

Dutch Linguistics III: The Use of Language (A004214)

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

Credits 5.0

Study time 150 h

Course offerings in academic year 2024-2025

A (semester 1)

Dutch

Gent

Lecturers in academic year 2024-2025

Ghyselen, Anne-Sophie

LW06

lecturer-in-charge

Offered in the following programmes in 2024-2025

crdts

offering

Bachelor of Arts in Linguistics and Literature(main subject Dutch - English)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - French)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - German)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Greek)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Italian)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Latin)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Spanish)

5

A

Bachelor of Arts in Linguistics and Literature(main subject Dutch - Swedish)

5

A

Exchange Programme Linguistics and Literature

5

A

Linking Course Master of Arts in Linguistics and Literature(main subject Dutch)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - English)

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A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - French)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - German)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - Italian)

5

A

Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch - Spanish)

5

A

Teaching languages

Dutch

Keywords

Status of Dutch in Belgium/Flanders; multilingualism; globalisation; language & identity; language & emancipation

Position of the course

Making students aware of the changing status of Dutch in its relation to other languages, in a context of globalisation and the growing number of people speaking other languages than Dutch in Belgium/Flanders

Contents

The motivation behind Belgian and Flemish legislation on language issues is the reduction of tension between Dutch and French speaking communities. In the past few decades however hundreds of thousands of people have settled permanently or temporarily, speaking other languages, either English, or Turkish, Polish, MoroccanArabic, etc. What are the implications of this new situation for the status of Dutch in Flanders and Brussels? Does that status need even more protection from the pressure of other languages? Or should legislation create more

opportunities for the use of these 'new' languages in education, administration etc?
optional subthemes: Belgian/Flemish language legislation, domain loss, English as a lingua franca, English as a third administrative language, European language policy, French in Flanders, multilingualism, proficiency in Dutch as part of integration programmes, Dutch (education) in Brussels, language and emancipation, language and identity, language counts, territoriality principle vs personality principle

Initial competences

Basic knowledge of the Dutch language system and use (cf. Bachelor)

Final competences

- 1 Students are capable of elucidating the Belgian/Flemish language legislation.
- 2 Students can demonstrate how the Belgian/Flemish language legislation is the product of specific time- and space-bound tensions between the Dutch-speaking and French-speaking communities.
- 3 Students can define and identify various forms of societal and individual multilingualism.
- 4 Students can acquire knowledge about the status of other languages in Belgium/Flanders (number of speakers, domains of use, etc.) based on a critical analysis of sources.
- 5 Students can explain the factors that have led to significant changes in the linguistic landscape of Belgium/Flanders over the past decades.
- 6 Students can outline the challenges posed by the new linguistic landscape and reflect on the role of language policy therein.
- 7 Students are capable of distinguishing the principles guiding individuals in the debate surrounding the management of multilingualism: language as a 'marker of identity,' language as a 'signal of the intention to integrate,' 'territoriality principle' versus 'individual language freedom,' and so forth.
- 8 Students can compare the language situation in Belgium/Flanders with that of other countries/regions, thereby elucidating both the unique and generic aspects of the Belgian language situation.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Seminar, Independent work

Extra information on the teaching methods

- Students pre-read articles that are further explored during the seminars;
- Students compile their own portfolio of articles from the media covering various topics discussed in the lectures.

Study material

Type: Reader

Name: Reader Nederlandse Taalkunde III: Taalgebruik

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

Online Available : Yes

Available in the Library : No

Available through Student Association : No

References

Course content-related study coaching

Via Ufora, or private via e-mail.

Assessment moments

end-of-term assessment

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

Oral assessment

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

Oral assessment

Examination methods in case of permanent assessment**Possibilities of retake in case of permanent assessment**

not applicable

Extra information on the examination methods

Oral examination on the status of Dutch; students comment a selection of articles from their portfolio.

Calculation of the examination mark

oral examination: 100%

We expect from our students of Dutch that they further develop their reading, listening, writing and speech competences when they participate in this course unit. When evaluating students we expect a level of language proficiency that corresponds to the level of the course unit and its structural position in the curriculum.

Facilities for Working Students

1. Students are strongly advised to attend lectures
2. Possible rescheduling of the examination to a different time in the same academic year
3. Feedback by appointment

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy