

## Dutch Linguistics: the Modern Dutch Language System (A001525)

**Course size** (nominal values; actual values may depend on programme)

**Credits 5.0**

**Study time 150 h**

### Course offerings and teaching methods in academic year 2023-2024

A (semester 1)

Dutch

Gent

independent work

seminar

peer teaching

### Lecturers in academic year 2023-2024

Vogl, Ulrike

LW06

lecturer-in-charge

### Offered in the following programmes in 2023-2024

	crdts	offering
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - English)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - French)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - German)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Greek)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Italian)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Latin)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Scandinavian Studies)	5	A
Master of Arts in Linguistics and Literature(main subject Dutch - Spanish)	5	A
Exchange Programme Linguistics and Literature	5	A

### Teaching languages

Dutch

### Keywords

Dutch linguistics, contemporary Dutch, semantics, pragmatics, corpus linguistics

### Position of the course

Getting deeper insight into form and function of interjections in Dutch.

### Contents

*Allee, amai, hoor, goh, hola, çava* - every speaker of Dutch uses (some of) these words regularly: so-called 'interjections'. This course will focus on form and function of interjections in Dutch; moreover, attention will be paid to the semantic development of interjections (e.g. from interjection to greeting formulas or from interjections to evaluative adjectives) as well as to regional and social variation. The students will carry out a small empirical study on interjections in Dutch and present the results in a paper (3000 - 5000 words). Moreover, students will present (1) their research plan and (2) their first results (poster presentation). It is possible to collaborate in teams of two. For data collection, big corpora such as OpenSONAR can be used; moreover it is possible to make use of the Dutch department's DIRT-corpus (Dutch in Reality-TV).

### Initial competences

Having completed the courses 'Dutch linguistics I: the language system' and 'Dutch linguistics II: the language system', or having acquired the end competences of these courses in another way.

### Final competences

- 1 To be able to recognize and describe the semantic and syntactic characteristics of Dutch argument structure constructions (and other schematic constructions).
- 2 To be able to apply tools and strategies of description and analysis to new real-life data.
- 3 to be able to carry out small-scale research on an aspect of Dutch grammar
- 4 Be able to make transcriptions of spoken language based on a transcription protocol.
- 5 to be able to make and present your own research plan, with a focus on presenting online
- 6 to be able to present results from empirical research (1) in an oral presentation and (2) in a scientific paper

#### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

#### **Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

#### **Teaching methods**

Seminar, Lecture, Independent work, Peer teaching

#### **Extra information on the teaching methods**

combination of online lectures (on theoretical and methodological issues), online and on campus group work and presentations on case studies by students (1 presentation of research plan & 1 presentation of first results, in the form of a poster presentation); moreover there is a focus on (supervised) autonomous learning (reading of relevant literature, collecting and transcribing data, carrying out of own research).

#### **Learning materials and price**

literature / material will be provided via Ufora; printing A1 poster = 15 à 20€

#### **References**

Ameka, Felix (2006): Interjections. In: Jan-Ola Östman & Jef Verschueren (red.): Handbook of pragmatics. Amsterdam, Philadelphia: Benjamins, 743–746.  
 Poggi, Isabella (2009): The language of interjections. In: Anna Esposito, Amir Hussain, Maria Marinaro & Raffaele Martone (red.): Multimodal signals: cognitive and algorithmic issues. Berlin: Springer, 170–186.

#### **Course content-related study coaching**

group and individual support

#### **Assessment moments**

continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

#### **Examination methods in case of periodic assessment during the second examination period**

#### **Examination methods in case of permanent assessment**

Oral assessment, Participation, Written assessment, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

Paper (= scientific paper), presentations (= presentation of the research proposal (pre-recorded pp with spoken audio + oral explanation), 1 scientific poster of the first results + oral explanation, 1 transcription task), participation

#### **Calculation of the examination mark**

50% paper, 40% presentations, 10% participation

In case students do not participate in all evaluations or get a score lower than 8/20 for one form of evaluation, they cannot pass the course. In this case, if the average of the partial evaluations yields a score of 10 or higher, it will be reduced to 9/20.

Students are expected to develop their reading, listening, writing and speaking

skills during all activities and tasks inside and outside of the classroom. For evaluation, we expect a language proficiency that is adequate for the course's place in the curriculum.

#### **Facilities for Working Students**

Facilities:

- 1 High flexibility because of hybride / online format
- 2 Feedback is given via Ufora, by email or via MSTEams