





Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

5 credits	15.0 h	Q1
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Teacher(s)	Hiligsmann Philippe ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Main themes	This course deals with the principal concepts of foreign language learning (for example, the concept of errors, the notion of interlanguage, the role of the native language in foreign language acquisition and learning, the different learning strategies, etc.) Prominent aspects will be: morphosyntactic, phonetic, and lexical aspects of the interlanguage of learners of Dutch (as a foreign language), especially of French-speaking learners of Dutch.
Aims	At the end of the course, students should : 1. have developed a theoretical knowledge of language acquisition vs. foreign language learning; 2. have acquired a theoretical and practical knowledge of the characteristics of the interlanguage of learners of Dutch as a foreign language, especially French-speaking learners of Dutch; 3. been able to conduct their own research in interlanguage study. ----- <i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods	Due to the COVID-19 crisis, the information in this section is particularly likely to change. Oral exam in January and in August.
Teaching methods	Due to the COVID-19 crisis, the information in this section is particularly likely to change. Flipped classroom and attendance at a conference
Content	In the first part of this course, we will discuss the different theories of foreign language acquisition and learning. In the second part we will deal, on the basis of case studies, with analyses of morphosyntactic, phonetic, and lexical aspects of the interlanguage of learners of Dutch (as a foreign language), especially of French-speaking learners of Dutch. We will also focus on the processes that can explain the different types of errors that appear in the interlanguage.
Bibliography	• Bossers, B. e.a. (red.) (2010), Handboek Nederlands als tweede taal in het volwassenenonderwijs. Bussum: Coutinho. • Wetenschappelijke artikelen / scientific articles / articles scientifiques (Moodle) Bossers, B. e.a. (red.) (2010), Handboek Nederlands als tweede taal in het volwassenenonderwijs. Bussum: Coutinho. Wetenschappelijke artikelen / scientific articles
Faculty or entity in charge	ELAL

Force majeure

Evaluation methods	Remote oral exam (based on scientific articles and the group work)
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Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Linguistics	LING2M	5		
Master [60] in Modern Languages and Literatures : General	ROGE2M1	5		
Master [120] in Modern Languages and Literatures : German, Dutch and English	GERM2M	5		
Master [120] in Modern Languages and Literatures : General	ROGE2M	5		
Master [60] in Modern Languages and Literatures : German, Dutch and English	GERM2M1	5		