



5 credits

45.0 h + 30.0 h

Q1 and Q2

Teacher(s)	Degand Elisabeth ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Prerequisites	Level B2 of the Common Europea Framework of Reference for Languages <i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Main themes	Productive and receptive skills in Dutch, both oral and written; understanding of the theoretical concepts linked to "taalvaardigheid" (language skills) and « taalbeheersing » (language in use). Focus of attention will be on the language skills needed in the course of the academic curriculum in Dutch (linguistics and litterature): (linguistique et littérature) : -- analysis of varied types of discourse, including academic discourse - oral and written argumentation ; -- relevant reading strategies ; -- discursive skills (conversational, discourse cohesion)
Aims	To acquire advanced skills (B2 level - Common European Framework of Reference for Languages ). At the end of the course, the student will be able to: Receptive skills: <ul style="list-style-type: none"> <li>• understand the main ideas of propositionally and linguistically complex speech on both everyday life and academic concrete, abstract, cultural and literary topics delivered in a standard language, including technical discussions in his/her field of specialization</li> <li>• follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</li> <li>• follow the essentials of lectures, talks and reports and other forms of academic/professional/cultural/ literary presentation which are propositionally and linguistically complex</li> <li>• read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively</li> <li>1 • apply reading strategies adequately according to specific reading goals.</li> <li>• recognize language varieties in the Dutch linguistic area</li> </ul> Productive skills: <ul style="list-style-type: none"> <li>• describe and give detailed presentation on any topic of interest, developing main and secondary ideas ;</li> <li>• digress spontaneously from a prepared discourse to interact fluently with the interlocutors on matters raised in the course of speech;</li> <li>• use the language with ease, correction and efficiency in a wide range of topics.</li> </ul> In writing, the language used will be grammatically and lexically correct and rich; <ul style="list-style-type: none"> <li>• the topics will cover a wide range of subjects, and will be structured relying on diverse sources of information;</li> <li>• texts will be written in lne with the constraints of the genre and register at stake.</li> </ul> ---- <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>

<p>Evaluation methods</p>	<p>Flipped class evaluation : 20%, this part of the evaluation results from comprehension and production tasks performed throughout the teaching semesters. The grade cannot be improved during second pass exam.                  Partial written exam in January: Vocabulary testing (book: van Loo et al. Thematische woordenschat). This partial exam accounts for 20% of the final grade. In case it is failed students will have to pass it again in June (specific exam).                  Final exam:</p> <ul style="list-style-type: none"> <li>• oral component: Critical presentation of a book read during the year and discussion of the "Tandem" portfolio. This part counts for 20%</li> <li>• written component: reading (20%) and writing tasks (20%).</li> </ul> <p>Failure in one of the components (vocabulary, speaking, reading, writing) results in failure of the whole exam. In that case all components should be presented again.</p>
<p>Teaching methods</p>	<p>Classes will alternate theory and exercises. Active participation from students is required, both for the exercises and the theoretical sessions (« flipped classroom»). Regular evaluation will monitor progress of the students-skills towards reaching level B2.</p>
<p>Content</p>	<p>Introduction: Explicitation of receptive and productive skills level to reach                  Theory: (psycholinguistic) foundation of reading process and vocabulary learning; aspects of language competence ("taalbeheersing"), text typology, language registers, reading strategies, language variation                  Exercises: Applying reading techniques and reading strategies to various text types, including literary and cultural. Training in writing competence (summarization, factual re-writing).</p>
<p>Bibliography</p>	<p>Portfolio d'articles et textes disponibles sur Moodle.                  Exercices en ligne                  "Thematische woordenschat Nederlands voor anderstaligen" (Loo, van e.a., Intertaal, 2013)</p>
<p>Other infos</p>	<p>/</p>
<p>Faculty or entity in charge</p>	<p>LMOD</p>

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Modern Languages and Literatures: German, Dutch and English	<a href="#">GERM1BA</a>	5	<a href="#">LNEER1730</a>	
Bachelor in Modern Languages and Literatures : General	<a href="#">ROGE1BA</a>	5	<a href="#">LNEER1730</a>	
Minor in Dutch Studies	<a href="#">LNEER100I</a>	5		