



Teacher(s)	Degand Elisabeth ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Main themes	<p>The productive and receptive skills of the Dutch language are addressed through three main themes:</p> <ol style="list-style-type: none"> 1. Cognitive principles underlying the learning of Dutch as a foreign language, in particular: vocabulary acquisition, reading strategies, writing strategies (in higher education); 2. The place of Dutch in the world and in society; 3. The diachronic and synchronic variation of the Dutch language. <p>Through these three main themes, writing and reading strategies will be worked on throughout the year. Particular attention will be given to written proficiency.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ol style="list-style-type: none"> 1 express themselves orally and in writing at an advanced independent level (Level B2-B2+, European Framework of Reference for Languages); 2 master the techniques and discursive codes for writing argumentative and descriptive texts on one of the themes covered in the course. Students will be able to use grammatically and lexically accurate language; 3 trace the history of the Dutch language; 4 explain the theoretical concepts specific to variation in the Dutch language, in particular regional variation (Netherlands/Flanders) and diaphasic variation (standaardtaal, tussentaal, dialect).
Evaluation methods	<p>A: Continuous assessment: 30%, this part of the assessment is acquired throughout the course (comprehension and production tasks to be accomplished). Participation in the Tandem project is part of the continuous assessment. Repass is not possible for this part.</p> <p>B: Written exam (partial) in January (30%):</p> <p>Part B1: grammar and vocabulary exercises from the book van Loo et al. Thematische woordenschat. Part of the examination grade is acquired in regular pre-tests during Q1 (2 points out of 20).</p> <p>Part B2: Reading comprehension: practice of reading strategies on a new text</p> <p>Successful completion of Part B1 and Part B2 is essential to demonstrate the skills and knowledge defined in the learning outcomes of the unit. A failing grade for either part B1 or B2 will result in a failing grade for the entire partial examination, in which case the entire subject must be retaken in June (separate exam).</p> <p>C. Exam at the end of the academic year (40%):</p> <p>part C1 (oral exam): Oral interaction with the course teachers on several themes: critical presentation of the book read during the year, evaluation of the tandem project, discussion based on one of the themes seen in the course (Q1 + Q2);</p> <p>Part C2 (written exam) : Open questions on the theoretical part of the subject matter seen in Q2 (taalvariatie) + Writing exercise on one of the topics seen in the course. The evaluation criteria for the mastery of the language code adopted during the year (evaluation grids made available to students) are applied during the examination.</p> <p>Successful completion of Part C1 and Part C2 is essential to demonstrate the skills and knowledge defined in the learning outcomes of the course unit. A failing grade for either part C1 or C2 will result in a failing grade for the whole examination.</p> <p>The final grade is the weighted average of grades A, B and C. In the final mark, part A is worth 6/20, part B is worth 6/20 and part C is worth 8/20.</p> <p>In case of failure at the end of the academic year (June), the student represents part B and part C, part A (continuing education) cannot be repassed. The weighting remains the same.</p>
Teaching methods	<p>CLIL approach integrating theory and practice. Classes will alternate theory and exercises. Active participation from students is required, both for the exercises and the theoretical sessions. Regular evaluation will monitor progress of the students-skills towards reaching level B2+ in productive skills and C1 in receptive skills.</p> <p>Oral proficiency will be trained through participation in the TANDEM project with KULeuven.</p>

Content	<p>After an introduction explaining the level of competence to be achieved, the course will develop in the first four months a series of theoretical notions aiming at the academic anchoring of the subject matter: cognitive processes underlying the learning of a foreign language, reading strategies, text typologies, language registers. In the second term, the course deals with linguistic variation: sociolinguistic and geolinguistic aspects explaining the synchronic variation in Dutch, complemented by a diachronic description of the evolution of the language.</p> <p>In parallel, the theoretical concepts will be applied to the comprehension of texts during exercise sessions. For receptive skills, the main focus will be on reading skills (leesvaardigheid), without neglecting the oral comprehension of a specific type of discourse (mainly non-interactive). For productive skills, special attention will be paid to the process of writing in a foreign language. Students will be supported in the acquisition of writing skills by following a MOOC course which will be discussed collectively. In addition, specific exercises will focus on vocabulary expansion and grammatical and syntactic accuracy, with particular attention to synthesis (summarisation techniques) and argumentation skills.</p>
Bibliography	<p>Portfolio d'articles et textes disponibles sur Moodle. Exercices en ligne "Thematische woordenschat Nederlands voor anderstaligen" (Loo, van e.a., Intertaal, 2013)</p>
Other infos	<p>Portfolio</p>
Faculty or entity in charge	<p>ELAL</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Modern Languages and Literatures: German, Dutch and English	GERM1BA	5		
Minor in Dutch Studies	MINNEER	5		
Bachelor in Modern Languages and Literatures : General	ROGE1BA	5		