



THE IMPACT OF CAMBRIDGE ENGLISH EXAM PREPARATION CLASSES IN MOSCOW STATE SCHOOLS

Graeme Harrison

Principal Impact Manager





What you are going to hear about:

- What is impact?
- Why do we measure it?
- Overview of Moscow schools impact study
 - Focus of study
 - Key findings



Impact – a definition

The outcomes, both intended and unintended, our English language products and services deliver for learners and the wider society.





WHY MEASURE IMPACT?





Why measure impact?

Measuring what matters

‘Every nonprofit organization should measure its progress in fulfilling its mission’

McKinsey, 2001





University Mission: To contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.





Cambridge Assessment
English

Get closer to our users





Ensure a well run ship





Cambridge Assessment
English

THE IMPACT OF CAMBRIDGE ENGLISH EXAM PREPARATION CLASSES IN MOSCOW STATE SCHOOLS

A Research Study

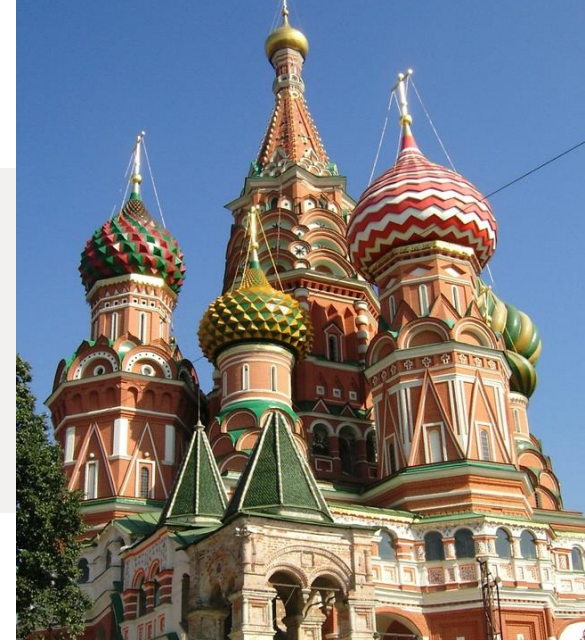




Impact study - Moscow

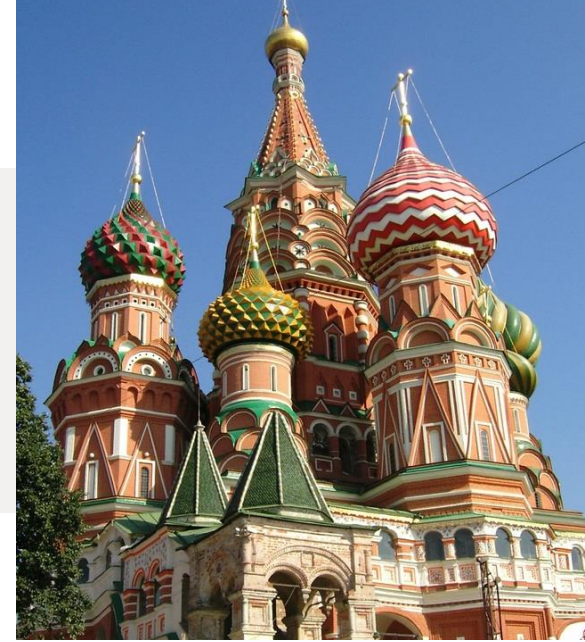
Context

- Positive data from international education studies, e.g. TIMSS
- Data not so positive for English education
- Increased demand for English classes
- State schools running Cambridge exam preparation classes





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Study purpose

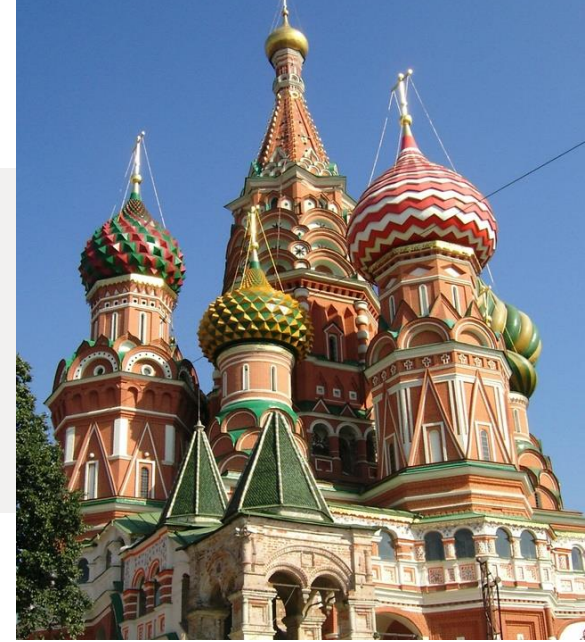
- Investigate the impact of running Cambridge English exam preparation classes as an extra-curricular activity
- 12 Moscow state schools
- 3 CEQs:
 - A2 Key for Schools
 - B1 Preliminary for Schools
 - B2 First for Schools



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Focus of research

- Students' attitude to and motivation for learning English and taking Cambridge exams
- Their confidence in using English
- Teachers' attitudes to teaching English and Cambridge exams, as well as their pedagogical approach and methods
- School managers' perceptions of Cambridge exam courses.
- Online learning during the pandemic

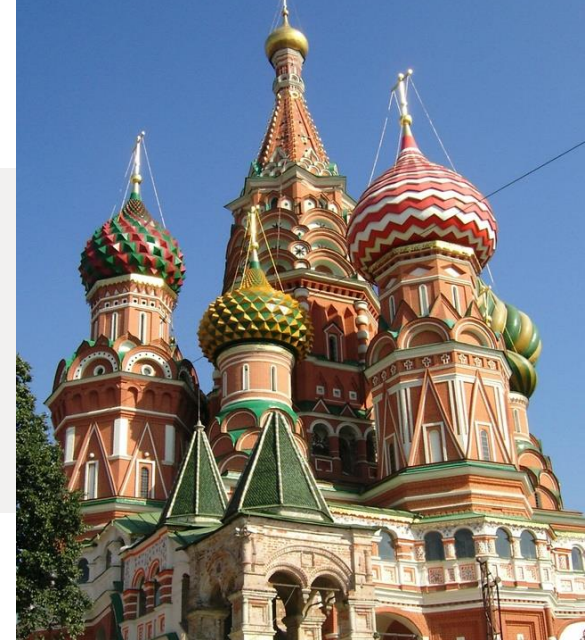




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Research Design

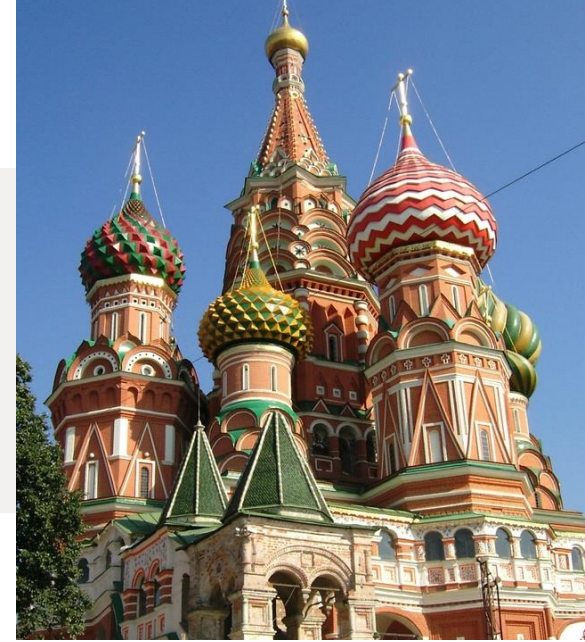
- Surveys
- Focus group interviews





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Results - Students



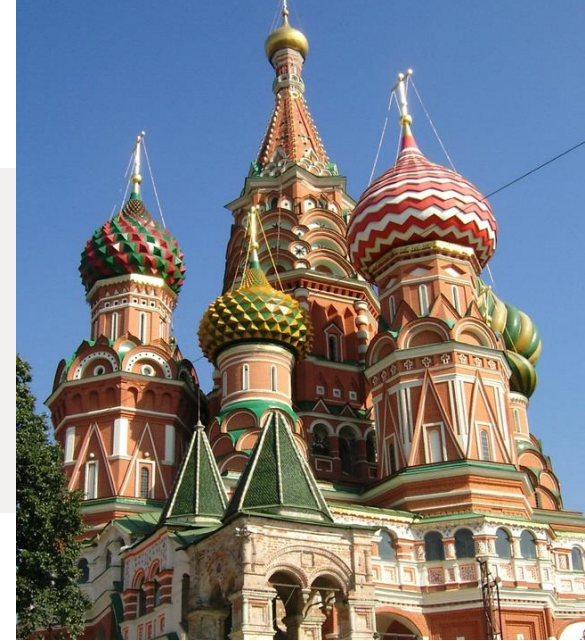
- Positive towards English and English speaking cultures
- Motivated to learn English for future travel, study and employment
- Cambridge English preparation classes - beneficial to their learning; valued the focus on communication and interaction with peers.



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Results - Students

- Exams
 - Anxiety
 - Confidence – well prepared
 - Positive impact on future exams





Impact study - Moscow

Students - Quotes

The exam helps us identify strengths and weaknesses. We can understand which weaknesses need to be improved

Cambridge lessons are more interesting for me, because there are more interactive tasks in them, interesting videos, formats...





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Students - Quotes

The positive aspect of the exam is the experience that we gain and in the future we will not be afraid of such exams. We try, learn and gain experience.

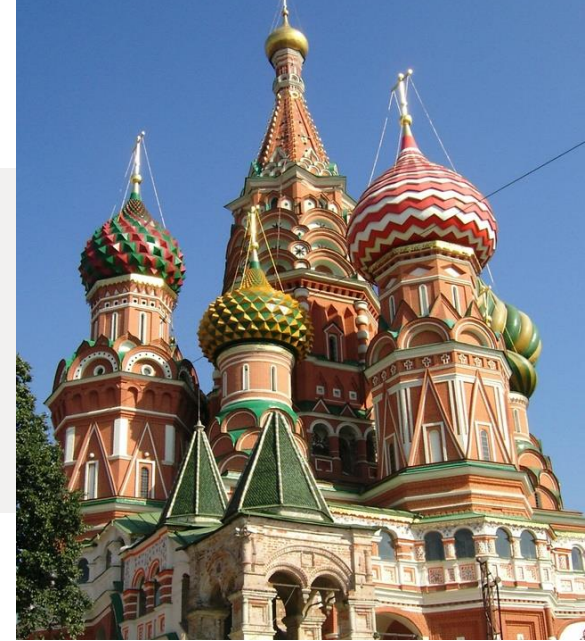
In the lessons we study very carefully, we pronounce everything. On exams, we go through similar tasks, so I'm not afraid.





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Results - Teachers



- Importance of learner autonomy and growth mindset
- Engagement and communication are priorities
- Positive impact on Unified State Exam (USE)

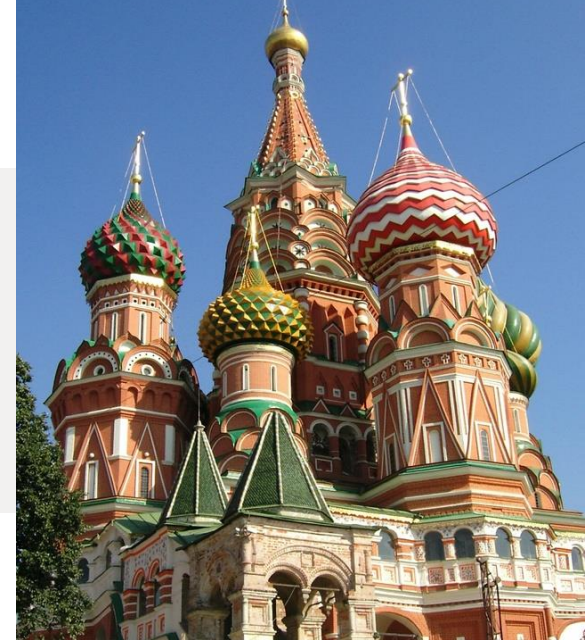


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Results - Teachers

Areas for further investigation:

- Pair and group work seemed low
- Little focus on Writing
- Lack of specific, detailed feedback from exams





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Teachers - Quotes

I would agree that Cambridge exams preparation is more fun. It's less grammar centred, this is what I found out, yeah, so we work on developing like, reading and writing and speaking skills, and it's a bit unusual because maybe in our schools we are very grammar centred.

it's very difficult just to encourage them to write. They don't like writing at all. Probably it's just a kind of common problem, kind of common trend, because they actually do not write, and do not read a lot. They just watch a lot. Scroll down there





Impact study - Moscow

Teachers - Quotes

at the end of school, students have to take Russian state exam, so the results of those who have passed FCE [B2 First] or CAE [C1 Advanced] previously, they are higher.... So it really helps them even in their future to score high points at the national level.

in state exam they have some kind of feedback. They can look at their work, they can analyse it and they know what they have done and what mistakes they have done and such stuff, but in your examinations, so it's impossible.

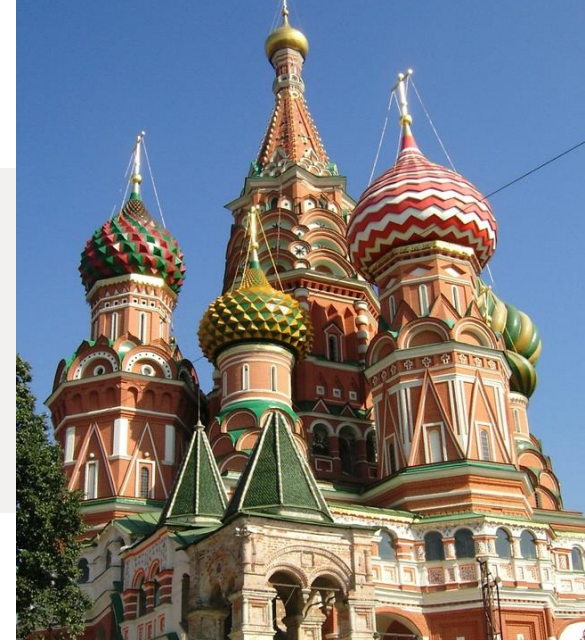




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Results - Managers

- Improved teachers' pedagogy
- Improved students' English
- Added value to schools – parents positive

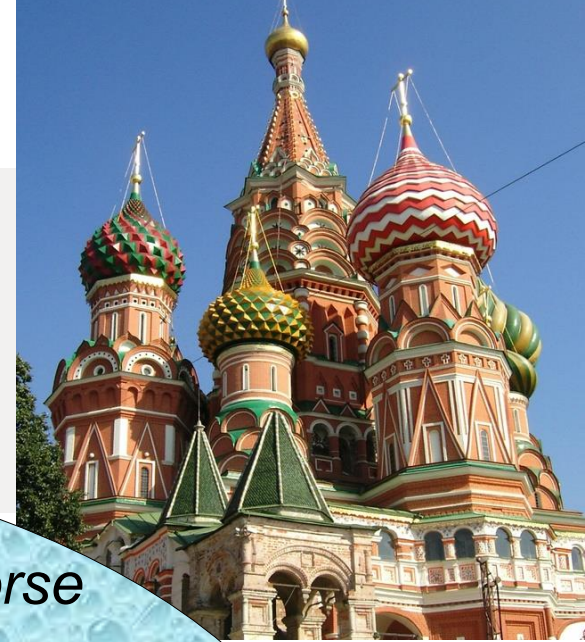




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Managers - Quotes

Our school administration really endorse the way everything is organized by our teachers at school, I mean, all this process of Cambridge... ...our English teachers are praised by administration, and teachers also gain lots of experience and improve not only their teaching skills, but I think language skills as well.

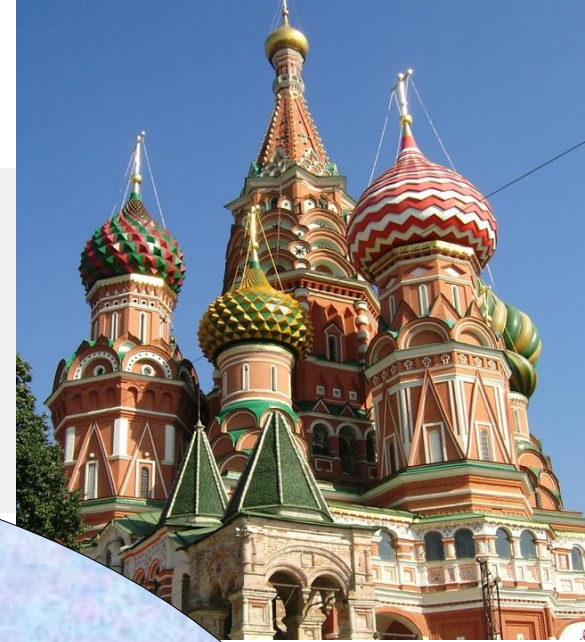




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Managers - Quotes

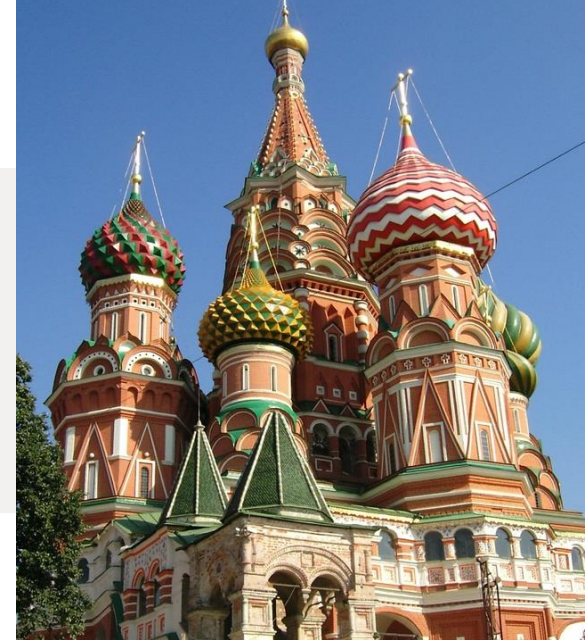
parents like that their students are improving language and they receive these certificates and their kids are assessed by, not the teachers, but by professionals, even from other countries





Impact study - Moscow

Online learning – negative perceptions



- Both teachers and students find classes less enjoyable
- Students learn less
- Technical issues made following classes hard
- Preparation time for teachers is increased



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Online learning - Quotes

I like the face-to-face lessons much more. It is more convenient, it is more interesting, there are more opportunities. You see and communicate with people live. This makes it easier to concentrate on your work and achieve more progress.

[Student]

...sometimes the connection is very slow. So when asking a question, I can never understand whether the student is not answering because the sound hasn't reached them or they don't know what to say...

[Teacher]

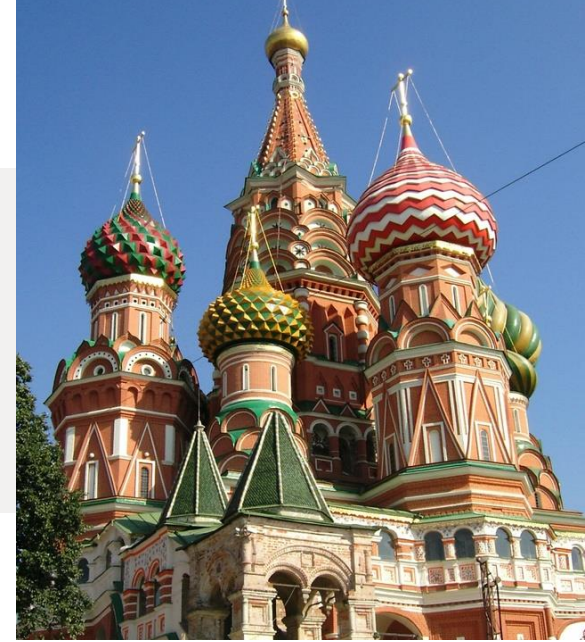




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Online learning – positives

- Classes remained communicative and learner focused
- Online learning suits some students
- Increased accessibility – e.g. illness; distance





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Online learning - Quotes

Some students thrive in the classroom. Other students are solo learners who get distracted by large groups, so in that way, online learning provides a wide range of opportunities, not only to teacher but the students themselves.

[Teacher]

It's part of a way out for students say who are constantly ill, right, who miss a lot of classes. So the fact that they are there joined to a lesson right? Even if they do not participate fully, but at least they can hear something, they can answer something

[Teacher]



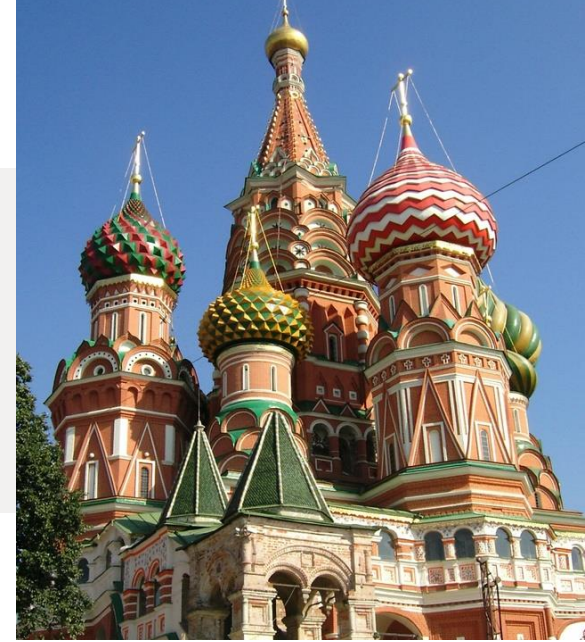


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Answers

Focus of research

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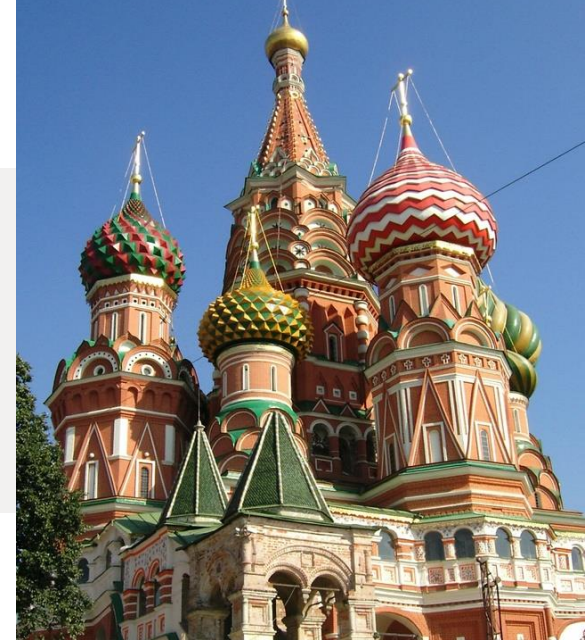
In summary...

A range of positive findings:

- Gains in learning
- Good levels of motivation and confidence
- Communication a priority

But also some areas to work on...

- Teaching writing
- More feedback from exams



Time for questions?

