

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 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 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

- 1 To have elementary knowledge of and insight into the genesis of the Dutch standard language and contemporary language usage in the Dutch-speaking area.
- 2 Having elementary knowledge of and insight into language attitudes and (the emergence of) language norms.
- 3 Being able to position Dutch structurally within the West Germanic languages.
- 4 Having elementary knowledge of models and theories concerning language change and variation, and being able to apply that knowledge in the analysis of concrete language usage.

- 5 Being familiar with relevant dictionaries, reference works, and electronic tools to look up and verify specific information about orthographic, lexical, and grammatical aspects of Dutch.

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; students can access these recordings for justified reasons (e.g., working students, students unable to attend the lecture due to medical reasons).
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. Inleiding in de sociolinguïstiek
Indicative price: € 40
Optional: no
Language : Dutch
Number of Pages : 400
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
Number of Slides : 200
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.
- 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

Discussion forum and 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 and response 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

Facilities:

- 1 Possible exemption from educational activities requiring student attendance; there are no additional supporting materials available
- 2 Possible rescheduling of the examination to a different time in the same exam period
- 3 Feedback can be given by email or during an appointment during office hours or via MSTeams