

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.







5.00 credits

45.0 h + 40.0 h

Q1 and Q2

Teacher(s)	Degand Elisabeth ;
Language :	Dutch
Place of the course	Louvain-la-Neuve
Prerequisites	Students have reached a B2 proficiency level in productive and receptive skills in Dutch
Main themes	<p>The course addresses the question of synchronic and diachronic variation in Dutch to develop productive and receptive skills in Dutch. The main topics are:</p> <ul style="list-style-type: none"> • Cognitive principles underlying the learning of Dutch as a foreign language, particularly: reading and writing strategies (in higher education), with a specific focus on argumentative skills. • Geographical variation, diaphasic variation, and linguistic attitudes. • Societal debates concerning the Dutch language. <p>Throughout these three main themes, argumentative skills (both oral and written) will be trained all along the year. Special attention will be given to mastering (digital) tools and techniques for improving the linguistic code.</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 level (CEFR Level B2+, -C1). 2 Master techniques and discursive codes for composing argumentative and descriptive texts on one of the themes covered in the course. They will be able to use language grammatically and lexically correct. 3 Develop a strong argumentation, both orally and in writing, regarding societal debates about the Dutch language. 4 Explain the specific theoretical concepts related to the variation of Dutch language, especially regional variation (Netherlands/Flanders), diaphasic variation (standaardtaal, tussentaal, dialect), and diachronic variation. <p>This learning unit contributes to the development and command of the following skills and learning outcomes of the ELAL programmes: 1.6, 2.6, 3.5, 3.6, 6.4, 6.5, 6.6</p>
Evaluation methods	<p>A: Continuous assessment: 25%, i.e. 5 points out of 20! This part of the assessment is acquired throughout the course at home and in class (oral and written comprehension and production tasks to be completed). Participation in the Tandem project is part of the continuous assessment. This part cannot be made up in the second session (cf. article 78 of the RGEE).</p> <p>B: Partial written examination in January (25%) on the linguistic code: grammar, argumentative formulation and vocabulary exercises.</p> <p>C. Examination at the end of the academic year (50%):</p> <ul style="list-style-type: none"> - Open questions on the theoretical part of the subject covered in Q1 and Q2 (taal en maatschappij, taalvariatie) ; - Reading comprehension: Exercise on the ability to apply the reading strategies covered in the course. - The assessment criteria for mastery of the linguistic code adopted during the year (assessment grids made available to students) are applied during the examination. <p>The final grade is the weighted average of grades A, B and C. In the final mark, part A is worth 5/20, part B 5/20 and part C 5/20. A failing grade in part B or part C will result in a failing grade for the whole examination.</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> <p>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.</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). For productive skills, special attention will be paid to the process of writing in a foreign language. 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>
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		
Bachelor in Ancient and Modern Languages and Literatures	LAFR1BA	5		
Minor in Dutch language and culture (only available for reenrolment)	MINNEER	5		
Bachelor in French and Romance Languages and Literatures : General	ROM1BA	5		
Bachelor in Modern Languages and Literatures : General	ROGE1BA	5		
Bachelor in Law	DROI1BA	5		
Minor in Dutch language and culture	MINNEERL	5		