

INTERNATIONAL RECOGNITION

ISSUE 197 APRIL 2026

Dear Colleagues,

This month's edition brings together key themes shaping our field today. You will find valuable information on a new **free course on Integrated Learning and Assessment** from Cambridge, designed to provide practical strategies that can be immediately applied in the classroom, as well as important updates on **C1 Advanced and C2 Proficiency**, ensuring these qualifications are increasingly accessible to a wider range of learners.

We also invite you to reflect on one of the most pressing topics in education today: **Artificial Intelligence and its impact on critical thinking**. As AI continues to transform how we access and process information, the ability to think critically becomes more essential than ever. In this context, we also explore the emerging concept of **Vibe Coding in ELT**, highlighting how AI is reshaping the role of teachers as designers of learning experiences.

Looking ahead, we are excited to introduce **IR LIVE**, our new streaming programme, where we will be sharing insights, practical ideas, and conversations around teaching, learning, and assessment. This initiative reflects our commitment to creating new spaces for connection and professional dialogue within our community.

In addition, we are pleased to announce the launch of the **third edition of Grow with Cambridge**, offering an even more comprehensive framework to support institutions, teachers, and learners in their journey towards international certification.

We also encourage you to save the date for **GET THERE! on 28 May**, which will bring together more than 12 participants. Among them, **AUCI** will provide valuable guidance on accessing international opportunities, linking certification with real pathways for academic and professional development.

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Finally, this edition includes information about **upcoming webinars**, including a **special session for families** and sessions focused on inclusive pedagogy and neurodiversity, reinforcing our shared commitment to supporting all learners effectively.

Thank you for your continued dedication to your students and for the professionalism with which you represent international assessment in your institutions.

As always, our team remains at your disposal to support you—academically, administratively, and strategically—throughout the year.

Together, we continue to strengthen standards, foster innovation, and expand opportunities for meaningful international certification across Uruguay.

We look forward to continuing this journey with you.

Kind regards,

The Anglo International Exams Team

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Integrated Learning and Assessment

Free Course for Teachers

A new **free 4-hour online course** from Cambridge University Press & Assessment has been designed to support teachers in strengthening their classroom practice through simple, practical strategies that can be applied immediately.

The course **focuses on helping teachers plan with clearer outcomes in mind, make more effective use of classroom time, and increase student engagement**. Rather than offering abstract theory, it provides **concrete ideas and ready-to-use resources** that can be easily integrated into everyday teaching. It also **encourages reflection** on how each stage of a lesson contributes to learning, helping teachers ensure that every activity has a clear purpose.

One of the key advantages of this course is its flexibility. It is **fully online, self-paced, and can be completed in just four hours**, making it ideal for busy teachers who want meaningful professional development without a heavy time commitment.

In today's educational context—where engagement, personalization, and impact are more important than ever—this course offers a practical way to enhance what you already do in the classroom. It is **particularly valuable for teachers working in exam preparation contexts**, as it helps strengthen the link between teaching, learning, and measurable outcomes.

You can find more information and enrol [here](#)

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Making C1 Advanced and C2 Proficiency more accessible

C1 Advanced and C2 Proficiency are becoming more popular with younger learners, so Cambridge has made a few small updates to the exam content in Writing and Speaking to ensure the tasks are accessible to everyone.

Writing and Speaking tasks have been reviewed to remove topics that rely only on work experience, while keeping the same CEFR level and a focus on skills to show learners can communicate in an academic or work context. This means school-aged learners can now engage with tasks in any Cambridge English Qualification in a way that is relevant to their age and experience.

The sample test has been updated and you can find lots more exam preparation on the website:

[C1 Advanced Preparation](#)

[C2 Proficiency Preparation](#)

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AI and the future of critical thinking

Critical thinking—the ability to analyse information objectively, question assumptions, evaluate evidence, and make informed decisions—is becoming more important than ever in today’s AI-driven world. This is not because information is scarce, but because it is abundant and increasingly generated by automated systems. The challenge is no longer finding answers, but knowing how to interpret and use them effectively.

As Generative AI transforms education and work, a new challenge is emerging: not access to information, but the ability to think critically about it.

A recent 2025 study by Microsoft Research, in collaboration with Carnegie Mellon University and University of Cambridge, shows that while AI improves efficiency, it can reduce the cognitive effort users invest in analysing and questioning information—leading to increased dependence on automated outputs.

Read the full study: <https://www.microsoft.com/en-us/research/publication/the-impact-of-generative-ai-on-critical-thinking-self-reported-reductions-in-cognitive-effort-and-confidence-effects-from-a-survey-of-knowledge-workers/>

Similarly, research from MIT Media Lab suggests that heavy reliance on AI tools may reduce deep cognitive engagement and originality in learning processes.

Explore the MIT study overview: <https://time.com/7295195/ai-chatgpt-google-learning-school/>

At the same time, the World Economic Forum’s *Future of Jobs Report* highlights analytical thinking as one of the most important skills for the future workforce.

Access the report: <https://www.weforum.org/reports/the-future-of-jobs-report-2025/>



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This shift is redefining learning. Today, success depends not only on knowledge, but on the ability to **evaluate, integrate, and apply it effectively.**

In this context, Cambridge Assessment English qualifications play a key role, focusing on higher-order thinking skills essential for real-world performance, as reflected in their approach to learning-oriented assessment.

Learn more: <https://www.cambridgeenglish.org/english-research-group/fitness-for-purpose/loa/>

The real advantage in the future will be not just using AI—but thinking beyond it.

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Vibe Coding in ELT

Artificial Intelligence is rapidly reshaping how we design, deliver, and experience learning. One of the most intriguing emerging concepts is “**vibe coding**”—a term that is beginning to appear in ELT conversations and that signals a shift in how teachers and learners interact with technology.

What is Vibe Coding?

At its core, vibe coding refers to creating digital tools or applications simply by **describing what you want in natural language**, rather than writing code yourself. AI systems interpret your intentions and generate the product—whether that is a chatbot, a vocabulary app, or a learning activity.

This means that teachers no longer need programming skills to build personalised resources. Instead, the key skill becomes **knowing what to ask for and how to refine it**.

Why It Matters for ELT

Recent discussions in ELT highlight how vibe coding can empower teachers to move from consumers of technology to **creators of learning experiences**. Instead of relying only on existing platforms, teachers can design tools tailored to their learners’ needs—quickly and creatively.

For example, teachers can:

- Build customised practice activities
- Create simple apps for vocabulary or exam preparation
- Design interactive tasks aligned with specific learner profiles

This aligns with a broader trend in education: AI is not just saving time—it is **changing the role of the teacher into a designer of learning**.

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Insights from the ELT Classroom

According to discussions featured in [EL Gazette](#), vibe coding opens new possibilities for experimentation and innovation in teaching.

Teachers can prototype ideas rapidly and adapt materials in real time, making learning more responsive and engaging.

At the same time, there is an important caveat:

Vibe coding is powerful, but it requires **critical thinking and pedagogical clarity**. Without these, teachers may generate tools that “work” technically but are not pedagogically sound.

Russell Stannard presented this topic at IATEFL on 21st April 2026 and he highlighted several aspects of Vibe Coding, which are addressed in his latest video.

In this [video](#), he emphasizes a key shift:

- Technology should **enhance autonomy and creativity**
- Teachers should focus on **ideas and outcomes, not technical barriers**
- The real value lies in how tools are integrated into meaningful learning sequences

This reinforces an important message: AI does not replace teaching expertise—it **amplifies it** when used thoughtfully.

Vibe coding brings clear advantages:

- **Speed:** ideas can be turned into tools in minutes
- **Accessibility:** no technical background required
- **Personalisation:** materials can be adapted instantly

However, research also warns of limitations:

- Outputs may be **imperfect or superficial**

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- Users may **rely on AI without fully understanding the process**
- Quality depends heavily on **how well prompts are designed**

In other words, the teacher’s role becomes even more important—not less. Vibe coding is not about coding—it is about prompting effectively, evaluating AI output critically and designing meaningful learning experiences.

It represents a shift from *“How do I use this tool?”* to
“What do I want my learners to achieve—and how can AI help me build it?”

This is just the beginning. As AI tools evolve, **vibe coding is likely to become part of everyday teaching practice—especially in areas like exam preparation, personalised learning, and learner autonomy.**

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IR LIVE

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≡ **LIVE** ≡

We are excited to announce that we will soon be sharing our new streaming programme, **IR LIVE**, which will be available on our brand-new YouTube channel—stay tuned so you can follow us there!

This first edition features some very special participants who contributed valuable insights and perspectives.

In this episode, you will be able to explore key aspects of how AI is shaping the teaching and learning of English, discover useful resources to support students in their learning journey and exam preparation, and learn more about our upcoming *Get There* event, which will take place on 28th May.

We look forward to having you join us!

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Grow with Cambridge Third Edition!

The **Grow with Cambridge** initiative returns with its **third edition**, bringing an even more dynamic and engaging experience for institutions committed to developing their students' English skills and connecting them with international opportunities.

This year's edition has been **specially designed with you and your institution in mind**, reinforcing a shared goal: to encourage more students to showcase their English to the world through international certification.

A More Complete Experience

Grow with Cambridge continues to evolve, and this new edition offers a **more comprehensive framework** to support the growth of your entire educational community.

Participating institutions can expect:

- Stronger alignment between **teaching, learning, and assessment**
- Enhanced support to help students **progress confidently towards certification**
- A renewed focus on **institutional development and engagement**

New Prizes, Greater Impact

One of the highlights of this third edition is the introduction of **new prizes**, designed to recognise and celebrate:

- **Students**, for their commitment and achievement
- **Teachers**, for their role in guiding and inspiring learners
- **Institutions**, for fostering a culture of excellence in English language learning

These incentives offer a **unique opportunity** to motivate your community and make international certification a shared goal.



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A Partnership Approach

Grow with Cambridge is not just a programme—it is a **partnership model** that supports institutions in expanding access to Cambridge exams while strengthening their academic offer.

It is an invitation to grow together!

Discover the new edition [here](#).

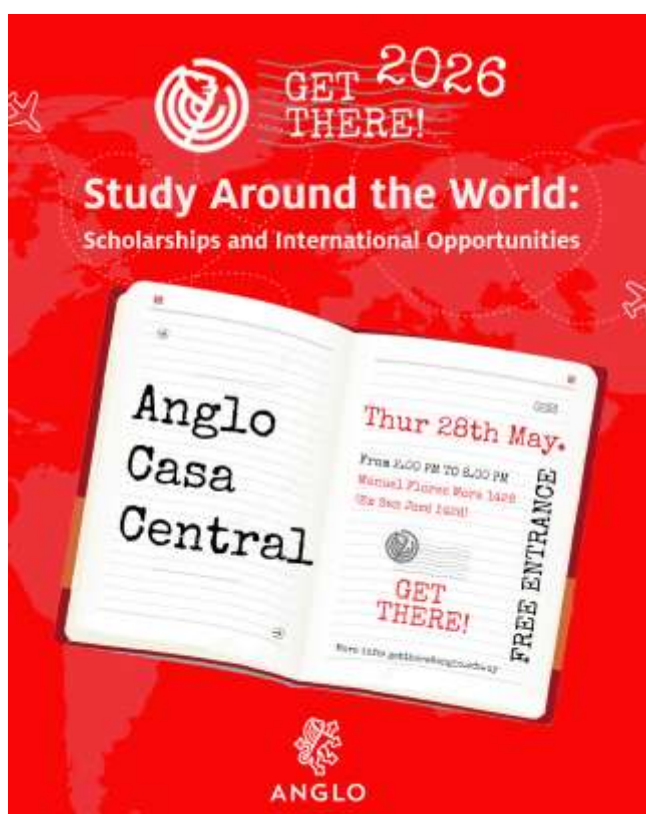
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Join us at GET THERE! On 28 May

Every journey begins with a decision: to explore, to grow, and to go further. At *Get There!* 2026, we invite you to take that step. Join us for an inspiring afternoon where education, international opportunities, and real-life pathways come together to help you imagine—and build—your future beyond borders. Whether you are a student, a teacher, or part of an educational institution, this is your space to connect, learn, and discover what is possible.

This year, *Get There!* will bring together more than 12 leading organisations, institutions, and international partners, each offering unique perspectives and opportunities for study, professional development, and global mobility. From universities and scholarship providers to cultural organisations and international cooperation agencies, participants will share concrete pathways to help you move from aspiration to action. Among them, we are especially pleased to welcome the Agencia Uruguaya de Cooperación Internacional (AUCI), whose work plays a key role in connecting Uruguayans with opportunities around the world.



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Agencia Uruguaya de Cooperación Internacional (AUCI) at GET THERE!

For many, the idea of studying or living abroad may seem distant—something reserved for those with greater resources or access. And yet, time and again, we see stories that challenge this perception. A student who begins by preparing for an international exam discovers a scholarship opportunity. A teacher who engages with global networks finds new methodologies and perspectives that transform their classroom. Someone who once saw the world from a single point of view suddenly experiences new cultures, new ways of thinking, and new possibilities for their future.

What changes is not only their academic or professional path—it is their understanding of the world and their place in it. These journeys often begin not with material resources, but with something far more powerful: curiosity, and the willingness to seek opportunities.

Discover Opportunities Beyond Borders

On 28 May, the Agencia Uruguaya de Cooperación Internacional (AUCI) will be part of GET THERE!, bringing a unique perspective on how international cooperation can open doors to personal, academic, and professional growth.

AUCI, the national agency responsible for coordinating Uruguay's international cooperation, works to connect individuals and institutions with scholarships, training programmes, and global development initiatives. Its role is key in helping Uruguayans access opportunities that go far beyond the local context—linking talent with the world.

Why Attend AUCI's Session?

In a context where opportunities are increasingly global, knowing where to look is just as important as being prepared. At GET THERE!,

AUCI will share pathways to access international opportunities, present available scholarships and cooperation programmes, explain

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how to navigate and apply for these initiatives, highlight how international experiences can enhance academic and career development

This is a valuable opportunity for students, teachers, and institutions to better understand how to turn aspirations into concrete opportunities.

Connecting Certification with Opportunity

International certification is a key step in any global journey—but it is only part of the picture.

What comes next?

That is where organisations like AUCI play a crucial role. By providing access to international programmes and partnerships, they help transform certification into mobility, further education, and career advancement.

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Upcoming Cambridge Webinars!

First webinar for parents!



The poster features the Cambridge logo at the top left. The main title is 'Todo acerca de los exámenes de Cambridge English' in a large, bold font. Below it, a teal box contains the subtitle 'Seminario online para familias'. The text 'Resuelve todas tus dudas sobre el examen con expertos de Cambridge' is centered. Two circular portraits of speakers, Pablo Toledo and Andrea Canal, are shown. At the bottom right, a dark teal section lists the date '29 de abril' and three time slots: '17 hs' with flags for Spain, Mexico, and Colombia; '18 hs' with flags for Chile, Argentina, and Peru; and '19 hs' with flags for Brazil, USA, and Canada. The registration link 'Regístrate gratis en camengli.sh/familias' is at the bottom left.

On **Wednesday, April 29**, Cambridge will host an **online seminar in Spanish**, designed especially for parents.

What will the webinar include?

- An overview of **Cambridge English exams**
- Guidance on how these certifications support students' futures
- A space to **ask questions and clarify doubts**
- The opportunity to **hear directly from Cambridge team**

This session aims to provide families with **clear, practical information** and help them feel confident in supporting

their children's learning journey.

We invite you to [download the invitation](#) and share it with your school community and [register here](#) to secure your place

Neurodiversity: inclusive pedagogy, fostering effective learning for all

Tuesday 28 April 2026, 10:00 BST & [Register](#)

Thursday 30 April 2026, 16:00 BST [Register](#)

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Explore inclusive teaching strategies rooted in Universal Design for Learning. Find practical

ideas for presenting information, giving feedback, addressing common challenges and building learner autonomy. Help every student feel valued and able to thrive.

What is this webinar about?

Build a toolbox of inclusive teaching strategies designed to foster the effective learning of both neurodivergent and neurotypical learners. This session will examine inclusive pedagogy through the framework of the Universal Design for Learning, then dive into practical ideas for presenting information and giving feedback, responding to common learner struggles, and fostering learner autonomy. With intentional practices, you can help create learning spaces where every student feels valued, supported and able to thrive.

Presenters: Andrea Vinkler & Kate Trafford



Andrea Vinkler is an Insight Application Lead at Cambridge with a background in ELT. She applies research insights to products and courses and develops capabilities that provide English language learners and teachers with an effective and enjoyable learning experience. Her work includes creating research-based resources on using Generative AI tools in the learning environment and developing capabilities that build on the Cambridge English Curriculum Framework.



Kate Trafford is an experienced teacher trainer, examiner, and school leader. Kate held the position of Head of Languages Faculty at schools in Madrid and London and was part of secondary leadership teams. As a Teaching and Learning Lead, Kate worked with teachers to effectively translate educational theory into classroom practice. She holds an MA in Education,

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with her research focusing on innovative pedagogical trends in second language acquisition and strategies to improve student progress.

Creating an inclusive learning environment: teacher tips and takeaways

What is this webinar about?

Join us to discover tips and techniques for creating an inclusive classroom atmosphere for both neurodivergent and neurotypical learners. The session will explore topics including encouraging peer learning, developing empathy and fostering a sense of community. You will leave with practical ideas for developing trust, belonging and psychological safety that will enable every learner to actively engage in the classroom. This webinar is designed for teachers working with secondary and adult learners.

Presenters: Ben Goldstein



Ben is a writer, teacher trainer and conference speaker. He taught for many years on the online MA TESOL program of The New School in New York. He has published two methodology handbooks for teachers: *Working with Images* and *Language Learning with Digital Video*. He has authored a number of different Cambridge coursebooks, including *Evolve* and *Evolve Digital*, and *Eyes Open/Uncover*, and Cambridge recently published Ben Goldstein's *30 Ideas on Inclusion in ELT*.

Tuesday 5th May 2026

10:00 (GMT+1)

Thursday 7th May 2026

16:00 (GMT+1)

[Register](#)

[Register](#)

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Exam Days and Fees 2026

Cambridge Exam Dates and Fees 2026

Click [here](#) for dates and fees for 2026.

Enrolments for Paper-based Exams

- **May session:** Enrolments open on **28th February**. The **Early Fee Discount** applies until **20th March**.
- **June session:** Enrolments open on **28th March**. The **Early Fee Discount** applies until **17th April**.
- **July session:** Enrolments open on **25th April**. The **Early Fee Discount** applies until **5th June**.

Enrolments for Digital Exams (May, June and July sessions)

Enrolments open on **28th February**. The **Early Fee Discount** applies until **7 days before the exam date**

IELTS Exam Dates and Fees 2026

Click [here](#) for dates and fees for 2026.

Michigan Exam Dates and Fees 2026

MET-Go! Flexible Dates - Price: to be confirmed

ECCE 5th December – Price: to be confirmed

ECPE 12th December Price: to be confirmed

Linguaskill & Linguaskill Business Dates and Fees 2026

Linguaskill _ Flexible dates Price: USD 220

Linguaskill Business_ Flexible Dates Price: USD 220



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Cambridge English Skills Test (CEST)

CEST: Flexible Dates

If interested, contact us at nramos@anglo.edu.uy

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