



Laureate International Universities is an international network of universities offering undergraduate and graduate degree programs to more than 675,000 students worldwide.

The Laureate English Program was founded with the aim of providing students with a minimum level of English by the time they graduate from a Laureate institution. The LEP is based around Touchstone Blended Learning.

TOUCHSTONE

Visit the Cambridge University Press website to get in touch with your local sales representative.

www.cambridge.org/elt/touchstone

CASE STUDY

Laureate International Universities has a stated objective through the Laureate English Program (LEP) to provide all students with an opportunity to reach an intermediate level of English language proficiency while attending a Laureate institution. The Common European Framework of Reference for Languages (CEFR) identifies this sufficient level as B1. The challenge for Laureate was to develop even beginner students' English language competency to an intermediate level with limited face-to-face study hours.

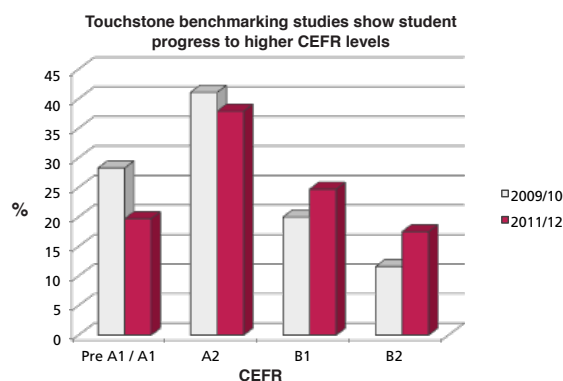
TOUCHSTONE

Touchstone is a completely customisable suite of print and digital course components that can be delivered 100% online, 100% in print, or anywhere in between. The LEP curriculum is anchored by Cambridge University Press's groundbreaking Touchstone Blended Learning Program: the first course of its kind that truly integrates classroom and online content.

Touchstone has hundreds of hours of highly interactive materials, including audio and video as well as a social networking extension. A cutting-edge Learning Management System tracks learners' progress and allows teachers to carry out sophisticated results analysis. Different universities in the Laureate network have the freedom to run the English Program as they see fit; Touchstone gives these universities the freedom to leverage the tools available to them to teach the course most effectively.

PROVEN RESULTS

The impact of using a Blended Learning Program like Touchstone is well proven. Research was carried out at a number of Laureate universities in Europe, Asia and South America to investigate the impact of implementing Touchstone. Classes were benchmarked in 2010 and 2012 after implementing Blended Learning in 2011. There was a marked progression with a shift up the CEFR scale to the intermediate (CEFR B1) and upper-intermediate (CEFR B2) levels, and fewer at beginner levels (CEFR A1/A2). These results illustrate that by providing increased opportunities for use of English outside of the classroom and making more effective use of classroom time (i.e. focus on production skills), blended work can be more effective.





UNIVERSIDAD DE LAS AMÉRICAS – ECUADOR

Universidad de Las Américas (UDLA) Ecuador was created in 1995 as an extension to the Chilean campus. It was in the same year that English language courses began.

Ten years later, UDLA Ecuador became a Laureate International University. In order to strengthen its provision of English Language Teaching, the university joined the Laureate English Program (LEP) and started using the Touchstone Blended Learning Program.

SUPPORTING INTERNATIONAL STANDARDS



UDLA Ecuador's mission is to become a model for Ecuadorian education and to reach the best possible standards in every possible way.

In the past, the university had experimented with many different EFL curricula. Previous English programs did not measure up for several different reasons, the foremost being publishers' lack of expertise and knowledge of modern EFL practices.

The ability to support international standards has revolutionised the teaching of English at UDLA Ecuador, aligning it with the LEP. The CEFR now underpins the regulations and grading policies of English Language Teaching at UDLA Ecuador.

INTEGRATING PRINT AND DIGITAL

In 2012, UDLA Ecuador implemented a blended English curriculum, using a balance of print and digital Touchstone content. Benchmarked against a textbook-only curriculum used in 2010, the blended curriculum helped twice as many students achieve the target B1 level. In July 2010 just 38% of students reached an intermediate level; in 2012, the figure was 70%.

We have seen a significant improvement in students' fluency levels, with the share of students having achieved Level 5 and reaching B1 or above English level having increased from 38% in 2010 to 70% in 2012.

Simon Cueva (Vice Rector)

Veronica Nolivos (Teacher)

Touchstone Online materials promoted a Blended Learning Program in which students are in charge of certain areas of their studies. It also brought organised sequence content and extra activities that have helped us to increase students' talking time.



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