existing practice, with some teachers noting that they 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 Pre A1 Starters, A1 Movers and A2 Flyers 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 welcomed the balanced approach of Pre A1 Starters, A1 Movers and A2 Flyers to learning different language skills, and their value as a diagnostic tool.**

# Testing English in a bilingual programme

Comunidad de Madrid

Spain



EUROPE

**In an agreement with the Comunidad de Madrid, Spain, Cambridge English Qualifications are being used as an external assessment of the effectiveness of the region's bilingual 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 over 400 schools – some 300 primary and around 100 secondary – implement the programme, representing around 50% of all school places in the region. The Comunidad sets a standard target of Level A2 on the Common European Framework of Reference (CEFR) for pupils leaving primary school within the bilingual system, with those achieving this level going on to a 'bilingual section' at secondary school, where up to 50% of classroom teaching is in English, and a special advanced syllabus is provided for the English language classes. Students below A2 level continue to receive a bilingual education, but with fewer subjects taught through the medium of English, and a less-demanding English language syllabus.

In 2010, when the first cohort of Madrid Bilingual Programme students reached the end of primary education, the Comunidad turned to Cambridge Assessment English to provide exit tests which

could benchmark the levels being attained by these students in all skills against the CEFR. In the first year, 1,660 students took either A2 Key for Schools or B1 Preliminary for Schools. In 2017, this had grown to almost 13,000 students.

As the Madrid Bilingual Programme expanded into secondary schools, B2 First for Schools and C1 Advanced were added to assess pupils in the fourth year of secondary education (the last year of compulsory education), thereby measuring English proficiency before students enter Bachillerato (a two-year post-compulsory course leading to university entrance). In 2017, over 1,200 students sat C1 Advanced, and over 3,000 took B2 First for Schools. A further 4,000 took A2 Key for Schools or B1 Preliminary for Schools in secondary education.

The use of Cambridge English 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, which is now renewed annually by public tender, the numbers of students tested continues to expand every year.

In addition to the results, Cambridge English provides the Comunidad with a detailed report each year on the performance of their students, with recommendations for future development within the programme.

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

# Improving large-scale English testing quality

Center for Educational Quality Assessment

Ukraine



EUROPE

**Cambridge Assessment English has 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 of three sections, Reading, Use of English, and Writing, and is set at Level B1 of the Common European Framework of Reference for Languages (CEFR), the level of the B1 Preliminary qualification.

In 2014, the Ukrainian Center for Educational Quality Assessment asked Cambridge English 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 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 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 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 Assessment English undertook an evaluation of the Ukrainian pre-university ZNO test, and made a series of recommendations designed to improve test validity.**

# Supporting transformational reform of state secondary education

Ministry of Education and Science

Ukraine



EUROPE

**Cambridge Assessment English, Cambridge University Press and the British Council have together delivered a major teacher training programme to support the implementation of transformative secondary school reforms launched by the Ministry of Education and Science of Ukraine. The Ministry's 'New Ukrainian School' reform has shifted the focus of Ukrainian education onto 21st century skills, and introduced communicative teaching methodologies to improve English language competence. These changes have required an extensive programme of teacher training across Ukraine, together with greater access to long-term professional development opportunities.**

The teacher training programme was initially piloted in 100 selected schools, over one year, before being rolled out nationally. Training was delivered both face-to-face and through the Cambridge online course, 'Teaching Primary Learners Communicatively', which provided deeper insights into the communicative approach for teaching English, together with practical ideas for the classroom. We also delivered training on young learner English teaching and assessment, and introduced teachers to two of our best known professional development qualifications, the Teaching Knowledge Test (TKT), and the Certificate in English Language Teaching – Primary (CELT-P).

We also collaborated with the British Council and Cambridge University Press on the development and implementation of an innovative online platform for teachers across Ukraine, which provides access to teaching resources and modules, sample test questions, and TKT preparatory materials. The platform has proved so successful that all Ukrainian teachers – around 17,000 – must register before they can deliver the new curriculum to first grade students. The platform can also be accessed by parents and other organisations free of charge. The Ministry is also planning to introduce a new professional development programme for its secondary school English language teachers, with Cambridge English professional development qualifications now recognised as alternatives to courses currently offered by the Ministry.

The reformed curriculum was first introduced in Ukrainian schools in September 2018. Our contribution has generated significant and positive national media coverage, showcasing our expertise in the delivery of national education reform. The project has also demonstrated our ability to collaborate to meet complex challenges, and to provide practical solutions of real value both to national education outcomes and individual careers.

**Our contribution has generated significant and positive national media coverage, showcasing our expertise in the delivery of national education reform.**

# English for refugees and marginalised communities

Jesuit Worldwide Learning

Global



**Jesuit Worldwide Learning (JWL) is using the Cambridge English Placement Test (CEPT) and Linguaskill Reading and Listening modules – both from Cambridge Assessment English – to place and then assess students from marginalised societies enrolling onto its Global English Language Programme (GEL). The two tests will help ensure students have the best chance of gaining the English skills needed to access JWL's tertiary study curriculum and, in turn, greater employment opportunities.**

JWL brings high-quality tertiary learning to communities worldwide which have been marginalised by poverty, location, lack of opportunity, conflict or forced displacement. Access to JWL's tertiary curriculum requires appropriate English skills and to develop these skills, around 2,000 students are currently enrolled on JWL's CEFR-based GEL course, delivered in over 20 JWL centres – many located in inaccessible regions including Afghanistan and Iraq.

To ensure students gained maximum benefit from the GEL programme, JWL wanted to introduce cost-effective tests which could accurately place students in the right classes, and then assess student ability at key stages during the course. Flexibility was vital as JWL centres wanted to test students on site and at any time. CEPT and Linguaskill proved to be the ideal solution. CEPT is an online, on-demand test which quickly assesses current ability in order to accurately place a student in the most appropriate class. Linguaskill – also online and on demand – is specifically designed to assess the abilities of student groups, using an adaptive testing model designed to increase assessment speed and the delivery of results, thereby improving the testing experience.

JWL is currently rolling out both tests across its centres, using Linguaskill to assess its own teachers before testing students. Initial feedback has been extremely positive, especially the seamless delivery of online testing to centres in multiple, often remote locations where internet connectivity can be challenging. JWL is committed to expanding GEL and its partnership with Cambridge English – it will continue to use CEPT and Linguaskill to assess student ability, and also plans to introduce Linguaskill into its teacher recruitment programme.

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**“We had very clear needs. Linguaskill and the Cambridge English Placement Test were the perfect fit – they are online, flexible and backed by the globally recognised academic strength of the Cambridge brand.”**

Susanna Ablewhite,  
Global English Language Programme Manager,  
Jesuit Worldwide Learning

# Evaluating and assuring an English language policy

Laureate International Universities

Global



**Cambridge Assessment English has evaluated and assured the institutional language policies of the Universidad Europea de Madrid (Spain), INTI (Malaysia), Stamford International University (Thailand) and Universidade Anhembi Morumbi (Brazil) as part of a long-term collaboration with their owner Laureate International Universities.**

In 2014, Cambridge English 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 co-ordinating 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 gave the essential feedback required to refine the policy prior to full implementation. UEM's language policy was also developed to reflect the Cambridge English Policy Framework, and as a result has become a model used by other Laureate International Universities when developing their own policies.

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

# Increasing access to English language learning for refugees and asylum seekers

Massive Open Online Course (MOOC)

Global



**Access to English for Refugees and Asylum Seekers, originally a staff initiative at Cambridge Assessment English, is now a major programme of activities designed to improve access to English language learning and support for refugees and asylum seekers worldwide. The initiative includes two MOOCs (Massive Open Online Courses), developed by Cambridge English with partners Techfugees, FutureLearn and Crisis Classroom, which have so far attracted over 10,000 participants.**

As world leaders in English language education, Cambridge English staff knew they were ideally placed to help refugees and asylum seekers (also known as forced migrants) develop the English language skills required both to survive and thrive. To determine the best way to help, in early 2017 Cambridge English held a joint conference with Techfugees (a non-profit organisation with a mission of 'empowering the displaced with technology'). The conference aimed to identify the specific linguistic challenges facing forced migrants, and possible solutions, and generated a range of ideas, including two MOOCs which were developed and launched by Cambridge English later the same year.

The first MOOC, *Aim Higher*, supports those forced migrants wanting to study at a UK university. Delivered by MOOC specialist FutureLearn, the three-week course covers admissions, student applications and the post-admissions process, with opportunities to interact with expert moderators and other participants. *Aim Higher* proved an immediate success, and has now been run twice with over 2,000 participants taking part so far.

The second MOOC, *Volunteering with Refugees* (again delivered by FutureLearn) was developed with Crisis Classroom, a community interest company which trains refugee educators. *Volunteering with Refugees* develops an understanding of forced migrants' social and linguistic needs, and is designed for those planning to volunteer, or already doing so. Over 8,000 participants have registered for the MOOC, a clear indication of its relevance and value.

Cambridge English continues to support the *Access to English for Refugees and Asylum Seekers* initiative, and staff presented a summary of the programme at the 2018 IATEFL Conference to encourage further collaboration across the English language assessment community.

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**“Participants are able to interact with expert moderators, but also with others that are going through the same experience and are facing similar challenges.”**

Chloe Shaw, Partnerships Strategy Manager,  
Cambridge Assessment English

# Pre-service teacher training evaluation – supporting major national educational reform

Ministry of Education

Global



**Working with a national ministry of education, Cambridge Assessment English recently undertook an extensive evaluation of pre-service English language teacher education as part of a major programme of education reform. The evaluation was prompted by a wider assessment, by Cambridge English, of the government's English language strategy, which identified a specific need to improve teacher education in order to support the delivery of key reform objectives.**

The ministry, a long-term client, is currently introducing a series of major reforms designed to raise standards across the country's schools, especially in the teaching and learning of English. Whilst working with the ministry on a range of reform initiatives, we realised that the existing pre-service teacher education programme for English language teachers was not delivering the standard of teaching required for sustained learner progress at pre-school, primary and secondary stages. Drawing on our extensive skills in teacher education and curriculum development, we undertook an in-depth evaluation of the existing teacher education provision in order to identify underlying issues and suggest practical responses.

Our evaluation assessed the pre-service teacher education programmes against six criteria including the relevance of the programme in terms of objectives and content, the development of student teachers' English language ability and the teaching competencies covered by the programme. The criteria were informed by widely respected Cambridge English publications including the Cambridge English Teaching Framework and *The Cambridge English Approach to Teacher Professional Development*.

We then produced a detailed report together with a series of key recommendations. These included the alignment of English instruction with the Common European Framework of Reference (CEFR), exposing student teachers to ICT and digital teaching technologies, a greater focus on learner-centred practice, including the use of critical reflection and collaboration, and improving student teachers' understanding of assessment.

Following the evaluation, we are now working closely with the ministry to develop new curriculum frameworks for pre-service teacher education. These frameworks will be based on our findings, will reflect the latest thinking in this area, and will meet international standards.

**Drawing on our extensive skills in teacher education and curriculum development, we undertook an in-depth evaluation of the existing teacher education provision in order to identify underlying issues and suggest practical responses.**

# Extending access to English tests across Latin America

Grupo Editorial Santillana

Latin America



**Cambridge English 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 Assessment English 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 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 our qualifications 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 Qualification every year.

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

# Improving English testing in Argentine schools

El Tigre Department of Education

Argentina



The introduction of Cambridge English Qualifications for young learners is part of a wider initiative undertaken by the El 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 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.'

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

The students, all in the sixth grade, took Cambridge English Qualifications for young learners during 2013. The exams, 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. The exams 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 El Tigre, the exams were sponsored privately and students took them at the Buenos Aires Open Centre, which has administered Cambridge English Qualifications since 1983.

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

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**“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

# Assessing English teacher competence

Ministry of Education

Chile



**Cambridge Assessment English, 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. B2 First was chosen for this purpose and was used throughout 2013 and 2014.

Cambridge English 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 to assess 6,000 public school teachers. Cambridge English Placement Test is a fast and reliable online test which links results to the Common European Framework of Reference for Languages (CEFR). 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.

Cambridge English Placement Test was used to assess the proficiency level of all teachers who wanted to participate in the 'English Opens Doors' initiative. 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.

Cambridge English worked with Instituto Chileno Británico to supply B2 First to nearly 1,000 Chilean teachers annually throughout the initiative.

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



# English Opens Doors: Chile

Ministry of Education

Chile



**Cambridge Assessment English 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 A2 Key by the end of primary school and a level equivalent to B1 Preliminary 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 (CEFR).

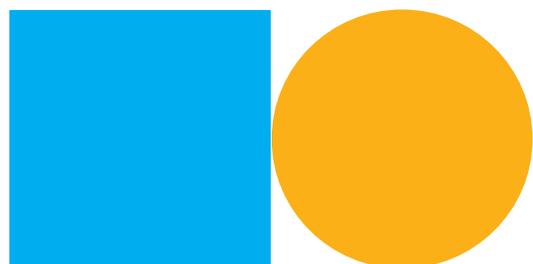
A sample of 12,000 students, representing 8th grade (13–14 year olds) and 12th grade (17–18 year olds) school students took the test in 2004. A similar profile of students was tested again in 2008 to determine what progress had been made.

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.**



# Improving testing quality in state education

Sistema de Medición de la Calidad de la Educación

Chile



**Cambridge Assessment English delivered 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 was 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 were also responsible for the processing of all test results.

SIMCE Ingles was closely based on Cambridge English Qualifications and was selected by SIMCE as its testing system as it met all SIMCE's testing objectives, including 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 Cambridge English Qualifications. 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.

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding. Each qualification focuses on a level of the CEFR, enabling learners to develop and build speaking, writing, reading and listening skills. They are offered around the world and taken by hundreds of thousands of candidates. By using a test based on Cambridge English Qualifications, SIMCE gained 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 gave SIMCE the detailed information it needed 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.**

# Creating and evaluating an interactive environment for learning

Government of Antioquia State

Colombia



**Cambridge Assessment English 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 Colombia.**

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 – '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.**

# National Bilingual Project, Colombia

Ministerio de Educación Nacional (MEN)	Colombia
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**As part of its National Bilingual Project, the Colombian Government has used a comprehensive programme of consultancy services from Cambridge Assessment English 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.

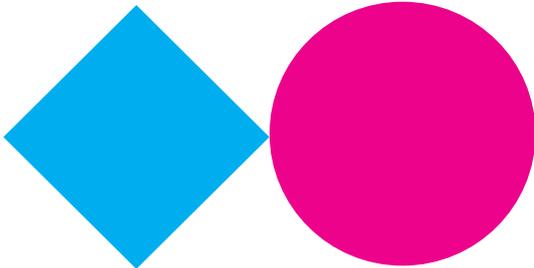
We produced the English component of the Colombian state sector exams, the Saber 11 (national school-leaving examination) and Saber Pro (higher education) tests to these standards and linked them to the Common European Framework of Reference (CEFR).

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 B2 First. 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 Saber tests. We have since worked together with ICFES over a number of years to help them fine tune their tests' alignment to the CEFR and provide continuing professional development to their item writers.

Today, Colombia has its own team of trained 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.

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



# Assessing language teaching skills

State Ministry of Education, Aguascalientes

Mexico



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 for Languages (CEFR), 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 English Teaching Knowledge Test (TKT), a qualification designed to develop skills and build confidence.

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

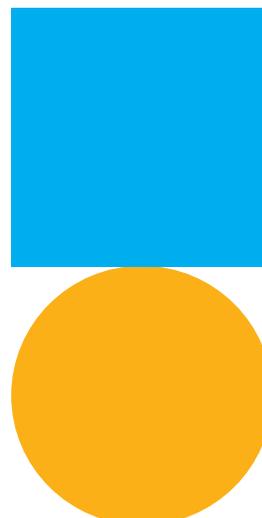
**BULATS (Business Language Testing Service) is being used by the State Ministry of Education in Aguascalientes, Mexico, to assess the reading and listening skills of elementary school teachers.**

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, from Cambridge Assessment English, as the ideal tool.

BULATS is a set of online workplace language assessment, training and benchmarking tools, created by Cambridge English. 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.

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



# Increasing secondary school access to Cambridge English Qualifications

Ministry of Education

Mexico



**Cambridge Assessment English is working with the Mexican Ministry of Education on the introduction of Cambridge English Qualifications 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 Qualifications are being used in the programme: A2 Key for Schools and B1 Preliminary for Schools, 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 Qualification 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 coursebooks, lesson plans and exam preparation materials, including mock exam 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 A2 Key for Schools; in 2014, 351 students took A2 Key for Schools and 20 took B1 Preliminary for Schools.

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

# Measuring the effectiveness of TKT

Ministry of Education

Mexico



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.

We continue to work closely with local stakeholders on initiatives to support English language education to ensure student progress and achievement.

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

TKT from Cambridge Assessment English 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 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



**“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)



# National programme for English

Ministry of Education

Mexico



## Cambridge Assessment English 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

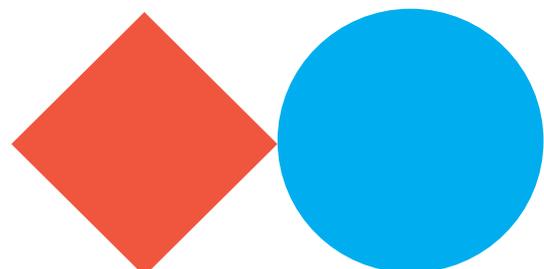
primary and secondary grades, and included analysis of all four language skills (reading, listening, speaking and writing).

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 (CEFR).

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



# Supporting the goal of a bilingual population with improved teacher training and development

Ministry of Education

Panama



**In a long-term, collaborative initiative, Cambridge Assessment English is working closely with the Ministry of Education in Panama (MEDUCA) to improve the professional development of English language teachers across the country, with the introduction of our teaching qualifications CELT-P and CELT-S (Cambridge Certificate in English Language Teaching for Primary or Secondary).**

The Panama Government wants to create a bilingual population as a means of achieving rapid economic growth and a better quality of life for Panamanian citizens. As a first step towards achieving this goal, the Government established the Panama Bilingue Project in order to raise national standards of English language teaching, and to increase the number of English teachers working in schools. The certification project is run jointly by MEDUCA and Cambridge English, and aims to radically improve national teacher training strategies by introducing new techniques and methodologies, and by establishing a programme of long-term continuous professional development.

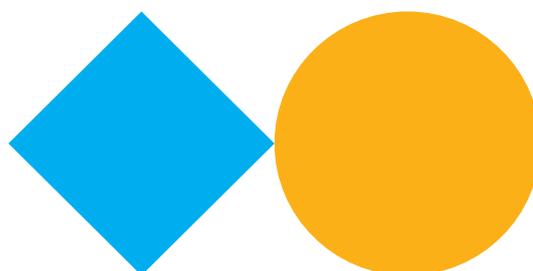
As a first stage in this process, we undertook an analysis of English proficiency and teaching knowledge among a sample of teachers from across Panama. From the

teachers surveyed, 78 were selected to train as 'expert instructors', and were enrolled onto our Train the Trainer course, an internationally renowned course designed to develop the skills required to plan and deliver teacher training programmes.

On completing the Train the Trainer course, expert instructors went on to run training courses for 500 teachers across Panama. The courses comprised 200 hours of face-to-face and online learning where successful participants gained either the CELT-P or CELT-S qualification from Cambridge English. Both CELT-P and CELT-S are internationally recognised qualifications which focus on developing the practical skills required to teach English effectively.

Cambridge English is continuing to support the work and vision of MEDUCA and is now establishing an annual training programme for English teachers, with further opportunities to achieve established professional development qualifications.

**The Panama Bilingue Project aims to radically improve national teacher training strategies.**



# Improving teachers' English language and pedagogic skills

Ministry of Education

Peru



**Cambridge Assessment English 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 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 Common European Framework of Reference for Languages (CEFR). 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% 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 my students.'

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

Language for Teaching course participant

# Increasing opportunities for international exchange programmes and future study

Colegios de Alto Rendimiento (COAR)

Peru



**COAR (Colegios de Alto Rendimiento) is a network of state-funded secondary schools which covers the 24 regions of Peru. Each COAR is a selective boarding school which students enter at 14 years old. Their mission is to provide 'a high quality education which meets both national and international standards' for high-performing students in the state sector.**

COAR students undertake an intensive 60-hour-per-week curriculum, which includes 10 hours of English. The current goal is for students to graduate with a B2 level, and this will rise to C1 in 2021.

In 2016, as part of this mission, the Colegio Mayor in Lima became an authorised Cambridge Assessment English centre. This required the training of a group of COAR English teachers to become Cambridge English Speaking Examiners, as well as a larger group to become exam-day invigilators, and for the centres themselves to undergo a rigorous series of inspections to ensure that the exam conditions and security standards which Cambridge English insists are met.

The first exam session took place in December 2016 for around 1,000 B1 Preliminary for Schools candidates, and 13 B2 First for Schools candidates. In 2017, COAR registered over 1,800 candidates for November and December B1 Preliminary for Schools and B2 First for Schools exam sessions. The plan is to continue expanding this number and eventually for all students to prove their level of English with a Cambridge English Qualification.

In the long term, COAR students who take Cambridge English Qualifications will be able to access educational exchange programmes and international scholarships which request certificated language skills for entry. It is hoped that giving students access to such opportunities will contribute not just to raising English language levels, but also to increasing the number of trained professionals in a range of fields throughout the country, and this in turn will help to improve Peru's competitiveness in the global marketplace.

**The state-funded network of COAR schools in Peru incorporate Cambridge English Qualifications into their curriculum to increase students' access to opportunities for both education and work.**

# Improving opportunities for employability and further study

Center for Advancement of Postgraduate Studies

Egypt



## **A programme of English courses and assessments is helping to improve access to postgraduate study and career opportunities for marginalised Egyptian university students.**

Working in collaboration with the British Council, Cairo, the Cambridge Assessment English programme was launched in 2010 by the Center for Advancement of Postgraduate 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 postgraduate 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 BULATS (Business Language Testing Service), 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 English Teaching Knowledge Test (TKT).

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

The programme's completion report confirmed the positive outcomes discovered within the initial findings. The report illustrated ways in which a blended approach to language learning as well as international assessment can be successfully used in local contexts to match the workplace language needs of today's local citizens.

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

# Nile Egyptian Schools

Education Development Fund

Egypt



**Cambridge Assessment English, in collaboration with its sister company, Cambridge Assessment International Education, 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.

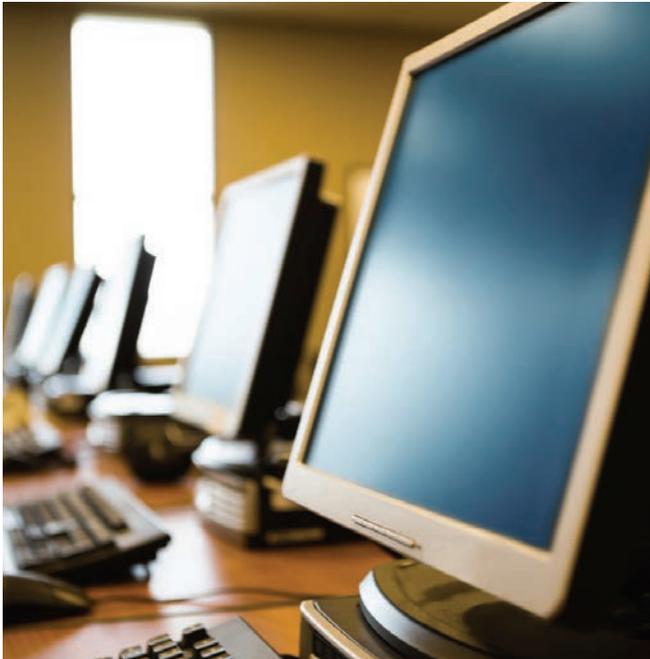
Cambridge Assessment English also provides student admission tests for Grade 6.

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

# D-RASATI teacher assessment programme

Ministry of Higher Education

Lebanon



**Cambridge Assessment English 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 tests assess the English skills needed to communicate in real-life situations, are internationally recognised, and are aligned to the international standards of the Common European Framework of Reference for Languages (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 English at all stages of the project.'

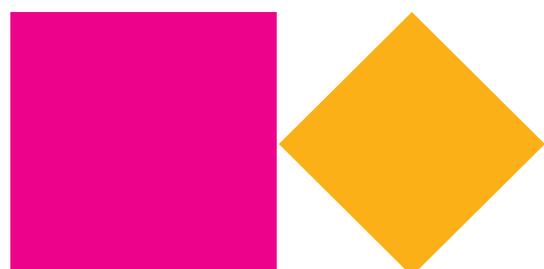
We used candidate score data from the tests to produce a detailed score report showing individual scores in all four skills of language testing for each candidate.

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 English at all stages of the project."**

Director, ALLC (Business Language Testing Service), International House Beirut



# Developing English language curriculum standards in state education

Ministry of Education and Higher Education

Qatar



**Cambridge Assessment English has delivered a major review, and revision, of English language curriculum standards across Qatari state education. The revisions align the Qatari English language curriculum with the Qatar National Curriculum Framework and international standards, including the Common European Framework of Reference (CEFR). The project covered an initial needs analysis, review of existing standards, development of new standards and an implementation plan.**

To support the Qatari Government's National Vision 2030, the Qatari Ministry of Education and Higher Education is implementing an ambitious programme of educational reform and modernisation. As part of this, the Ministry invited Cambridge English to collaborate on a review and revision of Qatari state curriculum standards for English language teaching from Kindergarten to Grade 12 (pre-school to age 18). Following an initial needs analysis and contextual review of English language education in Qatar, Cambridge English worked with the Qatari Ministry to revise standards for English, based on the analysis and

recommendations. The aim was to create new standards for three specific educational stages – Kindergarten to Grade 3, Grades 4 to 9, and Grades 10 to 12 – with all standards linked to existing competencies defined by the Ministry. The new standards had to reflect international benchmarks (especially the CEFR), target an appropriate achievable exit level and deliver greater consistency in student progression from Grade to Grade. The Ministry also asked that the number of standards across the curriculum be reduced, and for clearer examples of how the standards would work in practice to support their introduction into schools across the country.

Our world-leading expertise in curriculum review, design and development was essential for the successful delivery of this project. Using our expert knowledge, we undertook a rigorous analysis process which also utilised our understanding of latest research in curriculum review and the new CEFR companion. Between November 2017 and March 2018, we delivered the initial review followed by comprehensive documentation of revised curriculum standards designed to meet the Ministry's specific goals, and to enable maximum student progression when learning English. In addition, we also delivered an implementation plan detailing activities which could support the effective rollout of the new standards across the curriculum.

**The Ministry invited Cambridge Assessment English to collaborate on a review and revision of Qatari state curriculum standards for English language teaching from Kindergarten to Grade 12 (pre-school to age 18).**

# English exams to motivate young learners

Abu Baker Asedeeq Independent Secondary School

Qatar



**The Abu Baker Asedeeq School in Qatar offered students Pre A1 Starters, A1 Movers and A2 Flyers from Cambridge Assessment English 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 Pre A1 Starters, A1 Movers and A2 Flyers. These exams 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 Pre A1 Starters, A1 Movers and A2 Flyers exams 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 exams for young learners enabled students to reach a good level of English as early as possible in their academic career, and were used by the school as stepping-stones to higher level English qualifications. Students who reached the highest level – A2 Flyers – were actively encouraged to take the A2 Key for Schools exam, and if successful to then move on to the B1 Preliminary for Schools exam. Those who passed the

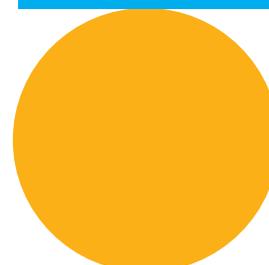
B1 Preliminary for Schools exam were again encouraged to move up, this time to the B2 First for Schools exam, with success in this exam used as an entry criterion to the school's Cambridge IGCSE® programme.

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



**"We chose Cambridge English Qualifications 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

Qatar National Bank	Qatar
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**Qatar National Bank, one of the leading banks in the Middle East, chose to use BULATS (Business Language Testing Service), from Cambridge Assessment English, 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 BULATS as a placement test to ensure their employees were placed on suitable and appropriate-level language courses.

BULATS is a flexible online tool that assesses English language skills for business, industry and commerce.

It 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 also 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.**

# Assessing English skills in the workplace

Eczacıbaşı Holding

Turkey



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, and as a result over 13,000 BULATS tests have been undertaken since it was first introduced.

**BULATS (Business Language Testing Service), an online English language test for business, is 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.

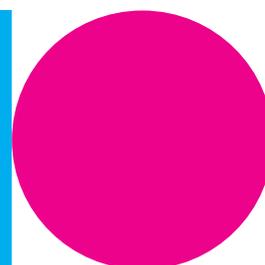
As many of the group's staff have to speak English, in 2006 Eczacıbaşı Holding's HR team decided to use BULATS, an online Business English test from Cambridge Assessment English, as a placement test for existing staff, and as a means of assessing the English skills of potential employees.

BULATS is a 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.

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**“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,  
Eczacıbaşı Monrol



# Abu Dhabi Education Council impact study

Abu Dhabi Education Council

United Arab Emirates



**Cambridge Assessment English 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.

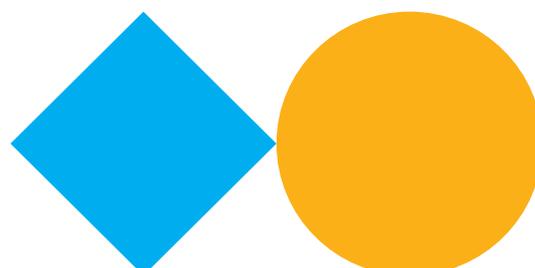
The study also looked at how the bilingual education provision affected students' understanding of content subjects (such as maths), their proficiency in both Arabic and English as a foreign language and students' behaviour, discipline and relationships with peers and teachers. The extent to which the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

Abu Dhabi National Oil Company

United Arab  
Emirates



**B1 Preliminary from Cambridge Assessment English is being used by the flagship training facility of the Abu Dhabi National Oil Company (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 B1 Preliminary 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 B1 Preliminary fitted the bill. As a result, ADNOC decided to use the exam at its flagship training facility, as well as in some of its oil and gas operating companies.'

The use of B1 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 A2 Key. This basic level qualification is designed to ensure a good start to learning English, and also provides ideal preparation for the intermediate level B1 Preliminary, 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.

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**“There was a large demand in the oil industry for a stable measure of language proficiency and B1 Preliminary fitted the bill.”**

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

# Exams for young learners at Al Afaq Model School, Abu Dhabi

Al Afaq Model School

United Arab Emirates



**Al Afaq Model School in Abu Dhabi used Pre A1 Starters, A1 Movers and A2 Flyers exams from Cambridge Assessment English 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 English offered Pre A1 Starters, A1 Movers and A2 Flyers.'

A pilot test was soon organised using these exams for young learners, which showed that results in speaking and listening were very good, reading was satisfactory, but writing was poorer.

Al Afaq Model School used Pre A1 Starters, A1 Movers and A2 Flyers 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 the exams for young learners.

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

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, Pre A1 Starters, A1 Movers and A2 Flyers remain 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

# National English curriculum review

Ministry of Education

United Arab Emirates



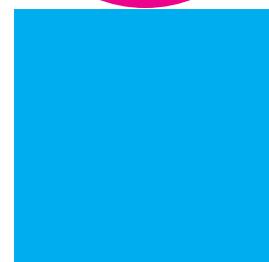
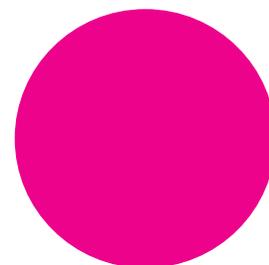
**Cambridge Assessment English was asked by the United Arab Emirates (UAE) Ministry of Education to undertake a comprehensive review of the country's K-12 English language curriculum framework. The aim was to assess curriculum quality and to make recommendations to ensure future provision was aligned to key academic goals and international standards.**

In 2017, the UAE Ministry of Education launched a range of initiatives designed to enhance the teaching, learning and assessment of English as an International Language (EIL) within the country's K-12 school system. As part of this, the Ministry asked Cambridge English to undertake a comprehensive review of the UAE EIL curriculum, as defined in the National Unified K-12 Learning Standards Framework, written in 2014. The aim was to closely examine the framework's stated purpose and quality, and its alignment with international standards including the CEFR (Common European Framework of Reference for Languages), increasingly used worldwide as a means of comparing different levels of language ability.

The Cambridge English team combined this knowledge with a rigorous academic approach to ensure the resulting analysis delivered insights of real value. In May 2017, Cambridge Assessment English delivered a comprehensive review of the framework, together with

detailed recommendations on how it could be revised and improved. The report was very well received by the Ministry of Education, which praised the quality of the analysis, agreed with our findings and now plans to act on the recommendations provided.

**Cambridge Assessment English has considerable expertise in curriculum review, which made it the ideal partner for this project.**



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### A few facts and figures about us:

- 5.5 million assessments taken every year
- Accepted by over 20,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres
- Providing English language assessment since 1913



# We help people learn English and prove their skills to the world

Contact us to learn more about our approach to English language consultancy, and to discuss how we can support you in the development of high-quality English language education.

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With the right support, learning a language is an exhilarating journey. We're with you every step of the way.

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2015

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