

## Dutch: Research Seminar (A704157)

**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 2025-2026

A (semester 2)

Dutch

Gent

excursion

seminar

independent work

group work

lecture

### Lecturers in academic year 2025-2026

Van Hoof, Sarah

LW22

lecturer-in-charge

De Clercq, Orphée

LW22

co-lecturer

Deygers, Bart

LW22

co-lecturer

Lambrecht, Bram

LW22

co-lecturer

Macken, Lieve

LW22

co-lecturer

Woumans, Evy

LW22

co-lecturer

### Offered in the following programmes in 2025-2026

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Language Technology)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, German)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Italian)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Language Technology)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Russian)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Spanish)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Turkish)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Italian)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Language Technology)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Russian)

5

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages

5

A

|  |   |   |
|--|---|---|
| (main subject Dutch, German, Spanish)  |   | A |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Turkish)   | 5 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, French)  | 5 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, German)  | 5 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Spanish) | 5 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, German)   | 5 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, French, Spanish)  | 5 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, German, Spanish)  | 5 | A |
| Linking Course Master of Arts in Multilingual Communication: a combination of at least two languages   | 5 | A |
| Linking Course Master of Arts in Translation: a combination of at least two languages  | 5 | A |

## Teaching languages

Dutch

## Keywords

research methods, information skills, applied linguistics, academic writing, Dutch

## Position of the course

In the course unit 'Dutch: research seminar' (N20S):

- students learn to use the most appropriate heuristic tools to look up scientific information
- students are made familiar with the current quantitative and qualitative research methods in applied linguistics
- students apply the acquired knowledge in a small-scale research project with Dutch as the object language
- students practice their skills in academic writing and reporting research results in Dutch

## Contents

This course provides thorough insight into the heuristics and research methods of applied linguistics and teaches students to conduct small-scale scientific research, with Dutch as the object language. The students report on the analysis in a paper. The course aims to strengthen students' academic writing skills in Dutch and to provide methodological preparation for the Bachelor's thesis.

The seminar consists of three parts:

- 1 Heuristics: this part teaches the students to adequately search for scientific sources, in printed and digital form, that are relevant to the various research domains of Applied Linguistics. This includes: types of sources, determining search strategies, the use of subject-related databases, the use of (online) catalogs, the use of search engines, the reliability of internet sources, looking for sources in the library, working with Zotero.
- 2 Research Methods: this part deals with the steps in the research process and basic methodological concepts. It familiarizes the students with the qualitative and quantitative methods of data collection and analysis that are common in the

domains of Applied Linguistics. The ethical aspects of research and reporting analyzes in a scientific paper are also discussed.

- 3 Theme-specific sessions, in which students are divided into groups per research theme. Each group works on a small-scale research project around a given theme, with Dutch as the object language. The students apply the relevant methodological knowledge acquired in (2) and report on the results of the research in papers.

### **Initial competences**

The final competences of the courses 'Foreign Language Acquisition and Didactics', 'Introduction to Translation Studies' and 'Introduction to Translation Technology'. The student needs to simultaneously register for the course 'Dutch: writing skills', or to have already taken that course (or a similar one that covers academic writing).

### **Final competences**

- 1 To be able to formulate a research question on a topic related to applied linguistics, and critically define appropriate research methods.
- 2 To have a critical insight into the research methods used in the field of applied linguistics.
- 3 To have a critical insight into the various sources, heuristic methods and relevant instruments for research in the field of applied linguistics, with a view to the independent acquisition and processing of data.
- 4 To critically evaluate digital information resources for relevance, reliability and validity.
- 5 To be able to analyze a linguistic object using one or more linguistic methods.
- 6 To be able to conduct one's own linguistic or translation research in a group.
- 7 To report in writing on research in flawless academic Dutch.

### **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**

Group work, Seminar, Excursion, Lecture, Independent work

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

The part on heuristics is taught by means of

- a demonstration: the students receive an instruction session on information literacy
- guided self-study: the students independently go through the 'Zotero' learning path on the learning platform and apply the acquired information skills in an individual search task.

The research methods component is taught in lectures with opportunities for interaction.

The topic-specific sessions involve seminars, group work (data collection and processing) and independent work (writing a paper). Presence during seminars is compulsory.

Students prepare the 'status quaestionis' part of the paper in the course 'Dutch: writing skills'.

This course unit assumes responsible use of generative artificial intelligence (GAI). What this means will be explained in class.

### **Study material**

Type: Syllabus

Name: Nederlands: Onderzoeksseminarie

Indicative price: € 4

Optional: no

Language : Dutch

Available on Ufora : Yes

Type: Slides

Name: slides

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

## References

- De Wachter, L., K. Fizez & C. Van Soom (2014). Academisch schrijven. Een praktische gids. Leuven: Acco.
- Dörnyei, Z. (2007). Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford: Oxford University Press.
- Mortelmans, D. (2020). Handboek kwalitatieve onderzoeksmethoden. Leuven: Acco.
- Podesva, R.J. & D. Sharma (red.) (2013). Research Methods in Linguistics. Cambridge: Cambridge University Press.

## Course content-related study coaching

guidance via the online learning platform and by appointment

## Assessment moments

end-of-term and continuous assessment

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

Written assessment

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

Written assessment

## Examination methods in case of permanent assessment

Assignment

## Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

## Extra information on the examination methods

The evaluation of part 1 (heuristics) is based on an individual search task in databases and open-access channels that the students submit on the learning platform. Students also follow the Zotero learning path.

The knowledge of part 2 (research methods) is tested in a written exam.

The evaluation of part 3 is based on active participation in the seminars, the execution of interim assignments and the reporting of the results of the research project in a paper.

Second session: ditto.

## Calculation of the examination mark

The search task counts for 10% of the grade of the written exam. To pass the search task, it must be fully completed, the student must have fully completed the Zotero learning path and the Zotero library must have been shared with the lecturer.

Interim assignments to be completed by the student as part of the working lectures count for 10% of the paper's grade.

Exam and paper both count for 50% of the final grade. To pass, the student must score at least 5/10 for both the written exam and the paper. If the student obtains less than 5/10 for either exam or paper and the total score exceeds 9/20, the final grade is reduced to 9/20.

Partial results of parts for which at least 5/10 was obtained in the first examination period can be transferred to the second examination period of the same academic year. The parts for which a fail mark was obtained in the first examination period have to be retaken in the second examination period. Partial results cannot be transferred to a following academic year.

## Facilities for Working Students

Possibility of exemption from attendance during seminars.

Lectures are recorded and can be viewed afterwards. For at least one research theme, seminars are recorded for working students and AEL students.

It is possible to take the exam at a different time within the regular exam period, viz. on the catch-up day for students who were ill during the exams.

(Approved)

Possibility to receive feedback at another time: by appointment.