lgerm1337

2023

UCLouvain

Language control and language variation of Dutch

5.00 credits	45.0 h + 30.0 h	Q1 and Q2

Teacher(s)	Degand Elisabeth ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Main themes	The productive and receptive skills of the Dutch language are addressed through three main themes: 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. Through these three main themes, writing and reading strategies will be worked on throughout the year. Particular attention will be given to written proficiency.
Learning outcomes	**At the end of this learning unit, the student is able to :** 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	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. B: Written exam (partial) in January (30%) with focus on linguistics code: grammar exercises, argumentative formulation and vocabulary. C. Exam at the end of the academic year (40%): 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, argumentative skills, discussion based on one of the themes seen in the course (Q1 + Q2); 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. 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. 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. 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. Generative artificial intelligence (AI) must be used responsibly and in accordance with the practices of academic and scientific integrity. Scientific integrity requires that sources be cited, and the use of AI must always be reported. The use of artificial intelligence for tasks where it is explicitly forbidden will be considered as cheating.
Teaching methods	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. Oral proficiency will be trained through participation in the TANDEM project with KULeuven.
Content	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.

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.

Bibliography	Portfolio d'articles et textes disponibles sur Moodle. Exercices en ligne "Thematische woordenschat Nederlands voor anderstaligen" (Loo, van e.a., Intertaal, 2013)
Other infos	Portfolio
Faculty or entity in charge	ELAL

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		🔍