Foreword

Over the past decades, the Language Centre has proven itself as a training and expertise centre within the University of Groningen (UG) and in the northern Netherlands. The Language Centre’s highly motivated, innovative and international team plays a pivotal role in today’s social context, offering civic integration programmes and working on the internationalization of higher education and the business world in the Northern Netherlands.

Language and culture are inextricably linked and we are noticing a greater demand than ever for training courses and workshops focusing on the development of intercultural skills – skills that people can use in situations where different nationalities and cultures meet. In today’s increasingly international world, the Language Centre aims to help people create meaningful academic, professional and social relationships without being hindered by language or cultural differences. This ambition is expressed in our motto:

Express Yourself < > Understand the World

We are proud to be able to play an active role in our clients’ internationalization ambitions by offering them advice, language courses, intercultural training, tests, communication training and translation services.

This report provides a review of our activities over the past three years as well as an overview of current developments and our ambitions for the coming period.

Anje Dijk, Director of the Language Centre
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1. Activities and new services
The range of services offered by the Language Centre is continuously under development. This applies to the general language courses, translation services, our new intercultural training courses and our tailored courses. We are convinced that differences in language and cultural backgrounds can enrich education, business and the whole of society. Focusing on intercultural sensitivity, clear communication and good language skills, our services aim to give concrete expression to this enrichment and thus contribute to a socially sustainable economy and society. The following sections provide an overview of the most important new services offered by the Language Centre as well as the most important activities pursued over the past three years. More extensive descriptions and figures can be found in the Appendices to this report:

1. Appendix 1: Overview of services
3. Appendix 3: Language Centre company profile: the vision and core values of the Language Centre
4. Appendix 4: The five pillars of effective language teaching: Our language teaching is consistent, effective and satisfies international standards. The Language Centre uses five key concepts, which form the pillars of our language courses and language testing
5. Appendix 5: Conferences and lectures attended/given by our staff
6. Appendix 6: Articles written by our staff.

A lot of information can also be found on the Language Centre website.

New section: Intercultural Communication
Language and culture are inextricably linked and in today’s increasingly international world people feel an ever-growing need to get to know and understand each other. It is becoming more and more important to be able to understand differences and gain insight into how cultural background affects teaching, academic skills and doing business. How can mutual understanding and respect be ensured in all these situations?

Intercultural Communication section
The Language Centre’s 25th anniversary seminar and the University of Groningen’s International Classroom and Language and Culture Policy (LCP) projects have confirmed the Language Centre’s conviction that internationalization triggers a need to develop intercultural competences. In the course of 2013, the Language Centre therefore introduced several intercultural competence courses for people who work or study in an international and intercultural environment in the education or business sectors. Initially we mainly used the Intercultural Effectiveness Training course (IET, see below), after which we gradually expanded our range by offering workshops and training courses and providing the following tools:
• *Cultural Detective*® is a process-based tool that helps participants develop intercultural competences and recognize cultural differences

• *Intercultural Development Inventory*® generates an individual profile and offers a feedback and coaching session, including the opportunity to work on a personal development plan

• *Intercultural Competence Learning Laboratory* (ICLL)® was awarded the predicate *Best Practice in internationalization* by the Accreditation Organisation of the Netherlands and Flanders (NVAO) in 2012. The ICLL is an environment in which participants, under the supervision of an intercultural trainer/supervisor, mutually learn how intercultural competence develops. Participants share their own intercultural experiences and best practices, jointly explore the complex issue of intercultural competence and discover how intercultural competence can provide added value in their own professional field.

In early 2015 [Michaela Carrière](#) was appointed to further shape the new Intercultural Communication (IC) section. The IC range has been online since 2015 and is under continuous development. A complete overview can be found on our website and in [Appendix 1: Overview of our range of services > Intercultural Communication](#).

**Intercultural Effectiveness Training (IET)**

The Language Centre has been the sole provider of the Intercultural Effectiveness Training course (IET) since 1 February 2013. IET was developed by the Faculty of Behavioural and Social Sciences (BSS) of the University of Groningen on the initiative of Prof. J.P. van Oudenhove. IET focuses on the development of three competences that help students increase their intercultural sensitivity:

1. **Cultural empathy**: the ability to understand the actions, thoughts and feelings of people from other cultures
2. **Open-mindedness**: an open and unprejudiced attitude towards other cultures and other norms and values
3. **Social initiative**: the ability to take the initiative in another culture and, for example, actively engage in conversations or ask questions.

IET consists of an interactive multi-media programme with a series of videos showing various difficult intercultural situations, based on which the participants train the above-mentioned competences. The videos function as a starting point and ‘warm-up’ for the rest of the course, in which the participants carry out assignments, practise skills, watch demonstrations and participate in role-playing exercises under the supervision of an experienced trainer, and are provided with feedback on their intercultural sensitivity.

**25th anniversary seminar**

The Language Centre celebrated its 25th anniversary in November 2013 by organizing a seminar for businesses operating in an international setting. Over the last 25 years, the Language Centre has developed into an increasingly international expertise centre offering services in the field of integration and internationalization in the form of language and communication courses and translation services in
Dutch, English and Modern Foreign Languages. We have also increasingly focused on intercultural competence training and academic communication skills in Dutch and English (writing, speaking, presenting, publishing).

Our client base has expanded from the University of Groningen to a wide range of higher education institutions (universities as well as universities of applied sciences), companies, government institutions and societal organizations. In addition to a range of general courses, we can also provide courses specifically tailored to the client, which can be offered individually or in groups and at our premises or on location. The combination of increasing internationalization and the importance of language and intercultural skills in the business world led us to decide to celebrate our 25th anniversary with a business seminar.

The programme started with a guest presentation entitled ‘Cultuur of karakter?’ [Culture or character?] by Prof. Fons van de Vijver, professor of Cross-Cultural Psychology at Tilburg University). This was followed by a panel discussion among six experts from companies in the Northern Netherlands with experience in the fields of international industry (including energy industry), consultancy, the hotel industry, export and medical materials. The day was concluded with a series of workshops. Read a report on the seminar here [PDF].

**Café de las Lenguas**

In June 2014, Language Centre Dutch teacher Jeroen van Engen introduced Café de las Lenguas at PS! Koffie, kunst en chocola (Oude Kijk in’t Jatstraat 24). This language café is organized in carousel style, which means that language learners can keep up their language skills in several rounds while enjoying a cup of tea or coffee and some tasty bites to eat. Café de las Lenguas offers a relaxed way for guests to keep up their skills in a variety of languages, including Russian, German and Dutch. The café is loosely mentored, for example by offering speaking activities on the website.

The language café is an ideal way to meet new people, speak other languages and discover new cultures. Café de las Lenguas is held every Thursday evening from 7 to 9 p.m. More information can be found on the website of Café de las Lenguas and the Facebook page Café de las Lenguas Groningen.

**Expanded range of courses in English and Modern Foreign Languages**

The range of English courses offered at the University of Groningen has vastly expanded since 2013 within the framework of the UG’s International Classroom internationalization project.

Since February 2013, we have been offering courses in Chinese in collaboration with the Groningen Confucius Institute (GCI). These courses are only open to UG students and help students acquire Chinese language proficiency very quickly.

Since April 2013, we have been offering courses in Hebrew in collaboration with the Middle Eastern Studies department.
The number of standard courses in Modern Foreign Languages (MVT: Moderne Vreemde Talen) has increased, as more and more people are becoming aware of our courses (see Appendix 2: Figures for 2013-2015). The increasing numbers of course participants have enabled us to offer higher level courses in Arabic, French, German, Italian, Russian and Spanish, enabling students to progress further.

Our MVT range now includes Arabic, Indonesian, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian and Spanish.

**Expanded range of academic and business courses in Dutch for native speakers**

In the period 2013-2015 the Language Centre became more active both within and outside the UG in offering training courses in Dutch for native speakers. Within the UG, we offered course units in presentation and writing skills for the Bachelor’s degree programme in Industrial Engineering and Management of the Faculty of Economics and Business. We also developed a Dutch test for Pharmacy, which was followed by a series of seminars on writing skills. Outside the UG, we offered writing skills courses for business such as BENK Advocaten and TKP. The positive response from participants indicates that we have found a good method of teaching these courses.

In addition to our existing range of Spelling and Style refresher courses, in 2015 we introduced a course in Academic writing skills in Dutch and a workshop on Academic presentation skills. The course and the workshop are intended for participants who write texts at an academic level. Attention is paid to paragraph structures with clear core sentences and signal words, and to the question of whether the texts written are sufficiently goal oriented and target-group oriented. The aim of the course is to produce high quality texts. This is important as writing skills are a basic skill that all academics need both during their studies and in their professional careers.

**Increasing number of courses in civic integration and Dutch for non-native speakers**

Chinese students of Dutch in Groningen

Book reviews, interviews with representatives of political parties, literary columns about Groningen, blogs, films and NT2 language courses – these are just a few examples of activities in the intensive Dutch programme that several students of the Communication University of China (CUC) followed for a whole year at the University of Groningen Language Centre.

[Watch the Unifocus video on the course]
What have they learned?

On 28 May 2014 a closing ceremony was held to conclude the intensive programme in Dutch Language and Culture for students of Dutch at the CUC. These second-year students of Dutch started at CEFR level A2/B1 in September 2013 and had reached CEFR level B2/C1 by the end of the course. Three-quarters of them passed the Level II State Examination in Dutch as a Second Language on their first attempt in the spring of 2014. In addition to general language courses, the students also followed courses in oral and writing skills, vocabulary and Dutch history and literature. The programme comprised a total of 560 contact hours and a similar number of hours of independent study.

Studying Dutch in China

There are three universities in China where students can study Dutch, one in Shanghai and two in Beijing. The Communication University of China (CUC) in Beijing offers a full-time degree programme in Dutch. About half of the twenty or so students of Dutch at this university spent academic year 2013-2014 in Groningen. The partnership between UG and CUC was established partly thanks to the Groningen Confucius Institute (GCI).

UG-funded Dutch courses for international students and staff

Inspired by the action plan Make it in the Netherlands (see below), the Board of the University of Groningen decided in 2013 to reimburse the costs of Dutch courses up to CEFR level A2 for newly arrived international Bachelor’s, Master’s and PhD students. This measure resulted in a large intake of students and a significant increase in the number of Dutch courses for non-native speakers (see also Appendix 2: Figures for 2013-2015).

In late 2014, following a positive evaluation of the organization and the course results, the Board of the University decided to fund Dutch courses for international students up to CEFR level B1. Although the increase in student numbers is placing great demands on the availability of classrooms and personnel, thus far we have always managed to satisfy demand without confronting students with long waiting lists. The students themselves also appear to be very satisfied: they gave our courses an average mark of 8.6 in our course evaluations in autumn 2015.

Civic integration Dutch courses

Participants in civic integration courses can take Dutch courses at the Language Centre to prepare for the State Examination in Dutch as a Second Language, which is part of the civic integration programme. The Language Centre has been a Blik op Werk (see below)-certified provider of civic integration courses and dual programmes since 2014 (see below). The Language Centre was awarded the certificate for the first time in 2014, with a customer satisfaction score of 8.4 (out of 10).

In the period January – June 2014, 27 participants followed a Dutch course at the Language Centre within the Blik op Werk framework. This number had grown to almost 200 individual course participants in the period July 2014 – June 2015.
Activities for refugees
The volume of Dutch teaching to refugees increased significantly in 2015, in line with the numbers of refugees coming to the Netherlands, particularly from Syria. In order to help refugees who cannot take courses with us in person, we have drawn the successful Introduction to Dutch MOOC (see below) to the attention of asylum seekers’ centres. We have sought contact with Vluchtelingenwerk and the Central Agency for the Reception of Asylum Seekers (COA) through various channels. We offer courses for highly qualified refugees through the Foundation for Refugee Students UAF.

In addition to teaching, the Language Centre also participates in various other activities for refugees. In 2015, Dutch teacher Birgit Lijmbach gave a workshop for language volunteers at the charity Humanitas who support refugees in the language-learning process. Birgit gave the volunteers tips for coaching language learners. The Language Centre will now provide this support to Humanitas language volunteers on an annual basis.

The Language Centre is also involved in the UG initiative ‘The University of Groningen welcomes you’, which aims to introduce refugees to the city, the University and the Dutch language, as well as to Dutch habits, in order to make them feel welcome. As part of this, Dutch teacher Ronald Ohlsen gave a Social Dutch workshop and our intercultural communication trainer Michaela Carrière gave a workshop on Getting to Know the Dutch.

Specialization in teaching Dutch as a second language
The Netherlands is welcoming more and more foreign students, university staff and refugees. This results in increasing numbers of applications for courses in Dutch as a second language, at the Language Centre as well as various other institutions. The number of Dutch teachers currently only just suffices to cater for this growth. For this reason, in 2016 the Language Centre introduced a specialization for teachers who would like to teach Dutch to highly qualified non-native speakers. The Language Centre is the first institution in the north of the Netherlands to introduce such a specialization. The aim of the specialization is to equip participants with the knowledge and experience necessary to work independently as a teacher of Dutch as a second language, specifically for highly qualified students. Margaret van der Kamp, Dutch teacher at the Language Centre and coordinator of the new specialization, says: ‘A lot of highly qualified people are currently coming to the Netherlands, and this is the target group that we have most experience with. The University of Groningen Language Centre is therefore the perfect place to train teachers for this group.’

Internationalization at the UG
One of the ambitions set out in the University of Groningen Strategic Plan for the coming years is to become an international university in the broadest sense of the word. This means that curricula are to be internationalized and that innovative modes of instruction will be used more and more. The Language Centre will play an important role in both the design and implementation of these internationalization activities. Developments at the UG that will directly affect the Language Centre include the Language and Culture Policy / Taal- en cultuurbeleid (LCB/TCB), the International Classroom project and University of Groningen Yantai.
Language and Culture Policy / Taal- en cultuurbeleid (LCB/ TCB)
A Language and Culture Policy (LCP) was approved at the UG in 2014, in consultation with students and staff from throughout the organization. The Language Centre was closely involved in drafting and developing the policy, and will in the period 2014-2018 contribute substantially to the implementation of the policy by actively offering targeted support to faculties and service units, support staff, lecturers and students. This support will mainly be in the fields of language skills and intercultural competences.

International Classroom
The Language Centre is participating in the UG International Classroom project. This project aims to shape teaching at the UG in such a way as to arrive at a truly international learning environment in which students and lecturers of degree programmes can optimally benefit from the wealth of diversity. The Language Centre is a member of both the general project group and the working group on Language Policy. Three brochures have been published as part of the International Classroom project:

1. ‘Teaching & Learning in the International Classroom. Best practices from the University of Groningen’
2. ‘Studying in the International Classroom. Experiences from students in Groningen’
3. ‘Supporting the International Classroom. Experiences of support staff’

The latter brochure, which was published in September 2015, was edited by the Language Centre.

University of Groningen Yantai
The University of Groningen wants to be the first Dutch university to open a branch campus in China. In collaboration with China Agricultural University, Beijing, the University plans to establish a presence on a campus in the city of Yantai. A large part of the campus has already been developed. This will help the UG develop into a truly global university. The branch campus will enable students and staff from Groningen to gain experience abroad and give researchers the chance to conduct ground-breaking research in China. In addition, the research facilities may open up opportunities for partnerships with Dutch and international businesses. The Language Centre is involved in the preparatory work.
2. Innovation: projects

**Massive Open Online Course (MOOC) ‘Introduction to Dutch’**

In 2014 the University of Groningen joined the online learning platform FutureLearn. Higher education institutions can use this platform to publish courses that are offered free of charge all around the world, known as MOOCs (Massive Open Online Courses). The Language Centre received a grant from the University’s e-learning budget to help develop the successful Introduction to Dutch MOOC. The first run of this free online course in March 2015 attracted almost 34,000 students, the second in June 2015 over 16,000, and more than 20,000 students followed the third run of the course in November 2015. (See also Appendix 2: Figures for 2013 t/m 2015 > MOOC). These high registration numbers for the first run resulted in a lot of media attention:

- Werken.fm, 27 February 2015, [De Middaguren](#) (interview starts at 36:16 minutes)
- NOS.nl, 26 February 2015, [‘20.000 mensen willen ‘hallo’ en ‘tot ziens’ leren zeggen’](#) [20,000 people want to learn to say ‘hello’ and ‘goodbye’]
- RTV Noord, 26 February 2015, [‘RUG-cursus Nederlands krijgt 20.000 aanmeldingen uit hele wereld’](#) [UG Dutch course attracts 20,000 registrations from all over the world]
- NU.nl, 26 February 2015, [‘Gratis online cursus Nederlands van RUG wereldwijd gewild’](#) [Free online Dutch course by UG popular worldwide]
- Telegraaf, 26 February 2015: [‘Nederlandse les is wereldwijd gewild’](#) [Dutch course popular worldwide]
- Unifocus, 25 February 2015, [‘Online Dutch course global hit’](#)
- UK University of Groningen: 2 February 2015: [‘Dutch MOOC prepares new students’];
- [Dagblad van het Noorden](#), 29 January 2015: [Interview with project leader Margriet Hidding](#).

**Registration**

Introduction to Dutch is intended not only for prospective students and staff of the University and professionals who are planning to live and work in the Netherlands, but also for anyone who is simply interested in the Dutch language. The course is not only an introduction to Dutch, it also introduces students to the city of Groningen, the University of Groningen and the region. The MOOC is the first FutureLearn course that teaches a language from beginners’ level. Students can register at [www.futurelearn.com](http://www.futurelearn.com).

Watch the trailer for the Introduction to Dutch MOOC
Success! Reruns
Language Centre Dutch teachers Margriet Hidding (project leader), Birgit Lijmbach and Jeroen van Engen developed the MOOC and turned it into an unexpected success. The first round was followed by reruns about once every 4 months, allowing more students to sign up. Futurelearn has notified us that these reruns will continue to be offered. In the course of 2015, a total of more than 70,000 students registered for the MOOC. The success of the online language course was a very pleasant surprise for its creators. As project leader Magriet Hidding said: ‘We had never expected these numbers, but we’re pleased that there’s such a large audience for Dutch and for this innovative form of language teaching.’

Reactions from students
We received a lot of positive reactions from students:

- ‘Sincerely this is one of the best language online courses I have attended. It is all very simple and easy to get and practice. As a linguist I find no remarks for now. So good luck and Godspeed to all of you vriendel’
- ‘The course goes at a good pace and, of course, anything you haven’t quite understood you have the opportunity to review. Dank u veel voor uw help!’
- ‘It’s going well so far. The course is well structured and I think it is also a matter of practice as some words and phrases need to be internalised before moving on with the further teaching material.’

Introduction to Dutch wins European Language Label 2015
The European Language Label prizes were awarded at the National Levende Talen Study Day in Utrecht on Friday 6 November 2015. The European Language Label is a European prize which aims to stimulate innovative language projects and is awarded annually in each participating country. The prize includes a sum of €2,000. The Label rewards the use of new technologies in second language teaching, the diffusion of knowledge and the promotion of good practice. The Introduction to Dutch language MOOC was nominated alongside seven other innovative language projects, and won second prize. Project assistant Jeroen van Engen and project leader Margriet Hidding were very pleased and proud to go and collect the prize.

From the jury report: ‘This massive open online course, or MOOC, has a strong and highly valued collaborative learning component. Learning Dutch helps increase the participants’ levels of integration and social participation.’
Online Dutch courses
To follow up on the Introduction to Dutch MOOC, the Language Centre started offering online Dutch courses in early 2015. The courses, which attract students from all over the world, are led by teachers who have regular contact with the students via Skype. Students also remotely collaborate on assignments and receive feedback from the teachers on texts that they write or speaking assignments they record. Online Dutch uses the tools from the SpeakApps project (see below) and the books that are also used in the Language Centre’s regular Dutch courses. The online courses are constantly being further developed and higher levels are offered depending on the demand. In consultation with the Central Agency for the Reception of Asylum Seekers, the MOOC and the Online Dutch courses are also being used to help refugees learn Dutch.

Make it in the Netherlands / Make it in Groningen
The Introduction to Dutch MOOC and the Online Dutch courses have fully lived up to their purpose: to promote the Dutch language as well as Groningen. The MOOC ties in perfectly with the ambitions of the action plan Make it in the Netherlands, which was launched by Minister Bussemaker of Education, Culture and Science in early 2014 and was coordinated by the Netherlands Universities Foundation for International Cooperation (NUFFIC). Activities in the framework of the action plan are performed by or in collaboration with universities, universities of applied sciences, staff members and business. The plan aims to make international students feel welcome in the Netherlands, encourage them to learn Dutch, and enable them to start an international career here and stay in the Netherlands or continue to feel connected to the country after their studies. One of the success factors in this is learning the language early on in the process.

Make it in Groningen is a sub-project organized by the UG and implemented in part by the Language Centre. It specifically aims to promote Groningen and the University of Groningen among international staff and students, for example by encouraging them to learn Dutch as early as possible using the MOOC and the Online Dutch courses. Make it in Groningen ultimately aims to encourage staff and students who are considering coming to Groningen to actually take that step.

Introduction to Frisian language and culture MOOC
In 2015 the Department of Frisian Language and Culture of the University of Groningen started developing a three-week Introduction to Frisian language and culture MOOC based on the Introduction to Dutch MOOC. The Frisian MOOC will follow the same pattern, and the team that developed Introduction to Dutch is playing an important role in its development. Introduction to Frisian language and culture focuses on international staff and students who are considering coming to the northern Netherlands, Dutch students who are curious about Frisian language and culture, people with Frisian roots and anyone who is interested in minority languages and cultures in general. The MOOC also ties in nicely with the status of Leeuwarden as the European Capital of Culture in 2018. The Frisian MOOC will be launched in autumn 2016.
Academic Communication Skills portals

In 2014/2015, the Language Centre developed a platform for the academic communication skills of ‘writing’ and ‘holding presentations’ within the context of an e-learning pilot project. A great number of online tools were selected and made available free of charge via portals to anyone who needs to be able to write and hold presentations at an academic level: from Bachelor’s, Master’s, and PhD students to staff members of universities and universities of applied sciences. The Dutch and English portals went live in February 2015 and are available free of charge here:

- [Academische Communicatievaardigheden portal](#) (Dutch)
- [Academic Communication Skills portal](#) (English)

**Aim**

Drawing up a good text or presentation takes a lot of effort. How do you structure your information? How to you draw up a thesis design? How do you set up a logical argument? How do you write a convincing paper? How do you present a research proposal? The portals aim to actively support students in higher education in developing their academic writing and presentation skills. They offer a continuous curriculum for students who have difficulty in these fields in Dutch and/or English. The portals make material available that students can use to practise their skills in a targeted manner. In addition, the portals also offer brief instructions in Dutch and English as well as references to specific support, both online in carefully selected sources and in the form of Language Centre courses.

**Working method**

Study material is made available via the portals and Nestor, the University’s electronic learning environment, to help the target group better understand what academic writing and holding presentations entail. The material includes videos and assignments with automated feedback, peer feedback and teacher feedback.

The material on the website and in the electronic learning environment is based on the *Handboek Academische Communicatievaardigheden* (Manual for Academic Communication Skills; HACV, see below). The HACV was originally developed by the Dutch department of the University of Groningen in response to growing concern about the general level of graduates’ communication skills. It has now been incorporated in the *Academische Communicatievaardigheden* portal under the auspices of the Language Centre. In addition, the MAGICC Conceptual Framework (see below) also serves as a source of information.
Manual for Academic Communication Skills
The Language Centre and the University of Groningen Language Proficiency chair group jointly manage the online Manual for Academic Communication Skills (HACV: Handboek Academische Communicatieve Vaardigheden), formerly known as Noordster. This manual provides online support to students and lecturers in higher education.

For students the HACV contains a great number of handouts with guidelines on how to approach writing assignments and other communicative tasks, such as holding a presentation or interview, writing strategies and referencing sources. Lecturers are offered tools for training students in the field of communication skills (written and oral) as well as ideas and suggestions for integrating assignments in their subject teaching.

The HACV focuses on functional and realistic exercises in academic skills, which means that communication teaching is linked to subject teaching as much as possible. Didactic support is thus aimed primarily at subject teachers with little or no background in teaching writing and communication skills. The HACV is now attracting thousands of visitors per month from both within and outside the University of Groningen, with lecturers from all over the Netherlands drawing their students’ attention to the website and including the material in their own syllabi.

Erasmus+ CoHELP: terminology and style guide for European higher education

In 2015, the Translation Focus Group of CercleS (see below) submitted an Erasmus+ proposal to set up a joint terminology database and style guide for European higher education institutions. This project is named CoHELP.

Good collaboration among European higher education institutions requires effective interaction between different languages and language groups. There are still great differences in terminology and style between the various institutions, at both national and international levels. The CoHELP team has identified where there are gaps in the specialized communication and information services of the multilingual environments in European higher education. CoHELP aims to build an online database of terminology and style guides, in which national languages are linked to English and via English to each other. The term base will be the result of coordinated, transnational production of stable, robust and validated terminology, providing translation into all pairings in the project group. The contextual style guides will ensure effective guidance at point of use. Term base items will be connected to the appropriate guide section. These interconnected resources will be open-source, scaleable, freely available and validated by experts. Through ongoing user collaboration, the project will foster a community of invested stakeholders.

The University of Trieste (project leader), the University of Groningen and Universitat Autònoma de Barcelona are participating in the project, which is implemented by the IT company MMP. The CoHelp database will contribute to the work of students, academics and support staff of higher education institutions in Europe, and in a wider sense also to business, media and the EU. The application will be assessed in 2016.
MAGICC

From 2011 until 2014 the Language Centre was intensively involved in MAGICC, a Lifelong Learning project financed by the Council of Europe (EU LLP 2011-2014). The Language Centre was one of the nine European partners involved in the MAGICC project. The main objective of the three-year project was to develop course units at Bachelor’s and Master’s levels which would allow students to learn to work with several languages and cultures at once, thus developing competences which would be useful in their further careers. The results of the project can be found on the MAGICC project website.

MAGICC project selected by European Commission as ‘success story’
The MAGICC project has been selected as a ‘success story’ by a panel of experts from the European Commission’s Directorate General for Education and Culture. ‘Success stories’ are completed projects which stand out in terms of their impact, contribution to policy, innovative results and/or creative approach, and which are a source of inspiration for others. They have been described as such in the Erasmus+ Project Results Platform, a database drawing together information about projects supported by the European Commission which fall under the Erasmus+ programme for education, training, youth and sport and its predecessors.

Other projects

International University (IntlUni)
See the project website.

The student body and staff are becoming increasingly heterogeneous as a result of internationalization in European higher education. People are speaking different languages and come from different cultural backgrounds. IntlUni is a continuous EU project that focuses on The Multilingual and Multicultural Classroom. IntlUni defines quality standards for language proficiency in higher education within the framework of the internationalization process. Two trends can be distinguished in this context:

1. An English only environment, in which English has become the primary language and degree programmes are taught in English
2. renewed interest in learning foreign languages

IntlUni focuses on the first trend, and has three main aims:

1. To map the linguistic, cultural and didactic trends that are developing in Europe
2. To define reference points that determine the quality of the programmes offered in the context of these developments
3. To determine what needs to be done in order to enable high-quality teaching and a high-quality learning experience in this relatively new, complex learning environment.
**Dutch TANG tests**

Uitgeverij Boom, in collaboration with the language centres of Tilburg University, the University of Amsterdam, Radboud University Nijmegen and the University of Groningen, has developed a set of textbook-independent level tests of Dutch as a second language (NT2) at CEFR levels A2 and B1. These ‘TANG tests’ tests were published by Uitgeverij Boom in 2014.

**E-learning in Africa**

Since 2009, the Language Centre has been implementing the e-Learning Leadership project in collaboration with the Research & Valorisation department of the UG, the Walter Sisulu University (South Africa), the Tshwane University of Technology (South Africa) and the Universidade Católica de Moçambique (Beira, Mozambique). This project falls within the framework of The Netherlands Initiative for Capacity Development in Higher Education (NICHE). The aim of the project was to support universities in Africa in the use of new and innovative modes of instruction, including e-learning, and involved teacher training, improving technological capabilities of teachers and support for project leaders.

Language Centre teachers Ruben Comadina Granson and Margaret McKinney organized series of workshops in Groningen, Mozambique and South Africa, enabling teachers in Africa to include online tools in their curricula. [More information](#)

**Skype collaboration between Groningen and Padua**

Many students would like to practise their oral language skills more, but find it scary to start a conversation in English with their own classmates. In this project, students who were learning English in Groningen and in Padua were offered assignments that they could use in conversations with fellow students at similar levels. Skype was used as a communication tool.

Skype and a program that made video recordings of all conversations were installed in classrooms at both universities. In addition, an electronic learning environment was set up for the students, containing descriptions of the assignments and user manuals for the various media. The assignments were recorded and students were asked to assess their own performance using the WebCEF assessment tool. The teacher then provided feedback on these self-assessments. Most students were very enthusiastic about the exercises and about the opportunity to practise their English outside the classroom.

**SpeakApps**

Speaking is one of the most difficult skills to master when learning a foreign language. Formal second language and foreign language teaching often does not provide enough opportunity for all learners to practise their oral language skills, and in online foreign language courses, speaking usually comes second to other language skills such as writing, reading and listening. SpeakApps is a European project that aims to use new media to enable teachers and students to improve their oral skills remotely and outside the classroom.

The Language Centre participated in the SpeakApps project in collaboration with the University of Groningen Centre for ICT & Education in the Faculty of Arts (ICTOL). The activities and tools provided in the SpeakApps project are designed to be used both within face-to-face courses and for online courses.
The project started in January 2011 and ended in 2013. The SpeakApps material is available in six languages: Catalan, Dutch, English, Irish, Polish and Swedish.

The project was funded by the Lifelong Learning Programme, KA2 Languages 2010, and coordinated by the Universitat Oberta de Catalunya (Spain). The other participating universities were Dublin City University (Ireland), the University of Jyväskylä (Finland), Jagiellonian University Krakow (Poland) and the University of Groningen. Read more about SpeakApps.
3. Publications: course material

Language Centre staff help to innovate and improve teaching in the projects listed above. Increasing emphasis is placed on including e-learning aspects in our courses and training projects as part of an increasingly diverse framework of blended learning. We use both existing and new methodologies in the best possible manner, and use the experiences we gain in developing our own course material, which is described below.

We share our experiences and the latest developments within our fields by writing academic articles, attending conferences and giving lectures. See Appendix 5: Conferences, lectures, presentations, workshops and Appendix 6: Articles.

De spijker op de kop. Nederlandse uitdrukkingen voor anderstaligen

The Dutch language includes an enormous number of expressions which, when taken literally, may sound like utter gibberish to a non-native speaker. Getting to grips with these expressions is not only very useful, it’s also fun, as it is these funny phrases that make the language so interesting. De spijker op de kop contains over a hundred expressions that occur frequently in day-to-day language and in the media. They are presented in a clarifying context and accompanied by various sorts of exercises to help language learners understand and actively use them. Obsolete media fragments have been updated in this revised edition and the content has been made as timeless as possible to make sure the book will always remain up to date. The exercises for the adapted fragments have also been updated.


Nederlands in gang is a beginner’s textbook for Dutch as a second language for highly educated non-native speakers. It covers a variety of day-to-day situations in 18 chapters covering all four language skills: reading, listening, speaking and writing. It also includes grammar, pronunciation and intonation, culture, practical exercises and reflection. The emphasis throughout is on using Dutch in day-to-day situations. It helps learners lay the foundations of Dutch in a varied manner, and its real-life dialogues, speaking and listening assignments, exercises, texts, video clips and songs will help them reach CEFR level A2. This book and the sequels Nederlands in actie and Nederlands op niveau together make up a complete learning pathway for the Dutch language.
Nederlands in actie is a comprehensive NT2 textbook for highly educated learners, progressing from CEFR level A2 to B1. The emphasis throughout is on using Dutch in situations relevant to the learners’ lives. The book has eight chapters, each with its own theme. Topics discussed include work, study and spare time, travel, feelings, education, foreigners in the Netherlands, relationships, economics and art. The material is offered in a varied way. Recognizable texts and images from daily life are used, accompanied by interesting assignments and active working methods. Students can reflect on their skills by answering the questions at the end of each chapter.

Nederlands op niveau is a comprehensive Dutch textbook for highly educated non-native speakers, progressing from CEFR level B1 to B2. The chapters in the book are based on cultural themes and current affairs: positive, social, progressive, national and international, creative and sustainable. The book is linked to an extensive website containing audio and video fragments, songs, recorded reading texts and vocabulary, and exercises focusing on grammar, prepositions, vocabulary and irregular verbs. Transcribed texts from the listening material and frequency lists for autonomous learners can also be found here, as well as a number of specific State Examination assignments. There are some surprising texts and fragments, linked to interesting assignments and active working methods. In addition, the book also contains assignments and important tips that will help students prepare for the Level II State Examination.

Writing academic texts in English can be rather challenging for students who are non-native speakers of English. Not only are they expected to create a good text, they have to do so in a language that is not their mother tongue. Books in English on the academic writing process do not discuss the specific problems that non-native speakers may run into. The solution: Academic Writing in English, an English-language book on academic writing, specifically aimed at students whose mother tongue is not English. Brief discussions of content and structure are alternated with a great variety of exercises and many high-quality example texts. The exercises focus on reflection, structure, language use and vocabulary. In the Developing your text exercises, students work on one continuous writing assignment. Peer review is used to teach students to take a critical look at each other’s texts.
4. Networks, partners and customer relations

Language Centre participation in network organizations

**NUT**
The Language Centre is a member of the NUT, the association of Dutch-speaking university language centres in the Netherlands and Flanders. The NUT facilitates and promotes the exchange of knowledge and experiences among language centres. It also organizes annual theme meetings for directors and study days for teachers. We are active in the various theme groups within the NUT:

- **Anje Dijk (Director)** has been Chair of the NUT Board since 2013
- NT2 theme group | Chair: Berna de Boer (Head of the Dutch section)
- Modern Foreign Languages theme group
- Academic Skills theme group | Estelle Meima (English teacher, coordinator of the Language Centre Testing Unit)
- Intercultural Communication theme group
- Translation service departments theme group | The translation departments take it in turns to organize the annual Terminology Day for Dutch-speaking university translation service departments.
- Directors’ theme group.

**CercleS**
The Language Centre is a member of CercleS, the federation of European language centres. CercleS organizes various events, such as a biennial conference. In 2014, the Language Centre held seven presentations at the conference in Fribourg, Switzerland. Articles based on the presentations held during the conferences are published in the series *Language Learning in Higher Education*:

*Language Learning in Higher Education deals with the most relevant aspects of language acquisition at university. The CercleS journal presents the outcomes of research on language teaching, blended learning and autonomous learning, language assessment as well as aspects of professional development, quality assurance and university language policy. Its aim is to increase the quality of language teaching and learning programmes offered by university language centres and other providers in higher education by presenting new models and by disseminating the best results of research activities carried out at language centres and in other higher education departments.*

**Wulkow**
Once a year, the directors of European language centres get together in Wulkow, Germany. These meetings often result in memoranda, which are distributed among the language centres via CercleS. The Language Centre was involved in memoranda on the following topics:

- Language centres within institutions of higher education in Europe
- Quality assurance and quality management
- Budget, resources and entrepreneurship
- Staff recruitment, management and development.
Partners

**Brno Masaryk University / Guest lectures and exchange**
From 2012 to 2015, Language Centre teachers Ruben Comadina Granson and Marcus Grollman held a number of guest lectures as part of the IMPACT project. The project, organized by Brno Masaryk University (Czech Republic) helps enable teachers in Brno to assess their own academic English proficiency based on the Common European Framework of Reference. Every year, one to three teachers from Brno visit the Language Centre in Groningen through an Erasmus exchange to learn about our teaching methods and organization.

**Groningen Confucius Institute (GCI) / Chinese courses**
In 2011 the University of Groningen, in collaboration with the Municipality of Groningen and Hanze University of Applied Sciences Groningen and with the support of the Chinese government, established the Groningen Confucius Institute (GCI). The Language Centre and the GCI have been working closely together in the design and implementation of Chinese courses for UG students since February 2013. Follow-up courses are offered based on the demand resulting from the previous semester.

**DUO & UAF | Civic integration courses**
The increasing intake of refugees and refugee students has resulted in more and more people finding their way to the Language Centre for Dutch lessons as part of their civic integration process. The Language Centre has joined forces with the education Executive Agency (DUO: Dienst Uitvoering Onderwijs) and the Foundation for Refugee Students UAF to expand the range of language courses and match them to the specific requirements of this group.

**International Welcome Center North (IWCN) | Expats**
The Language Centre is a partner of the International Welcome Center North (IWCN), an organization for expats living in the provinces of Groningen, Friesland and Drenthe. The IWCN helps them with government formalities, provides general information and tips and organizes social activities. The Language Centre supports and promotes these initiatives and offers its services to international people.

**Study Store | Course material**
Participants in our courses can find most of the relevant books in the online bookshop Study Store. The Study Store coordinates its range of products with the Language Centre courses and buys in sufficient numbers of books. Since 2015 the Language Centre has had its own menu on the Study Store website for students to order their books.
Companies and institutions / Customer relations
The Language Centre is welcoming increasing numbers of companies and organizations into its client base. Here are some examples:

- Within the UG and the University Medical Center Groningen (UMCG), we are the regular supplier of language courses, intercultural training courses, language tests and translations for virtually all faculties and service units
- We have provided the Municipality of Groningen, the Province of Groningen and the Province of Drenthe with tailored courses, for example in Chinese, German, English, Spanish and Russian
- The Hanze University of Applied Sciences Groningen regularly orders group courses and individual training programmes, such as the group course in Teaching in English in an Intercultural Classroom for lecturers
- In 2015, our framework agreement with Gasunie was extended for the period 2015-2019
- In 2012 a cooperation agreement was signed with the Foundation for Refugee Students UAF
- Every year, Language Centre English teachers teach courses in English presentation and writing skills to students of the University of Osaka in Japan. Every summer we offer an English Appetizer Course to two groups of ten Japanese students who visit Groningen as part of a study exchange programme
- We have organized courses in business writing skills for BENK Advocaten and the investment firm and pension fund management firm TKP
- We organize tailored Dutch courses at the request of the national orthodontists’ organization Orthocenter and the dentists’ organization Ivory&Ivory for foreign orthodontists and dentists who come to work in the Netherlands.
5. Quality assurance

Development / Results & development interviews, training, peer support
The quality of our work strongly depends on our staff. For this reason, all staff members of the Language Centre have annual Results & Development (R&O) interviews with their managers. These interviews are based on the UG format for R&O interviews as well as the European Profiling Grid. The Language Centre offers its teaching staff study days, workshops and training sessions that focus on didactics and on exchanging experiences and ideas. In addition, teachers are involved in peer support: they observe each other’s lessons and give each other tips for improvement and support.

University Teaching Qualification (UTQ)
Language Centre teachers work to gain the University Teaching Qualification (UTQ), proof of didactic competence for lecturers in academic education. Most teachers do this by compiling a portfolio to prove that they have sufficient experience and qualifications to qualify for the UTQ. In 2013-2014, eight teachers gained the UTQ and eight others started the programme.

Quality standard for civic integration Dutch courses: Blik op Werk
The Language Centre has been a Blik op Werk (BOW)-certified provider of civic integration courses and dual programmes since 2014. The Blik op Werk quality standard guarantees the basic quality and reliability of service providers. People who are going through the civic integration process only qualify for a loan from DUO if they follow a language course at a Blik op Werk-certified institution. The Language Centre was awarded the certification for the first time in 2014, with a score of 8.4 (out of 10). Blik op Werk performs audits once a year, based on which the certification is either extended or removed. The Language Centre’s certification was extended in 2015.

Customer satisfaction certificate: Cedeo
There are more than 8,500 commercial teaching institutions in the Netherlands. Cedeo conducts customer satisfaction surveys among clients to provide insight into which institutions provide training programmes that clients are happy with. Currently about 800 institutes have been selected and included in the Cedeo database on the basis of their market valuation. The certificate is valid for 2 years. The Language Centre was awarded the Cedeo certificate in 2013 and 2015. Here are a few customer quotes from the Cedeo reports:

- ‘We feel that the Language Centre offers specific expertise that is essential to us in terms of the skills that we are looking for, and that it meets our needs perfectly.’
- ‘The website is very user friendly and the programme gives a good indication of the intensity of the immersion course.’
- ‘Our students are exceptionally smart and demanding. This means that the teachers will have to come up with creative, challenging assignments and modes of assessment, and to keep up the pace. The Language Centre teachers satisfy these requirements.’
- ‘The Language Centre is customer-oriented and listens carefully to the client. It keeps up with developments and delivers on its promises. It is a professional organization.’
6. Marketing
The Language Centre would like to play a meaningful role outside the UG. This is only possible if private individuals and businesses know where to find us. To this end we aim to present our range of products and services in a clear way and to meet the needs of our clients. Marketing plays a central role here, online as well as in person and on paper.

Social media
In the period 2013-2015 we intensified and expanded our activities on various social media. We are active on Twitter, LinkedIn, Facebook and YouTube, tying in with new search strategies and using the new communication methods that these channels offer. We try to retain our current students by setting up communities and enabling teachers to enhance their lessons using these communication networks. This is reflected most clearly in our Facebook group Dutch for non-native speakers (almost 1000 members in late 2015), where teachers and students share links about Dutch and the Netherlands in an accessible way. The number of ‘likes’ on our Facebook page doubled between mid 2014 and late 2015.

Website
The Language Centre website has been updated since 2012. Countless pages have been added to cover all the developments discussed in this annual report. Our visitor numbers are still increasing; the website is often the first and most important medium of information provision, and online registration for our regular group courses also takes place through our website. The website is constantly being expanded and improved. The Language Centre’s own portal on the University of Groningen website will go live in 2016. The information will then be structured even better and the Language Centre will be even easier to find.

Newsletter
The Language Centre Newsletter aims to keep our clients informed of our range of courses, projects, activities and developments in the field. Since 2014 we have been sending out our newsletters through Mailchimp, which enables professional and clear presentation of communication material. Our newsletters are becoming more and more popular: the latest issue of 2015 was sent to 2200 subscribers in English and 1300 in Dutch.
Personal staff profiles and company profile
We are proud of the work and life experience that our diverse, international staff represents. We continuously leverage our background and experience to further improve our activities. This is why, in October 2014, we published the personal profiles of our staff on our website. This is where our staff members introduce themselves and talk about how they see their role in society (photos: © Annemarijn Vlinder Photography).

We have also developed a company profile, see Appendix 3: Language Centre company profile.

Internal communication
Internal communication takes place through a range of channels. The monthly Newsflash is the medium that keeps all our staff informed of the latest developments within the Language Centre. Information about our organization, strategy and vision is published on the intranet, as is a range of practical information, training and development resources and the reports of certain meetings.

Prezi
We use Prezi to create online interactive presentations of our aims and characteristics, for example an introductory company presentation:
7. References / Links

Projects

- **MOOC: Introduction to Dutch**
  - Futurelearn
  - Make it in the Netherlands
    - Make it in the Netherlands: report
- Academische Communicatievaardigheden & Academic Communication Skills portals
  - Academische Communicatievaardigheden (Dutch)
  - Academic Communication Skills (English)
- MAGICC
- International University (IntlUni)
- TANG tests
- SpeakApps
- European Profiling Grid (EPG)
- University of Groningen internationalization projects
  - University of Groningen International Classroom
  - University of Groningen Language & Culture Policy (LCP)
  - Yantai

Course material > Coutinho

Our books can be ordered through Uitgeverij Coutinho (also as e-books): [http://www.coutinho.nl/winkel](http://www.coutinho.nl/winkel)

- De spijker op de kop
- In de startblokken
- Nederlands in gang
- Nederlands in actie
- Nederlands op niveau
- Academic Writing in English

Certificates

- **Blik op Werk** Quality standard for civic integration Dutch courses: [www.blikopwerk.nl](http://www.blikopwerk.nl)
  
The *Blik op Werk* quality standard guarantees the basic quality and reliability of over 500 service providers that aim to help people find and retain work in healthy conditions. *Blik op Werk* is a quality institute that defines norms for twelve different services that contribute to a healthy working life. One of these services is civic integration. The Language Centre has been *Blik op Werk*-certified for civic integration courses since 2014.

- **Cedeo customer satisfaction certification**: [www.cedeo.nl](http://www.cedeo.nl)
  
Cedeo conducts customer satisfaction surveys among buyers of training programmes and other HR services for the business world, government institutions and the non-profit sector. The organization awards certificates based on the survey results and provides information about and promotion of the Cedeo certificate and its value for certified organizations. The certificate is valid for two years, after which an assessment is made as to whether extension can be granted. The Language Centre’s Cedeo certificate was extended in 2013 and 2015.
Networks

- **NUT**: [www.nut-talen.eu](http://www.nut-talen.eu)
  The NUT is the association of Dutch-speaking language centres in the Netherlands and Belgium. It was established in 1993. The NUT has 23 members, 5 in Belgium and 18 in the Netherlands, including 4 universities of applied sciences. In addition, the NUT has one associate member in Suriname. The NUT functions as a platform and forum for:
  - Exchanging information
  - Sharing knowledge and experiences
  - Combining expertise
  - Building networks and international dimensions.

- **CercleS**: [www.cercles.org](http://www.cercles.org)
  CercleS is the federation of language centres in Europe. It organizes a biennial conference for language centres in Europe, which is always well attended. Articles based on the presentations held during the conferences are published in the series *Language Learning in Higher Education* by Uitgeverij De Gruyter ([www.degruyter.com](http://www.degruyter.com)).

- **NVAO**: [www.nvao.nl](http://www.nvao.nl)
  The Accreditation Organisation of the Netherlands and Flanders

Social media

- [Language Centre on Facebook](http://languagecentre.universityofgroningen)
- [Language Centre on LinkedIn](https://language-centre-university-of-groningen)
- [Language Centre on Twitter](https://@LanguageCntrRUG)
- [Language Centre on Youtube](https://user/LanguageCentreRUG)
Appendix 1: Overview of services

Services
Presentation courses
Writing and publishing courses
Language courses, training programmes, workshops
Language testing and language assessments
Intercultural skills courses and tests
Text production and editorial work
Translation, correction and proofreading

Flexible range
Open courses (group courses)
Tailor-made courses (individual or in a group)
In-company training courses
Free intake interviews with no obligations

Languages
Arabic
Chinese
Dutch for native speakers (NT1) and non-native speakers (NT2)
English
French
German
Hebrew
Indonesian
Italian
Japanese
Portuguese
Russian
Spanish

Translations and corrections
Certified (sworn) translations
Subtitling of audiovisual productions
Academic, commercial and general texts
Websites

Projects
Academic skills web portals
CoHelp
InternLUniv
MAGICC
Make it in the Netherlands
Introduction to Dutch MOOC
NT2 test development
UG International Classroom project
UG Language & Culture Policy
UG Yantai
Skype Groningen-Padua
SpeakApps
Tshwane: E-learning in Africa

Clients
Companies
Government bodies
Private individuals
Universities and universities of applied sciences

Resources
Electronic learning environments
Cultural Detective©
Intercultural Development Inventory©
Intercultural Competence Learning Laboratory©
Intercultural Effectiveness Training (IET)
Speech support
Dutch MOOC and Online Dutch
Skype, video conferencing, social media
Standard and custom-developed tests
Video and voice recorders
Textbooks developed in-house
Independent study: Rossetta Stone and exam training

Staff
Academic standard
Committed
Enthusiastic
Experienced
Passionate
Certified
International
Thinking along
Native-level speakers

Fields of expertise
Business, Economics and Management
Intercultural skills
Human Resources
Legal
Medical
Education
Secretarial/administrative
Training courses: English, Intercultural Communication, Modern Foreign Languages, Dutch

Open courses
Open courses are open to all and have predefined timetables and programmes. In addition to Intercultural Communication training courses and language courses in English and Dutch for non-native speakers, we also offer courses in Arabic, Bahasa Indonesia, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian and Spanish.

Free Dutch courses for international UG students
International Bachelor’s and Master’s students as well as academic staff members of the UG can register for special beginner’s courses in Dutch at the University’s expense. The Board of the University of Groningen will pay all or part of the costs of these Dutch courses up to CEFR level B1.

Tailored courses
Tailored courses are compiled at the client’s request. The topics, place and time, participants and intensiveness of the course are determined in consultation with the client. Tailored courses can be set up for groups and pairs, as well as individually.

Our Personal Training Programme (PTP) enables clients to contact their teacher whenever necessary for one year. A stamp card worth 10 or 15 contact hours will give clients the opportunity to hire in a teacher, for example for an hour of class, feedback on a written text or to practise a presentation.

Intensive five-day language training courses are intended for people who want to make progress quickly by immersing themselves in a language. These courses are taught in small groups (no more than 4 students) and are suitable for both beginners and advanced language learners.

Courses can be offered on location. We have, for example, given a Dutch group course in Sneek for the Foundation for Refugee Students UAF, administered an English test in Germany, and once a year we teach an English course (presentation skills) to prospective UG students in Osaka, Japan. Tailored business courses are regularly provided in company.

Student course units are language courses that are part of a University of Groningen degree programme. We teach a variety of course units, for example English for students of Law, Economics and the Honours College, and Dutch for students of Industrial Engineering and Management. The content of such courses is determined in consultation with the degree programme in question.

Independent study: Students who want to improve their language proficiency without supervision from a teacher can use Rosetta Stone. This online independent study programme enables students to study a language whenever and wherever they want. We have accounts available for Chinese, Dutch for non-native speakers, English, French, German, Italian and Spanish.
Personal contact / Intake interview, office hour, trial lesson
Personal contact with clients and students is crucial to the effectiveness of our services. We offer various types of personal meetings and intake procedures:

- Clients who need a tailored course are invited to an **intake interview** to discuss their specific needs and explain the available options. A clear quote is then drawn up based on the intake interview.
- Students who register for a regular course can attend one of the **teacher office hours** for advice on which course level they should take.
- **Trial lessons** are organized once a year. These short introductory lessons give interested parties an idea of what the Language Centre has to offer.

Specializations
The Language Centre has a continuously expanding portfolio of specialisms, including, for example:

- Preparing for an exchange programme, study period, job or research position abroad
- ‘Discovering the Dutch’
- Teaching international groups in English
- Writing academic articles in English
- Giving presentations in English
- Academic communication skills (Dutch and English)
- Writing policy texts (Dutch and English)
- English for secretaries
- English for Asian students
- English proficiency tests and assessment for professionals
- Business German
- Medical Dutch
- Dutch for foreign dentists
- Subtitling
- University terminology
- Sworn translations, legal translations and rush translation jobs

Writing and publishing
Our range of Dutch and English writing skills courses has expanded over the past years. Our courses in **Academic writing skills**, **Writing for the web** and **Writing policy texts**, as well as our **Style and Spelling workshops**, help students develop fundamental skills such as structuring texts and distinguishing between main and secondary issues. Writers who want feedback on their texts can follow an online writing training programme to improve the quality of their work with the help of direct teacher feedback. People who prefer to outsource their text writing work can call on our **copywriting service**.
Specific contexts: medical, legal, economic

The Language Centre has performed several large assignments in the medical sector in recent years. For example, we have translated the entire curriculum of the international Bachelor's and Master's degree programmes in Medicine into English. The UG Pre-University College has commissioned us since 2007 to teach English and Dutch to each annual cohort of prospective Medicine and Dentistry students from Saudi Arabia in preparation for their studies. In addition, we have developed a Medical Dutch test at the request of the Ministry of Health, Welfare and Sport. Foreign physicians are required to take this test to qualify for Individual Healthcare Professions Act registration (BIG: Beroepen in de Individuele Gezondheidszorg) in the Netherlands.

Intercultural communication

Communicating effectively in an international context is not always easy. Sometimes it helps to find out why Germans, Chinese or Bulgarians act the way they do – or why you yourself react to certain situations in a certain way. In 2013, the Language Centre therefore introduced several intercultural competence courses for people who work and study in an international and intercultural environment in the education and business sectors. Below is an extensive overview of regular and tailored courses available at the Language Centre.

Regular courses in Intercultural Communication

Regular courses for students, lecturers, support staff and other professionals (individual registration):

**Crossing Borders - For people going abroad**
- Crossing Borders 1: Preparing to go abroad
- Crossing Borders 2: Maximizing intercultural competence while abroad (online course)
- Crossing Borders 3: Re-entry
- Special: Crossing Borders 1C: Preparing to go to Yantai, China.

**Discovering the Dutch - For people coming to the Netherlands**
- Discovering the Dutch: Maximizing intercultural competence while in the Netherlands
- Discovering the Dutch: Preparing to come to the Netherlands.

**Intercultural Competence Learning Lab (ICLL) - For University support staff**

**Applying for a job or placement abroad - For people who want to adapt their CV and application letter to another language and culture, or who are preparing for a job or placement interview**
- CV workshops
- Job interview workshops

**The Portable Profession - Strategies for a mobile career**
**Tailored courses in Intercultural Communication**
We can adapt one of our existing courses to a client’s specific situation or develop a new course from scratch. Courses can be taught individually, in small groups or for large organizations, in the form of presentations, short workshops, longer training programmes or extensive competence development programmes.

<table>
<thead>
<tr>
<th>Introduction to Intercultural Communication</th>
<th>For people who want to understand the role of culture in communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Competence Development Series</td>
<td>For people who are faced with intercultural differences for the first time</td>
</tr>
<tr>
<td>• Intercultural awareness</td>
<td>For people who are faced with intercultural differences for the first time</td>
</tr>
<tr>
<td>• Intercultural competence development</td>
<td>For people who have experience with intercultural situations and would like to focus more systematically on developing intercultural competence</td>
</tr>
<tr>
<td>• Intercultural Competence Learning Lab (ICLL)</td>
<td>For advanced practitioners</td>
</tr>
</tbody>
</table>

**Effective Multicultural Teams: A Retreat** - For people who are or will be working in multicultural teams.

**Intercultural Effectiveness Training (IET)**
An online instrument developed by two University of Groningen professors. This training programme provides a brief introduction to intercultural awareness.

**Specific culture workshops** - For people who need more information about a specific country

**Global Nomads** - For global nomads and adult third-culture kids

**Incorporating Culture into the Language Classroom** - For language teachers

**Strategic Internationalization** - For internationalization managers in companies

**Intercultural Competence Testing**
Intercultural Competence Testing can be used to gain a better understanding of the current level of intercultural competence and see where the possibilities for further development lie.

**Intercultural Development Inventory**
The Intercultural Development Inventory (IDI) is based on the development model of intercultural sensitivity and measures how people perceive cultural differences. This instrument can be used to determine a person’s world view. The questionnaire contains scales on denial, defence, revision, minimization, acceptance and adaptation, which together form a development continuum from a monocultural to a multicultural approach. Development scores are used to determine people’s ‘position’ in this development continuum.

**Multicultural Personality Questionnaire**
The Multicultural Personality Questionnaire (MPQ) is an instrument that measures character traits such as cultural empathy, open-mindedness, social initiative, emotional stability and flexibility.
Language tests and assessments

In addition to the Language Centre English Test (LCET), which measures candidates’ level of English proficiency in terms of the Common European Framework of Reference, the Language Centre can also administer level tests in French, German, Italian, Japanese, Portuguese, Spanish and Russian on request. We also issue advice on other language tests. We can, for example, help students who are preparing for a study period abroad select the most suitable test, and help candidates prepare for exams such as the Level II State Examination in Dutch as a Second Language (NT2-II). Our teachers also teach the exam training programme in English for secondary school pupils that the University offers every year.

We provide Dutch language assessments for foreign students and foreign lecturers who are expected to teach in Dutch, as well as English language assessments for lecturers who are non-native speakers of English and are expected to teach in English. Companies who would like to test their staff’s language proficiency in their specific professional context can use our language assessment, for example as a valuable addition to their recruitment procedures. Finally, we provide workshops and training programmes to familiarize teachers and lecturers in secondary and higher education with the Common European Framework of Reference for language proficiency levels.

University Translation and Correction Service (UVC)

The UVC saw a steady growth in the period 2013-2015. In September 2014 a second native speaker of English was added to the in-house translator team and the amount of secretarial support increased. Although the University of Groningen is still the UVC’s most important client, more and more organizations in and around Groningen are finding their way to us, including DUO, Hanze University of Applied Sciences and several municipalities (Groningen, Hoogezaand-Sappemeer), and the province of Drenthe. For example, we have translated parts of an exhibition catalogue into Dutch for the Drents Museum (for the exhibition The Kim Utopia. Paintings from North Korea).

Style guide and terminology databases / Online

The University Translation and Correction Service has developed a University Terminology database for the University of Groningen to ensure that UG terminology is consistently used in all translations. The database contains specific UG terminology as well as general education and HR terminology. The UVC has also developed a UG Style Guide, which has been in use internally since 2013. The UVC is a member of the Translation Focus Group (TFG) of CercleS, and has in collaboration with colleagues from Barcelona and Trieste prepared an Erasmus+ application for the CoHELP project (see above) to improve the management of terminology and style in higher education institutions.

Subtitling / Films and documentaries

Video is becoming a more and more popular medium to support business presentations or illustrate projects. Unifocus is the project within which the University of Groningen regularly presents short video clips with information about teaching and research. These clips are subtitled by the UVC. In addition, the UVC also regularly subtitles longer audiovisual productions on request.
Appendix 2: Figures for 2013-2015

General language courses

Number of participants in general courses: Dutch, Modern Foreign Languages (MFL), English sections

Participants per language 2015

Price groups 2015
Number of registrations for Dutch courses for international UG students and staff

**PhD candidates per faculty 2015**

- **FEB** - Faculty of Economics and Business
- **FMW** - Faculty of Medical Sciences
- **FRW** - Faculty of Spatial Sciences
- **FWN** - Faculty of Mathematics and Natural Sciences
- **GGW** - Faculty of Theology and Religious Studies
- **GMW** - Faculty of Behavioural and Social Sciences
- **KVI** - KVI - Center for Advanced Radiation Technology
- **LET** - Faculty of Arts
- **Law** - Faculty of Law
- **UMCG** - University Medical Center Groningen

**Students per faculty**
### Tailor-made courses

**Number of participants in tailored courses:**

- English, Dutch, Modern Foreign Languages (MFL), Intercultural Communication (IC)

#### Tailor-made courses: Participants per section

- **English:**
- **Dutch:**
- **MFL:**
- **IC:**

**Total:**

- Dutch: 0 (2013), 0 (2014), 0 (2015)
- MFL: 0 (2013), 0 (2014), 0 (2015)
- IC: 0 (2013), 0 (2014), 0 (2015)
Testing and assessment

Participants in Language Centre English Test (LCET) per faculty

Testing: number of participants and workshop programmes per section
University Translation and Correction Service (UVC)

Number of translation assignments per UG faculty/service unit

Number of correction assignments per UG faculty/service unit
**Introduction to Dutch MOOC 2015 and Online Dutch courses**

**Number of registrations per run (total: 70313)**

<table>
<thead>
<tr>
<th>Month</th>
<th>Registrations</th>
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<tbody>
<tr>
<td>March</td>
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<tr>
<td>June</td>
<td>16244</td>
</tr>
<tr>
<td>November</td>
<td>20178</td>
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</table>

**Participants’ sex (based on survey)**

- Male: 70%
- Female: 30%

**Participants’ age (based on survey)**

- <18: 0%
- 18-24: 10%
- 25-34: 20%
- 35-44: 30%
- 45-64: 20%
- >65: 10%

**Home country (based on survey)**

- United Kingdom
- China
- Germany
- Spain
- United States
- Brazil
- Canada
- Italy

**Number of registrations for Online Dutch follow-up courses**

- Online Dutch 0>A1: 80
- Online Dutch A1>A2: 20

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*Note: The diagram for home country data is not explicitly described in the text.*

#### Country of residence based on participant survey

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<th>Country of residence</th>
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Rosetta Stone independent study accounts

Intercultural Communication and IET

Language Centre staff per section (2015)
Appendix 3: Language Centre company profile

Ideology / What we believe in

*We believe* that language is more than just language – it is a cultural transmitter. Language and communication are essential for close relationships between people: for mutual understanding, social interaction and fruitful business contacts. Knowledge and passion for language and culture is bred into the bones of Language Centre staff. We believe that this knowledge and passion can contribute to strengthening the relationships between people and organizations in an intercultural environment.

**Vision / What we see in the world around us**

**Internationalization of society**

*We see* that through their work, ever larger groups in society are coming into contact with people from other countries and cultures who speak a different language. This is enrichment – multilingualism and intercultural contacts offer invaluable new opportunities. What is very important here is a correct interpretation, openness and mutual understanding.

*We also see* that internationalization and interculturalization are processes with the same development phases for both people and organizations. Knowledge of a different language and culture develops from a tool to get by in a new social environment into, finally, an instrument for self-expression, offering people the chance to make a difference to others. During these development phases, various language proficiency and cultural needs manifest themselves.

*What we want to see* is cross-cultural and cross-linguistic contacts between people leading to the best possible, fruitful results. If you speak or write each other’s language and are open to each other’s cultural differences and similarities, you can make a difference to others. Being a serious partner in social interaction is the basis for friendly relations and productive cooperation wherever you are in the world. The Language Centre opens up opportunities at every level and for every user context to improve language proficiency and increase cultural sensitivity.

**Internationalization in higher education and the business world**

*We see* that the internationalization of society and of higher education is profoundly affecting the daily lives of citizens, students and staff. We see something comparable in businesses and social institutions. Professionals and academic specialists are increasingly active in international forums and international business contacts. Through their presentations, publications and negotiations, they make contact with people from a wide range of cultural backgrounds. This not only requires good language proficiency in a shared (second or third) language such as English or Spanish, but also cultural sensitivity – an understanding of differences in language and behaviour in interpersonal relationships.

*What we want to see* is people and organizations no longer viewing an intercultural setting as a challenge, but as an enrichment. As well as good language proficiency, recognizing and acknowledging the effect of cultural differences on communication is an essential competence in an international environment.
Developments in the field

We see more and more new insights emerging in the didactic field concerning the effective acquisition of language and intercultural competences. In higher education – students, PhD candidates and lecturers – we see the increasing importance of acquiring academic communication skills and keeping them up to scratch.

In the professional working environment we see that clients are often not sufficiently aware of the cultural environment in which the translated message must function. Adequate intercultural knowledge will influence the effective use of translated texts in social and professional contexts.

We also see the rise of new internet technologies and media such as Youtube, Twitter, Skype and Facebook having a major influence on the reach, quality and speed of communication processes between people. Thanks to the internet, users of other languages and other cultures are just a mouse click away. Contact has no barriers any more – online communication leads to an immediate response and result.

What we want is to make recent academic insights concerning language acquisition and language teaching productive for clients within and outside the University. To that end, we make optimum use of the opportunities provided by new means of communication.

We also want to raise our clients’ awareness of the social and cultural contexts within which their spoken and written texts function, and of the influence that language use has on comprehension.

We want to help our clients keep the quality of their language use up to scratch through the critical use of media and online services.

Mission / How we want to make a difference

The Language Centre wants people to be full partners in international collaboration and communication. Language proficiency and intercultural sensitivity are, in our view, fundamental preconditions for this. We articulate this in our brand promise:

Express Yourself - Understand the World

The Language Centre enables you:

... from a nuanced understanding of the contexts in which you operate
... to express yourself in such a way
... that you can realize your potential to the full
... at the level you aspire to.

We use our expertise to enable our clients to do their work in all contexts of international and intercultural contact at the language level they desire.
Unique selling points / What we excel at

The strong points of the Language Centre include the international background of our staff, our keenness for innovation based on academic knowledge, intercultural sensitivity and our tailored approach.

Our unique selling point is our international team of innovative and academically qualified staff. We continue to develop, regularly update our language and culture training programme and listen closely to what our clients want and need. Our team know at first hand how it feels to find your feet in a different cultural world. Innovative language teaching, new media, experienced teachers and articulate native speakers play an important role in keeping the quality of our language teaching and translation services high.

The Language Centre provides training and support for every phase of the internationalization process in which organizations may find themselves. The courses in Dutch for non-native speakers as well as other languages aim to offer an integrated package of language acquisition, language use and intercultural sensitivity. Our training courses can be tailored to every imaginable language level, working situation and field, depending on the client’s wishes. Our links with the University of Groningen and with academic partners throughout the Netherlands and Europe ensure that we are involved in innovative language teaching research, and we are at the forefront when new technical opportunities emerge. Every translation is looked at by at least one native speaker of the target language.

Brand values / What characterizes us

A number of features characterize the way the Language Centre works.

Passionate We are passionate about working with language. We are familiar with our own language and culture, and we are open to those of the people with whom we work. Our own experiences with learning a language and our insights into intercultural social interactions inspire our work. We are aware that better international contacts strengthen the social cohesion of a society, as we work towards a sustainable society.

Result-oriented Language proficiency and sensitivity to cultural differences empowers people. We empower people to function optimally in the international and intercultural environment in which they live and work. This can range from simple self-reliance on the street or in a shop to professional presentation and individual self-expression in business negotiations or at a conference. We listen carefully to what is needed and then, in discussion with the client, we determine the goal and the content of the products and services we provide.

Innovative We actively apply new knowledge to our field, and we process recent insights into our products and services. We are constantly open to new ideas that can benefit the people for whom we work. Innovative staff members feel at home with us.
Quality values / What makes our work good

Everything we do has a solid foundation. In our view this means:

**Monitoring quality** Our vision of language teaching, based on the five pillars of effective language teaching guarantees the quality of our courses. We guarantee the quality of our translations through our system of double-checking every translated text.

**Being reliable** In addition to an evaluation at the end of our courses, we also pay a lot of attention to a diagnostic intake in advance and to interim feedback. Personal contact is our guarantee for quality, results and satisfaction.

**Providing tailored solutions** We develop products and services that match the specific needs of the client and the context in which language will be used. Our professionals are specialists in various fields, which means they are able to adapt their language training or translation to the client’s needs.

**Focusing on collaboration** Our preferred working method when developing products and services is close collaboration with our clients. Where necessary, we will collaborate with external experts from our national and international, academic and professional networks.

**Focusing on results** While performing our work, we keep a sharp eye on the desired language level and the required competences that have been determined with the client during the intake interview, and provide regular feedback.

**Providing professional teamwork** The Language Centre provides a one-stop shopping service for its clients. This applies to virtually every language and every level, to language training courses and courses in intercultural sensitivity, to tests and assessments, to texts, translations, corrections and subtitling services in every field. Our team of language and culture experts also works closely together.

**Presenting our services in a transparent way** Our prices and working methods are crystal-clear and understandable for our clients.

**Delivering value for money** We guarantee high-quality services at an affordable price.

Text services / Vision

**Context-related writing** Writing texts is an art in itself. A web text is different from a brochure text, an annual report or an academic article. The Language Centre’s experienced copywriters specialize in the art of writing. Whether brochure is needed or a leaflet written, your website thoroughly updated, a mailshot or periodical published or interviews processed for your company magazine, you can rely on the Language Centre copywriters to provide you with a top-quality text. We will discuss your wishes with you at the start of each assignment so that the intended context of your text is crystal clear.
Contact and consultation There is always room for contact and consultation with the Language Centre translators who are working on your translation or correction. In addition, some of our translators specialize in specific fields and are thus familiar with specific terminology. We have a strong network of excellent translators, most of whom are native speakers of their target language. Our in-house translators always discuss specific tricky issues and weigh up the possible options. Every translation is proofread by another translator. Either the translator or the proofreader – or both – are native speakers of the target language.
Appendix 4: The five pillars of effective language teaching

1. Europe / The Common European Framework of Reference (CEFR)

The Language Centre uses the CEFR, the Common European Framework of Reference for language proficiency levels developed by the Council of Europe. This framework provides clarity on the interpretation of language proficiency levels across Europe, and increasingly outside Europe as well. In addition, the framework enables language learners to determine their existing and desired level by answering a number of questions about language use in specific situations. It also enables our teachers to use clear, uniform standards in their courses and tests. We regularly organize refresher training sessions for our teachers to ensure that everyone uses the same standards and assessment criteria. Our standard and tailored language tests are always related to this framework.

2. Experiences / Reflection

We encourage language learners to find their own most effective learning style. We ask them to regularly reflect on their learning process and ask themselves how they can most effectively learn and what motivates them most. Reflection on their own learning will result in better awareness of their learning process. This method increases the chances of effective language acquisition continuing after the course.

3. Individuals / Autonomy

Learning a language involves a lot of independent study. We help students develop an independent way of working. This is important, as the teacher plays only a minor role in the language learning process – it is at least as important to actively use the language yourself, to learn from your mistakes and to learn from others. We try to help our students actively work with the language, outside the classroom in particular.

4. Possibilities / A rich learning environment

We offer language learners a rich learning environment. The teacher guides the way and structures the learning process, and the student practises, learns and reflects. Our course material consists not only of textbooks, we also offer our students a wealth of online exercises, texts, videos, tips and tricks to help them improve the aspects that they find most important. Web 2.0 technology and media such as Skype, Facebook, Twitter, video conferencing, various apps, YouTube and MOOCs greatly enrich our language teaching.

5. The situation / Context-related

Our clients have a specific need, with a specific aim, in a specific context. Examples include ‘to be able to follow an English-taught Medicine degree programme’, ‘to be able to hold merger discussions in German with a German colleague in the car industry’, ‘to be able to welcome a Chinese trade delegation to the Netherlands’ and ‘to have a brochure translated’. The aims and context are discussed before the start of the assignment, and we will tailor our offer to them in the best possible way. Even tests can be related to the context in which the language is to be used. In such cases we will opt for a specific language assessment.
Appendix 5: Conferences, lectures, presentations, workshops

**Berna de Boer** – Head of the Dutch section, Dutch teacher

- 18 January 2013: expert meeting on Academic Skills - Groningen
- 14+15 March 2013: NUT annual meeting - Enschede
- 14 November 2013: workshop ‘Europees Referentiekader’ [Common European Framework of Reference] for Humanitas - Groningen
- 20+21 March 2014: NUT annual meeting - Nijmegen
- 23+24 May 2014: presentation ‘Didactische uitgangspunten van Nederlands op niveau’ [Didactic principles of the Nederlands op niveau textbook], BVNT2 study days - Hoeven
- 4-6 September 2014: presentation ‘Quality and commitment of freelance teachers’, CercleS Conference - Fribourg, Switzerland
- 2 October 2014: Noorderlink Days - Groningen
- 30 January 2015: BVNT2 study days - Amsterdam
- 12+13 March 2015: NUT annual meeting - Louvain
- 29 May 2015: presentation ‘Nederlands op niveau, een methode Nederland voor hoog opgeleiden’ [Nederlands op niveau, a Dutch textbook for highly educated learners], Study Day at Uitgeverij Coutinho - Utrecht
- 6 July 2015: workshop ‘Spreekvaardiger voor Duitse docenten Nederlands’ [Improving oral skills for German teachers of Dutch] - Aurich, Germany
- 26 November 2015: Tour de Mazu: Assessment, the silent killer of learning - Groningen.

**Michaela Carrière** – Intercultural Communication project leader, Intercultural Competence trainer

- 5 June 2015: presentation ‘Intercultural Competence at the Language Centre’, IWCN Professional Development Fair - Groningen
- 12 June 2015: presentation ‘Measuring Intercultural Competence’, SIETAR - Utrecht
- 18 June 2015: International Classroom - Groningen
- 23 June 2015: presentation ‘Cultural Differences in your organisation, how to handle them’, IWCN - Groningen
- July 2015: Fellowship at the Summer Institute on Intercultural Competence, workshops ‘Upsetting the Balance, Liberating our course design’ + ‘Cross-Cultural Training in International Corporations’ + ‘Advanced Workshop: Coaching Global Managers’ - Portland OR, United States
- 21+22 September 2015: International Classroom - Groningen
- 26 September 2015: workshop ‘They have a word for it – where language and culture meet’, European Day of Languages - Groningen
- 7 October 2015: guest lecturer in ‘Intercultural Competence’ for the course unit Social Psychology of Communication at the Faculty of Behavioural and Social Sciences - Groningen
- 11 November 2015: presentation ‘Intercultural Competence for Study Abroad’, Information session at the Faculty of Spatial Sciences - Groningen
- 12 November 2015: Study Abroad Fair, Faculty of Economics and Business - Groningen
• 19 November 2015: presentation ‘Intercultural Competence at the Language Centre’ for Managing Directors of the University - Groningen
• 17 December 2015: presentation ‘Discover the Dutch’ for COA - Groningen

**Ruben Comadina Granson** – Head of the Modern Foreign Languages section, Spanish teacher

• 18-22 March and 22-25 October 2013: (together with Margaret McKinney) organization of a series of workshops to improve learning and teaching skills at the Universidade Católica de Moçambique as part of the NICHE project - Beira, Mozambique
• 25-28 March 2013: 2-day workshop ‘Self-assessment of English for Academic Purposes’ as part of the EU IMPACT project to improve the quality of foreign-language teaching - Brno, Czech Republic
• 21-26 July 2013: presentation ‘Las nuevas tecnologías en la enseñanza de E/LE’, *XLVIII Congreso Internacional de la AEPE “EL ESPAÑOL EN LA ERA DIGITAL* - Jaca, Spain
• 28 September 2013: workshop ‘Legal English’, *EULETA Conference (European Union Legal English Teacher’s Association)* - Groningen
• 6-8 November 2013, *IntlUni all-partner meeting* - Colchester, United Kingdom
• 21 March 2014: themed meeting ‘Vreemde talen’ [Foreign Languages], *NUT annual meeting* - Nijmegen
• 23-26 June 2014: workshop series ‘Communication Skills in English for Academic Purposes and Self-assessment of English for Academic Purposes’, *IMPACT-project* - Brno, Czech Republic
• 21-25 July 2014: presentation ‘BSO a la imaginación’, *XLIX Congreso Internacional de la AEPE ‘La enseñanza de español en el contexto de las artes y la cultura’* - Ávila, Spain
• 4-6 September 2014: presentation ‘MFL in the Netherlands: Weathering the Anglo-Dutch Storm’, *Cercles Conference* - Fribourg, Switzerland
• 4-7 November 2014: *IntlUni all-partner meeting* - Braga, Portugal
• 14-16 January 2015: presentation ‘Blortfolios: Constructivism put to good use or a waste of time’?, *International Conference 2015: Language Centres in Higher Education* - Brno, Czech Republic
• 5 June 2015: conference *Thinking, Doing, Learning. Usage-based Perspectives on Second Language Learning* - Groningen
• 10+11 September 2015: Keynote speaker at conference *Opportunities and Challenges in Language Teaching and Learning* - Mladá Boleslav, Czech Republic
• 23-25 September 2015: *IntlUni Final Conference Towards mastering the challenges of the international classroom* - Brussels, Belgium

**Anje Dijk** – Director of the Language Centre

• 18 January 2013: expert meeting on Academic Skills - Groningen
• 25-27 January 2013: presentation on the UG language policy and the role of the Language Centre, *Wulkow conference for European language centre directors* - Wulkow, Germany
• 15 March 2013: *NUT annual meeting* - Enschede
10 December 2013: seminar Veranderprocessen [Change processes] - Utrecht
11 December 2013: conference Ubbo Emius Colleghie - Groningen
19 December 2013: seminar International classroom - Groningen
11 March 2014: NUFFIC conference - Utrecht
21 March 2014: NUT annual meeting - Nijmegen
21-22 August 2014: conference Eurocall - Groningen
4-6 September 2014: presentation ‘International Classroom, a Language Centre perspective’, CercleS - Fribourg, Switzerland
2 October 2014: Noorderlink Days - Groningen
23 October 2014: conference 25 jaar Dutch studies [25 years of Dutch Studies]
21 November 2014: seminar International classroom - Groningen
24 November 2014: opening of the International Welcome Centre North (IWCN) - Groningen
26 November 2014: conference Ubbo Emius Colleghie - Groningen
27 November 2014: NUT directors’ afternoon
2-5 December 2014: ELC meeting - Brussels, Belgium
8 January 2015: Presentation ‘Game: Make it in the Netherlands’ for NUFFIC
15-17 January 2015: conference International Conference 2015: Language Centres in Higher Education - Brno, Czech Republic
22 January, 29 January and 5 February 2015: financial management training course
March-October 2015: training programme ‘Corporate anthropology’ at the Academie voor Organisatiecultuur (Danielle Braun and Jitske Kramer)
13-14 April 2015: NUT annual meeting - Louvain
10-11 September 2015: CercleS meeting for chairs of national associations of language centre in Europe and participation in ‘autonomy’ focus group - Nancy, France
21-22 September 2015: participation in workshops International Classroom: Darla Deardorff and Betty Leask
19 November 2015: participation in NUT theme afternoon on Reputation Management

Jeroen van Engen – Dutch teacher
1+2 March 2013: presentation ‘The effectiveness of frequency lists for vocabulary acquisition in formal and informal learning settings’, Fremdsprachliche Lernprozesse - Beobachten-Initieren-Steuern-Begleiten - Bremen, Germany
9 October 2013: presentation ‘SpeakApps: Web 2.0-tools voor de mondelinge vaardigheden’ [SpeakApps: Web 2.0 tools for oral skills], Educational Support and Innovation UG - Groningen
12+13 October 2013: participation in workshop ‘Schreiben und Sprechen – wie testen, wie bewerten?’ [Writing and Speaking, how to test, how to mark?], TestDaF-Institut / g.a.s.t. Gesellschaft für Akademische Studienvorbereitung und Testentwicklung - Bochum, Germany
15 November 2013: presentation ‘SpeakApps: Web 2.0-tools voor de mondelinge vaardigheden’ [SpeakApps: Web 2.0 tools for oral skills], Study afternoon of the ICT and Nt2 (BVNt2) workgroup - Amsterdam
- 30 January 2014: presentation ‘SpeakApps: Meertalige en multiculturele academische communicatieve competenties’ [SpeakApps: Multilingual and multicultural academic communication competences], NACV - Delft
- 27 February - 2 March 2014: presentation ‘SpeakApps: practicing oral skills online – An introduction to Langblog, Tandem and Videochat tasks’ + presentation ‘Supporting students practicing their oral skills online through the SpeakApps Open Educational Resources’, 28ste AKS-Arbeitstagung 2014 - Braunschweig, Germany
- 24 March - 11 April 2014: participation in ‘SpeakApps Free Online Training Course’
- 17-30 June 2014: workshop ‘Online SpeakApps Training Course for German language teachers’, for the Ruhr University Bochum, RWTH Aachen and the University of Marburg - Bochum, Germany
- July 2014: teaching a summer course on ‘Nederlandse taal en cultuur’ [Dutch language and culture], Comenius Universiteit - Bratislava, Slovakia
- 4 September 2014: workshop ‘MAGICC: Transparency Tools’, CercleS - Fribourg, Switzerland
- 13 March 2015: workshop ‘MAGICC: Modularising Multilingual and Multicultural Academic Communication Competences’, NUT annual meeting - Louvain, Belgium
- 20+21 March 2015, ‘MAGICC: Implementation of multilingual and multicultural academic communication competences at the University of Groningen’, Inhalt & Vielfalt: Neue Herausforderungen für das Sprachenlernen und -lehren an Hochschulen - Bremen, Germany
- 26-28 August 2015: presentation ‘Language learning through a MOOC. Course design and reflection on the first online foreign language course on FutureLearn’, Eurocall - Padua, Italy
- 9 October 2015: presentation ‘50.000 cursisten in een cursus. Introduction to Dutch’ [50.000 course participants. Introduction to Dutch] Study afternoon of the ICT and Nt2 (BVNt2) workgroup - Amsterdam
- November 2015: ‘IET-training voor trainers’ [IET training programme for trainers] - Groningen

_Julia Harvey – Translator/corrector_
- 2013, 2014, 2015: presentation ‘Erasmus+’ at the NUT
- 4-6 September 2014: CercleS - Fribourg, Switzerland
- 2014 and 2015 terminology days
• January 2014: lecture on the UVC to CORUG - Groningen
• May 2014: lecture on ‘Tuning’ - Bratislava, Slovakia
• November 2015: presentation on the UVC to the Institute of Medical Education - Groningen

**Birgit Lijmbach** – Dutch teacher

• 1+2 March 2013: ‘The effectiveness of frequency lists for vocabulary acquisition in formal and informal learning settings’, *Fremdsprachliche Lernprozesse* - *Beobachten-Initiieren-Steuern-Begleiten* - Bremen, Germany
• May 2013: presentation ‘Voortgangstoetsen van het project TANG (uitgeverij Boom)’ [Progress tests of the TANG project (Uitgevery Boom)], conference *Language testing in Europe: Time for a new framework?* - Antwerp, Belgium
• November 2013: workshop series ‘Didactiek. De begrippen autonomie en reflectie in de praktijk van het taalonderwijs’ [Didactics. The concepts of autonomy and reflection in the practice of language teaching], *International Business School Hanze University of Applied Sciences* - Groningen
• 25 November 2013: workshop ‘Van lezen naar spreken’ [From reading to speaking] for German teachers of Dutch, *Studientag Niederländisch* - Lingen, Germany
• September 2015: presentation ‘Online Dutch: ervaringen als docent’ [Online Dutch: teacher experiences], *BVNT2 study afternoon*
• February 2015: workshop ‘Doe meer met je boek!’ [Do more with your book!], *VHS study day* - Aachen, Germany
• October 2014: guest lecturer at the Karoly Gaspar University - Budapest, Hungary
• November 2015: workshop ‘Ondersteuning bij het boek *Nederlands in gang*’ [Support for the *Nederlands in gang* textbook], for language assistants/volunteers at Humanitas - Groningen

**Janene van Loon** – English teacher

• 7-9 November 2014: presentation ‘Blending Legal English into the Academic English Curriculum’, *EULETA Conference (European Union Legal English Teacher’s Association)* - Groningen

**Margaret McKinney** – English teacher

• 18-22 March: (together with Ruben Comadina Granson) organization of a series of workshops to improve learning and teaching skills at the Universidade Católica de Moçambique as part of the NICHE project - Beira, Mozambique

**Estelle Meima** – English teacher, coordinator of the *Language Centre Testing Unit*

• 2013-2015: workshops and expert meetings on MAGICC, including:
  • 30 January 2014: ‘MAGICC: Meertalige en multiculturele academische communicatieve competenties’ [SpeakApps: Multiligual and multicultural academic communication competences], *NACV* - Delft
- 13 March 2015: workshop ‘MAGICC: Modularising Multilingual and Multicultural Academic Communication Competences’, NUT annual meeting - Louvain, Belgium
- 20+21 March 2015, ‘MAGICC. Implementation of multilingual and multicultural academic communication competences at the University of Groningen’, Inhalt & Vielfalt: Neue Herausforderungen für das Sprachenlernen und -lehren an Hochschulen - Bremen, Germany
- 2013-2015: Educational development project VLIROUS (http://www.vliruos.be/);
- 2014: organization of EUROCALL conference - Groningen
- 21 March 2014: NUT annual meeting - Nijmegen
- 13-14 April 2015: NUT annual meeting - Louvain

**Ronald Ohlsen** – Dutch teacher
- 18 January 2013: expert meeting on Academic Skills - Groningen
- 21 May 2014: presentation ‘Nederlandse literatuur in de NT2-les’ [Dutch literature in NT2 lessons], BVNT2 study days - Hoeven
- 12 August 2014: workshop ‘Social Dutch’, KEI student introduction week - Groningen
- 29 May 2015: presentation ‘Nederlands op niveau, een methode Nederlands voor hoog opgeleiden’ [Nederlands op niveau, a Dutch textbook for highly educated learners], Study Day at Uitgeverij Coutinho - Utrecht
- 5 June 2015: workshop ‘Introductie Social Dutch’ [Introduction to Social Dutch], IWCN Professional Development Fair - Groningen
- 3 December 2015: workshop ‘Social Dutch’ for refugees at COA

**Wim Tommassen** – English teacher
- January 2013: organization of an expert meeting on Academic Skills for the NACV (Netwerk Academische Communicatieve Vaardigheden) - Groningen
- September 2014: presentation training sessions with Dutch participants in the finals of the national qualifying rounds for the Falling Walls competition 2014 in Berlin
- June 2015: presentation workshop, annual conference of the Dutch Society of Toxicology
- 2014-2015: Co-trainer in UG workshops (three times) for academics who want to submit a Veni or Vidi application - Groningen
Appendix 6: Articles written by our staff

**Anje Dijk** – Director of the Language Centre


**Jeroen van Engen** – Dutch teacher


**Piet van der Laan** – English teacher


**Birgit Lijmbach** – Dutch teacher


**Estelle Meima** – English teacher, coordinator of the Language Centre English Test


Ronald Ohlsen – Dutch teacher