

Dutch Linguistics: Introduction to Sociolinguistics (A005705)
Course size *(nominal values; actual values may depend on programme)*
Credits 3.0 **Study time 90 h**
Course offerings in academic year 2026-2027

A (semester 1) Dutch Gent

Lecturers in academic year 2026-2027

Ryckaert, Ruud	LW22	staff member
De Sutter, Gert	LW22	lecturer-in-charge
Vogl, Ulrike	LW06	co-lecturer

Offered in the following programmes in 2026-2027

	crdts	offering
Bachelor of Arts in Linguistics and Literature(main subject Dutch - English)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Dutch - French)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Dutch - German)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Greek)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Italian)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Latin)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Spanish)	3	A
Bachelor of Arts in Linguistics and Literature(main subject Dutch - Swedish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Language Technology)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, German)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Italian)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Language Technology)	3	A
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Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Language Technology)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Russian)	3	A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Spanish)	3	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Turkish)	3	A
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	3	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	3	A
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	3	A
Exchange Programme Linguistics and Literature	3	A
Linking Course Master of Arts in Language, Diversity and Policy	3	A
Linking Course Master of Arts in Multilingual Communication: a combination of at least two languages	3	A
Linking Course Master of Arts in Translation: a combination of at least two languages	3	A
Preparatory Course Master of Arts in Linguistics and Literature(main subject Dutch)	3	A
Elective Set Dutch as a Foreign Language	3	A
Elective Set Linguistics	3	A

Teaching languages

Dutch

Keywords

Dutch in the Low Countries; language variation and change; language norms; language attitudes; language policy; pluricentrism; (de)standardisation; demotisation; orthography

Position of the course

This course aims to provide students with an understanding of the complexity of the current language situation in Flanders (and to a lesser extent, also the Netherlands, Suriname, and the Caribbean region). To achieve this, it delves into the historical background, specifically the historical development of Dutch (with a specific focus on external history), and the socio-geographic structure of the language area (with attention to language variation, language attitudes, and language norms). Additionally, this course aims to refresh verb spelling.

Contents

To comprehend the complex language situation in the Low Countries and to make an informed choice as a future professional language user, this course provides a thorough overview of the historical development of Dutch, with specific attention to its standardization history. Additionally, it focuses on the contemporary situation of Dutch in the Low Countries, including attention to the relationship between Belgian Dutch and Netherlandic Dutch, the relationship between standard language and informal varieties of Dutch (such as 'tussentaal', chat language, youth language), and the relationship between language behavior, language attitudes, and language norms. As a practical application of the above, this course also offers students an overview of the main normative sources of Dutch and online exercises on verb spelling.

Initial competences

To have a very good command of Dutch in terms of reading, listening, writing, and speaking skills (at native or near-native level).
To have a language-aware and language-critical attitude.

Final competences

- Having elementary knowledge of and insight into the genesis and development of the Dutch standard language (external language history).
- Having elementary knowledge of the main characteristics of national, regional and social varieties of Dutch.
- Being able to position Dutch structurally within the West Germanic languages.
- Having elementary knowledge of and insight into language attitudes and (the emergence of) language norms.

5 To be able to place the current Flemish language situation within a broader European context.

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

Lecture, Independent work

Extra information on the teaching methods

Lecture: Lectures alternate between traditional lectures (the lecturer presents a chapter from the textbook) and response lectures (students prepare a chapter, solve some questions about it, and the lecturer discusses the questions and answers during the class). Recordings of each lecture are available. These recordings are an extra service and not a replacement for the lessons. Active presence remains essential for a good understanding of the subject matter. In the event of a decrease in attendance, the open availability of recordings will be reviewed. Technical issues can cause a recording to be missing.

Independent work: Independently prepare for the lectures and practice the course contents, including (online) spelling exercises.

Study material

Type: Syllabus

Name: De vele gezichten van het Nederlands. Een inleiding in de sociolinguïstiek

Indicative price: € 40

Optional: no

Language : Dutch

Number of Pages : 500

Available on Ufora : No

Online Available : No

Available in the Library : Yes

Type: Slides

Name: De vele gezichten van het Nederlands. Inleiding in de sociolinguïstiek - toelichting bij de hoofdstukken

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

References

- Absillis, K., Jaspers J., Van Hoof S. (2012). De manke usurpator. Over het Verkavelingsvlaams. Gent: Academia Press.
- Hendrickx, E., K. Hendrickx, W. Martin, H. Smessaert, W. Van Belle en J. van der Horst (2010). Liever meer of juist minder? Over normen en variatie in taal. Gent: Academia Press.
- Jaspers, J. (2009). Inleiding. In J. Jaspers (red.), De klank van de stad. Stedelijke meertaligheid en interculturele communicatie. Antwerpen: Acco, 7–32.
- Kristiansen, T. & S. Grondelaers (Eds.) (2013). Language (de)standardisation in Late Modern Europe: experimental studies. Oslo: Novus Press.
- Taaladvies.net

Course content-related study coaching

Additional exercises via the electronic learning platform

Assessment moments

end-of-term assessment

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

Written assessment with multiple-choice questions, Written assessment with open-ended questions

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

Written assessment with multiple-choice questions, Written assessment with open-ended questions

Examination methods in case of permanent assessment

Possibilities of retake in case of permanent assessment

not applicable

Extra information on the examination methods

- A written exam with multiple-choice questions on the material covered in the lectures.
- A written exam with open questions on verb spelling.

Second session (resit): same as above.

Calculation of the examination mark

- Written exam with multiple-choice questions: 90% of the grand total.
- Written exam with open questions: 10% of the grand total.

Facilities for Working Students

- 1 Possible exemption from educational activities requiring student attendance.
- 2 Recordings are available (there are however no additional supporting materials available).
- 3 Contact with the lecturers is possible by email or via MTeams (by appointment).