

BLENDED LEARNING

Textbooks



Internet



Teachers



Classical



Video



E-mail



Intranet



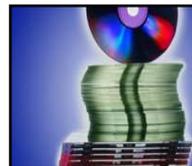
Research



Media



Audio



THE GOAL

A



B



From water...

...to wine.

A



**The ESL
Student**

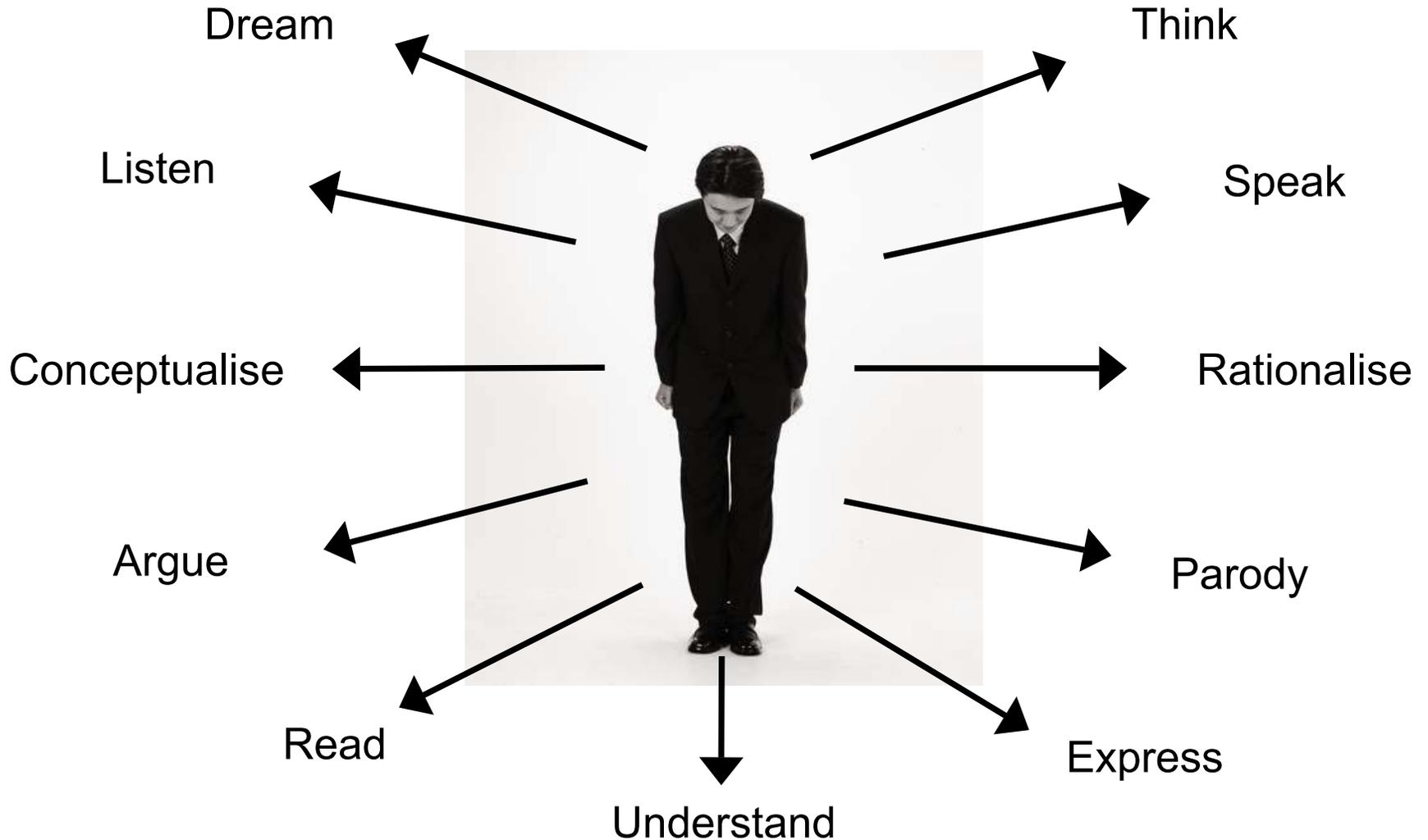


B



**The native
speaker**

What does it mean to be able to speak another language?



Examples of student profiles

Advanced Banking Student



Key Skills

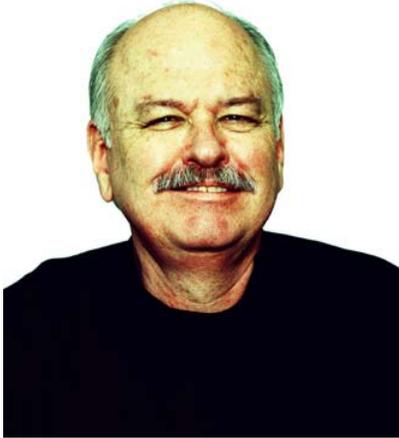
- To be able to fluently talk with corporate and private clients about sophisticated banking products.
- To be able to fulfil their roles in the bank, by communicating with English-speaking colleagues about a wide range of specialist banking areas.
- To be able to pursue the bank's lines of business using English as the main language of communication, including leading meetings, presentations, and task forces.
- To be able to keep up to date with banking topics via English language articles published in the press and broadcast on the media.

Core Knowledge

<i>The role of a bank</i>	<i>Financial markets</i>	<i>ČSOB products</i>	<i>Risk management</i>
<i>Credit analysis & portfolio</i>	<i>Valuing a company</i>	<i>Equity and debt</i>	<i>Key banking ratios</i>

Examples of student profiles

Beginner



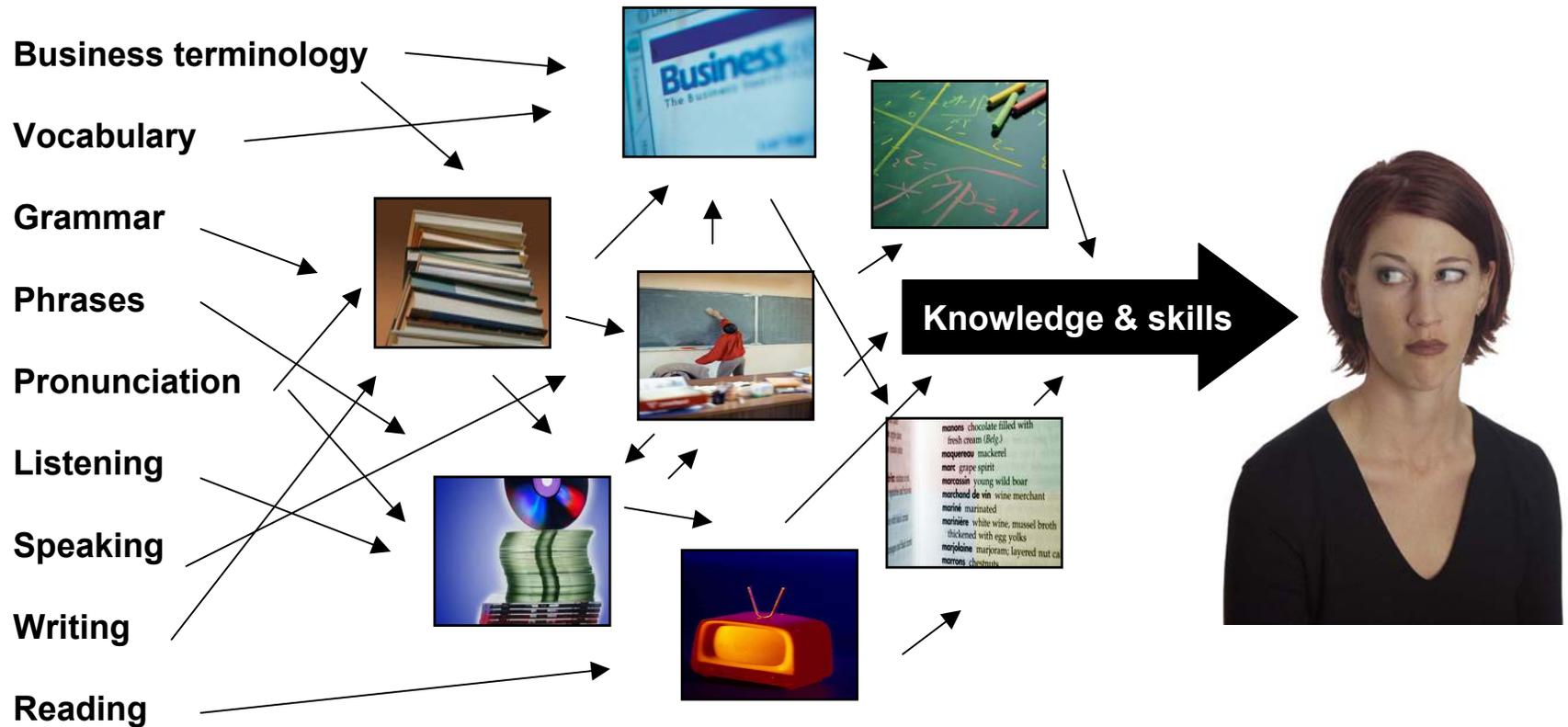
Key skills

- Express simple opinions and ideas.
- Respond to basic questions.
- Give basic information.
- Display a knowledge of basic tenses and English grammar.
- Posses a knowledge of 500 English keywords.

Core Knowledge

Elementary Grammar
Basic vocabulary

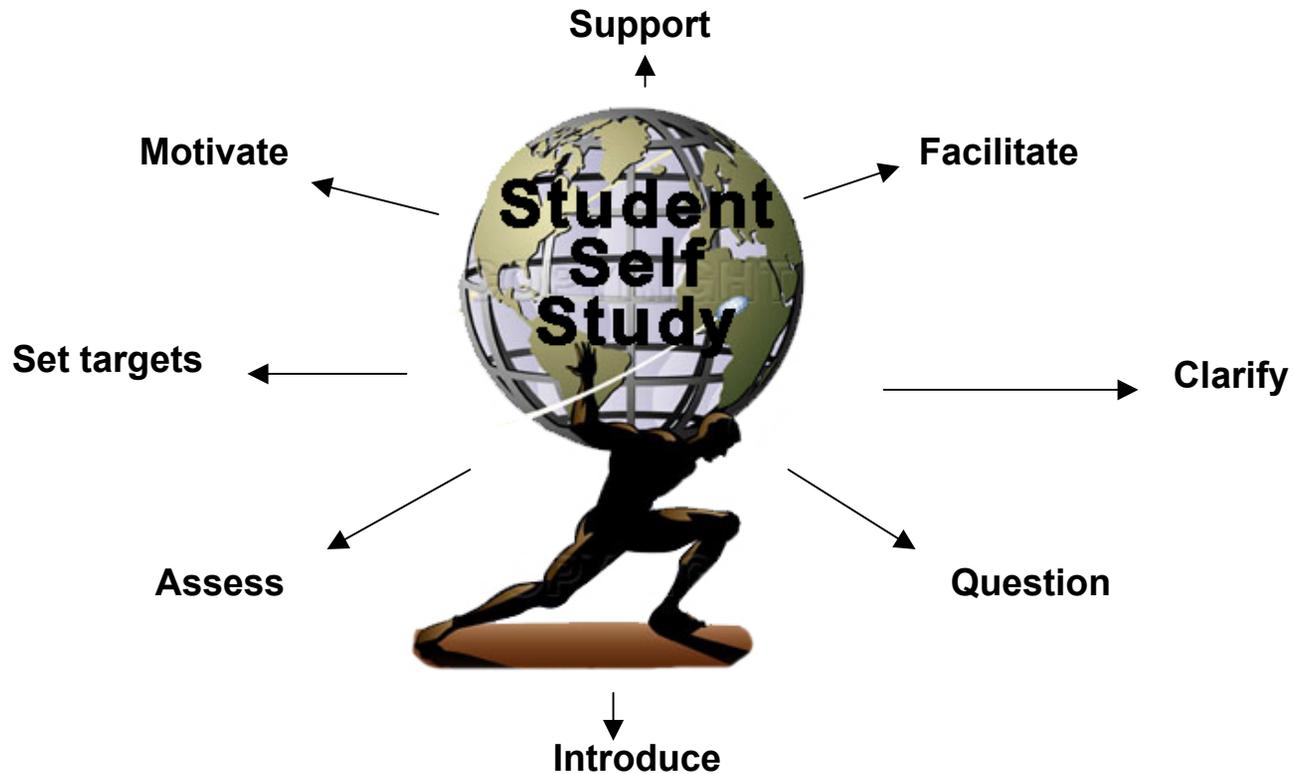
Once the goals have been set, the blended learning can take place.



The fundamentals of what an ESL student needs to learn remain the same, it's just the means of delivery that changes.

THE TEACHER

The role of the blended learning teacher



Learning facilitator

- Identify the **learning needs** of the students
- Identify the **learning style** and preference of individual students.
- Develop a curriculum that satisfies the needs of the **corporate business aims** and the **student's requirements**.
- Provide **a range of blended learning** materials which **match** the student's needs and learning styles.
- **Motivate, facilitate** and **enable** the student to learn.
- Asses the **efficiency of the blended learning strategy** and the **speed of the student's learning**.
- Provide blended learning **solutions** for areas of weakness and a **learning path for the future**.

THE STUDENT



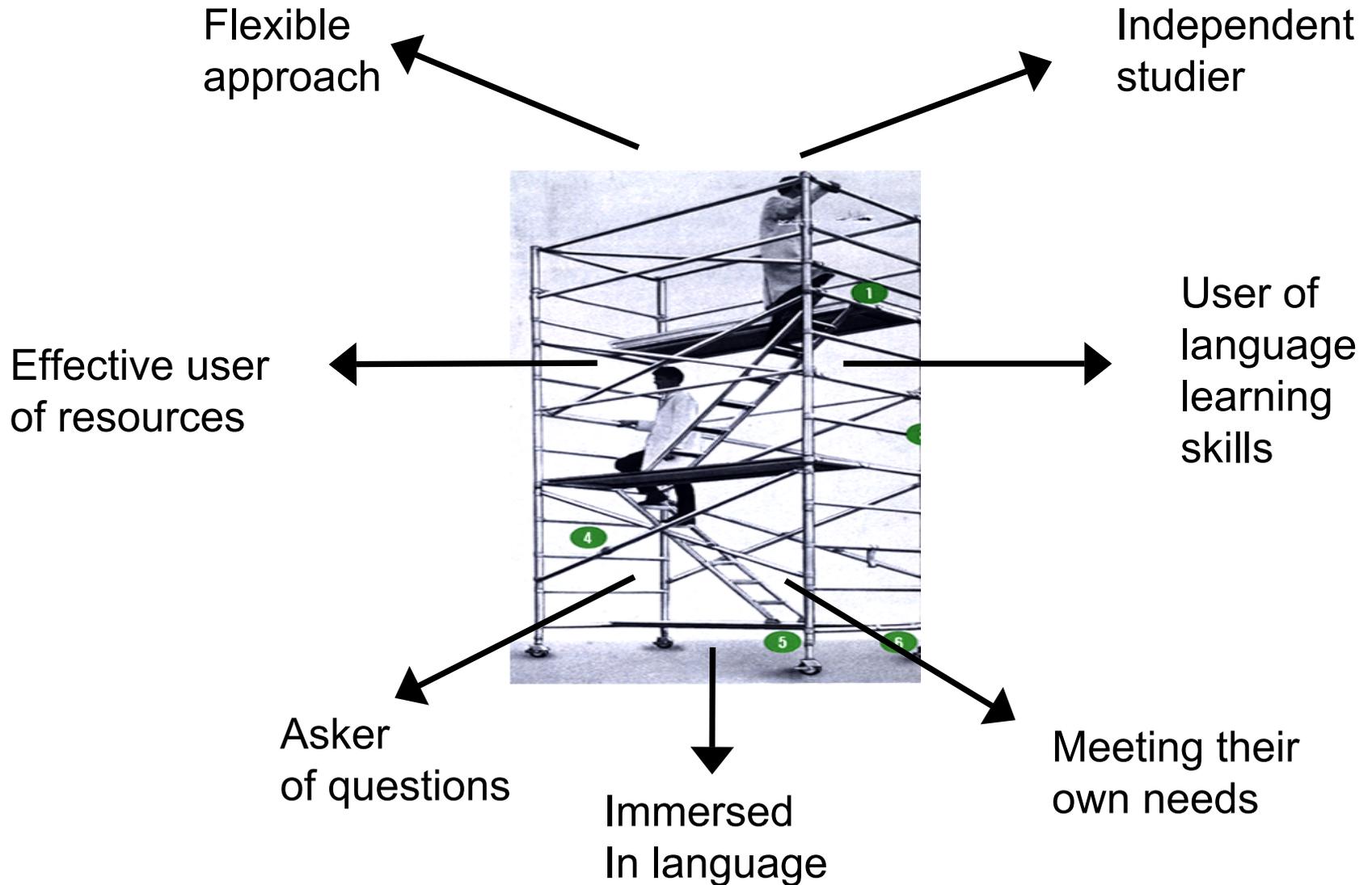
Online student

The revenge
of the introvert?



...or a student
fully in control
of their learning.

Supported in their learning, self-driven in their desire



The blended learning student

- Able to identify their own learning needs.
- Intrinsically and extrinsically motivated.
- Able to match their learning needs and styles with the appropriate online and off line materials
- Students view themselves as independent learners within a collective training system.
- Students become used to seeing learning as taking place within a wide environment and not just in a classroom or with a teacher.
- Students view the teacher as a clarifier of knowledge and skills not just a provider.
- View learning as an intrinsic skill and not an externally provided course.