



## Professional learning for professional people

### Why language teacher skills for the 21st century?

Language Teachers face rapidly changing demands from students, parents, management, society, and business. Standardised lessons and rote learning do not suffice to master a language. Advancing technology for more cost efficient learning is another important driver for change. In order to avoid being labelled, as 'old school' language teachers need to be able to adjust and autonomously renew their learning approaches and methodologies.

#### Who can benefit?

Professional language teachers from applied and research universities responsible for language training and learning.

#### Goals and outputs

Enhanced teaching skills and professional practice in the areas of didactics, pedagogy, digital learning environment, student assessment methods and English as a second or third language. Participants produce concrete comprehensive plans for curriculum improvements. Hence participants actively contribute to increased efficiency of the teaching and language learning process.

#### Approach and methodology

Emphasis is put on the language teacher as a focal point, a catalyst towards mastering foreign languages. By using interactive methods participants gain insight in theoretical background and application of critical thinking. The PDCA cycle (Plan Do Check Act) is used as the foundation. Peer to peer learning guides participants towards identifying best practices for result oriented and active language learning (emphasis is put on English as a second language).

#### Organization

The programme has three cycles that can be tailored to its agreed duration.

- ▶ The first or orientation cycle consists of an detailed needs assessment. From the start participants get familiar with current practice and theory of language training. At the end of the first cycle the final programme curriculum is designed.
- ▶ The second or enrichment cycle including excursions, guest

lectures and a set of individual professionalization topics: inter alia academic writing and publishing; or the organization and management of a modern university language centre.

- ▶ The final or reporting cycle consists of an international seminar where participants present the key findings and results of their individual and group work.. Special emphasis is put on practical aspects of projects formulated and designed by the participants.

#### Dutch Academic Services

Our programmes are provided by our core staff in combination with practitioners from the public sector and internationally renown (applied) Universities of Amsterdam, Leiden, The Hague, Rotterdam and Delft. We support competence development and capacity building of public leaders, senior managers and professionals from emerging economies and BRIC's. Dutch Academic Services provides necessary transport and logistics (lodging).

For this programme Dutch Academic Services works in pantrnership with Leiden University, the Netherlands. Our partner is ICLON, graduate school of teaching, Leiden University. Training takes place at the premisses of Leiden University and participants have access to all online and library facilities of the university and the Language Training centre. Programme can be organised from October –December or February – April. Minimal amount of participants: 10.

**If you require a programme offer or if you have any other questions about our services please contact:**

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