



DUTCH LANGUAGE IN DAILY LIFE COURSE
IES Abroad Amsterdam

DESCRIPTION:

This course aims to provide an introduction to the Dutch language in daily life. Through task-based and interactive methods, a basic understanding of the Dutch language will be obtained. Students will master some basic vocabulary in order to participate in limited conversations and express themselves in some general situations. Besides the language aspect, students will also learn about some of the most important Dutch traditions and holidays, some cultural aspects and recent political history. A practical component and field trips are part of this course.

CREDITS: 3 US credits

CONTACT HOURS: 4 hours per week (The course related trips are +/- 1 hour extra so 3 hours in total)

LANGUAGE OF INSTRUCTION: Dutch will be used in most instances in the language part of the course, with emergency use of English for disambiguation or clarification. Most of the cultural part will be in English.

INSTRUCTORS: Una Bergin

PREREQUISITES: None.

ADDITIONAL COST: None.

METHOD OF PRESENTATION:

The course contents will be delivered by applying an interactive methodology with focus on active communication in Dutch. Students prepare group lessons with a digital component of the course material, constituted by listening, speaking and grammar/vocabulary exercises. The concurrent book is used in the group lessons and offers opportunities to put your preparation into practice.

After the lesson you do more exercises in the digital part to assimilate what you have learned.

Homework, the consolidation, will be assigned so that the students can systematize, practice, and clarify 'chunks' of language. Some basic grammar will be presented. However, as the course is aimed at providing a solid foundation to 'use' Dutch, the emphasis of the lesson will mainly be on directly practical aspects of the language.

There will be special cultural assignments and reflections related to field study trips. Amsterdam and its people are a perfect scenario for practicing the target language and learning about the ways people live. Therefore, we will draw on this setting to collect pieces of information for our class discussions and to develop a first-hand appreciation of the Dutch language in daily life. Information and communication technology will be very present in the classroom. Some assignments or reflections will involve internet research. The e-learning module Moodle will provide instructions, assignments, reflections, materials and activities.

Program starts:

Monday the 10th of February 2025 at 10:00 pm (Day group 1)

Tuesday the 11th of February 2025 at 10:00 pm (Day group 2)

Monday the 10th of February 2025 at 18:00 pm (Evening group)

Details can be found in the lessons program.



Time and location:

Morning group 1, Teacher Una Bergin:

- **Monday and Wednesday from 10:00 - 12:00 - Geldersekade 101, IES centre, Amsterdam.**

Morning group 2, Teacher Una Bergin:

- **February 11th - March 13th**
Tuesday and Thursday from 10:00 - 12:00 - Gerard Doustraat 220, Taalhuis Amsterdam, Amsterdam.
March 18th - May 8th
- **Tuesday and Thursday from 10:00 - 12:00 - Geldersekade 101, IES centre, Amsterdam.**

Evening group, Teachers: Sharon Kwetsie and Flemming Sitanala

- **Monday from 18:00 - 20:00 - Geldersekade 101, IES centre, Amsterdam.**
- **Wednesday from 18:00 - 20:00 - Geldersekade 101, IES centre, Amsterdam.**

Save the following exceptions:

- **Tentatively, course-related trips will take place on**
- **1) March 19th / 20th will see us visit the Wereldmuseum and Dappermarkt.**
- **2) April 8th / 9th will see us visit the Jewish Quarter, including het Joods Museum.**
- **The course related trips take place from 10:00 till 13:00 The two field trips will be a common undertaking: students and teachers from day and evening groups will attend together.**

No Lessons on:

- * **Monday, March 24 – Thursday, March 27 - No classes because of exam week UVA/VU**
- * **Monday April 21st (Easter)**
- * **Monday, April 28 – Friday, May 2 (Spring Break)**
- * **Monday May 5th (Liberation Day)**

Assignments/reflections are due on dates stated hereunder in the syllabus, and can be up-loaded to Moodle forums. Or emailed to the teacher directly.



STUDENT PROFILE:

This course is designed for students with little to no prior knowledge of the Dutch language. By the end of the course, a successful student will have developed a basic foundation in five skills: 1. intercultural communication, 2. reading, 3. writing, 4. listening and 5. speaking.

This outcome offers the student a variety of basic capacities to enjoy communicating every-day wants and needs in the host culture language, as described in the learning outcomes below.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation and completed homework - 15%
- Oral exam - 25%
- Language exam I & II - 40%
- Cultural Assignments/reflections - 20%

Exams:

- Language exam I and II about Dutch vocabulary and grammar. (these are taken during class and are written)
- Oral exam: a one on one conversation with the teacher at the end of the course.

Assignments Cultural part: (these assignments are in English)

Assignment 1: Record a short conversation 2/5 minutes in Dutch between yourself and a Dutch speaking person. (audio or video)
Due date: Sunday March 30th

Assignment 2: An essay (500-1000 words) about one of our field trips, in English.
This can be uploaded on Moodle or sent to the teacher by email. **Due date Sunday April 27th**

Assignment 3: A presentation about a Dutch person, event or phenomenon.
These presentations are about +/- 20 minutes and will take place during the last few lessons.
It's possible to use visuals and a beamer during this. Please inform your teacher what your subject is and we will provide you with extra input and material.

You can do most of the presentation in English, but some Dutch should be implemented:
Either introduce your subject in the first c. 100 words in Dutch and/or (!) introduce, throughout the presentation, 6 interesting Dutch words you learned corresponding to your subject. So you can choose one of these options: 1. max.. 100 Dutch introduction words or 2. introduce 6 words across the lecture wherever you deem it suitable, and that will be sufficient for a pass. But choosing both will get you a higher grade.

Presentations will be held:

- > Monday/Wednesday morning group: Monday May 12th and Wednesday May 14th
- > Tuesday/Thursday morning group: Tuesday May 6th and Thursday May 8th
- > Monday/Wednesday evening group: Monday May 12th and Monday May 14th

LEARNING OUTCOMES:

By the end of the course, students will be able to:

achieve some of the outcomes for the Novice Abroad level as defined by the Model Assessment Practice (MAP) for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

- I. Intercultural Communication
 - A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
 - B. Students can recognise basic appropriate and inappropriate expressions and behaviors in the Dutch language.
 - C. Students will be able to distinguish between basic representations of formality and informality in the Dutch language.
 - D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.
- II. Listening
 - A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
 - B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.
- III. Speaking
 - A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Centre, and the community).
 - B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.
- IV. Reading
 - A. Students will be able to identify and understand basic sentences.
 - B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.
- V. Writing
 - A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
 - B. Students will be able to send basic emails, text messages, and fill out some basic forms.

Program may be subject to change.

Homework will be announced during lessons and posted on Moodle.

Week/lesson	Content	Assignments
Lesson 1 (February 10th, Monday)	Introduction and how to use the book/website Set up your own vocab-list Introducing yourself -Pronouns and verbs (singular) -Numbers and Alphabet	Homework: Preparation CH1
Lesson 2 (February 12th, Wednesday)	Introducing yourself -Pronouns (singular) -Regular and Irregular verbs (singular) -Numbers and Alphabet -Question words <i>Hoe, Wat, Waar</i> -Dialogues CH 1	Homework: Consolidation CH1
Lesson 3 (February 17th, Monday)	Test CH1 (open book) Talk about your hobbies -Pronouns (plural) -Verbs (plural) -Inversion Vocabulary: -Daily activities -Numbers	Homework: Preparation CH2
Lesson 4 (February 19th, Wednesday)	Hobbies and daily life -Pronouns (plural) -Verbs (plural) -Inversion -Dialogues CH 2	Homework: Consolidation CH2
Lesson 5 (February 24th, Monday)	Test CH2 (open book) -Talk about Family -Describing people -Negation: <i>geen</i> -Conjunctions: <i>en, maar, of, want</i> -Adjectives	Homework: Preparation CH3

Lesson 6 (February 26th, Wednesday)	-Talk about Family -Describing people -Negation: geen -Conjunctions: en, maar, of, want -Adjectives -Dialogues CH 3	Homework: Consolidation CH3
Lesson 7 (March 3rd, Monday)	Test CH3 Start CH4 - Daily activities -Tell time -Inversion -Modal verbs Vocabulary -Activities in and around the house	Homework: Preparation CH4
Lesson 8 (March 5th Wednesday)	- Dialogues CH4 -Make an appointment -Modal verbs -Inversion -Propose a date/ accept or decline	Homework: Consolidation CH4 Homework: Prepare Language Exam #1 (CH 1, 2, 3 and 4)
Lesson 9 (March 10th, Monday)	- Language exam #1 Cafés - Order in a Café/Restaurant - Drinks - Dutch Cuisine - Ask for the bill - Tipping	Homework: Order at a Café or restaurant in Dutch

Lesson 10 (March 12th, Wednesday)	Start CH5 -Grocery Shopping -Shopping -Prices -Products -Grocery shopping at the market -Grocery shopping vocabulary	Preparation CH5
Lesson 11 (March 17th, Monday)	-Dialogues CH 5 -Grocery Shopping -Days and months -Shopping -Prices -Products - Test CH 5 -Short intro to colonial history of the Netherlands and preparation of visit Wereldmuseum and exhibit 'Our colonial inheritance'	Consolidation CH5
Lesson 12 (March 19th, Wednesday or March 20th, Thursday)	Course Related Trip: Wereldmuseum + Dappermarkt Visit Wereldmuseum exhibit: 'Our colonial inheritance' with tour by Flemming Sitanala followed by a grocery shopping game on the Dappermarkt 10:00 - 13:00	
March 24th	NO LESSON	
March 26th	NO LESSON	

Lesson 13 (March 31st, Monday)	- Start Chapter 6 - Public Transport - Book a trip - Ask for information - Travelling, using public transport Grammar -Imperative -Prepositions -Negation: niet/geen Vocabulary -Traveling words	Homework: Preparation CH6
Lesson 14 April 2nd, Wednesday)	- Dialogues CH6 - Public Transport - Book a trip - Ask for information - Travelling, using public transport Grammar - want / omdat Vocabulary -Traveling words	Homework: Consolidation CH6
Lesson 15 (April 7th, Monday)	- Test Chapter 6 (open book) - Start Chapter 7 -Talk about your house Grammar -'Er' -Comparative -Deze/die, dit/dat Vocabulary -Describe your house - Learn some Yiddish Amsterdam slang words	Homework: Preparation CH7

Lesson 16 (April 8th Tuesday or 9th Wednesday)	Course Related Trip Joods museum + Joods Kwartier Visit the Jewish Museum and a guided tour through the Jewish quarter by historian Onno Warns 10:00 - 13:00	
Lesson 17 (April 14th, Monday)	- Dialogues CH 7 - Deze/die, dit/dat Vocabulary -Describe your house -Prepositions -Liggen/zitten/staan/hangen - Prepositions	Homework: Consolidation CH7
Lesson 18 (April 16th, Wednesday)	Test CH 7 Recap, Grammar CH 5, 6 and 7 -Negation: niet/geen -Conjunctions: want/omdat - 'Er' + positionverbs: liggen, staan, zitten (in), hangen (aan)	Review Grammar and vocabulary with the study guide.
April 21st, Monday	NO LESSON	
Lesson 19 (April 23rd, Wednesday)	Preparation Oral exam A conversation lesson about all the topics from this course	Prepare Final Language Exam, and Oral exam test on May 7th
April 28th, Monday	NO LESSON	
April 30th, Wednesday	NO LESSON	
May 5th, Monday	NO LESSON	
Lesson 20 (May 7th, Wednesday)	Language Exam #2(CH 5, 6 and 7), and Oral exam test.	

Lesson 21 (May 12th, Monday)	Presentations Assignment #3	
Lesson 22 (May 14th, Wednesday)	Presentations Assignment #3	

IES Amsterdam Attendance Policy

In effect as of 1 January 2024

Class Attendance:

Since IES Abroad courses are designed to take advantage of the unique contribution of the instructor and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend. It is your responsibility to be aware of and adhere to this attendance policy.

Irregular attendance may result in a lower grade in the course, and/or disciplinary action.

Faculty mark attendance in Moodle weekly, noting whether students are present or absent. If you are more than 15 minutes late, you will be marked as absent. Weekly attendance records will be uploaded, and you will receive automated messages regarding your absence count. In the same automated message, you will be provided with an opportunity to submit documentation to excuse absence(s) within one week of receipt of message.

Absences will be authorized for the following reasons:

- > Health issues (must include a Dutch doctor's note);
- > A recognized religious holiday traditionally observed by the particular student, only when communicated within the first two weeks of class to IES Academic staff and faculty;
- > A grave incident affecting family members;
- > Conflicting academic commitments, only when communicated within the first two weeks of class to IES Academic staff and faculty;

Any other absences (such as missing an alarm or missing a flight) are unexcused.

One unexcused absence is permitted without penalty to a student's final grade. Beyond this, each subsequent unexcused absence will result in a deduction of 1/3 of your final letter grade (for example, A- to B+). IES staff will make deductions at the end of the semester based on received documentation. Faculty do not have the authority to judge absences. Only IES staff can change an unexcused absence to excused.



What to do if you are going to be absent

In any case when you are not going to attend class, out of courtesy to your instructor and your fellow students, you must notify your professor and IES academic staff;

Cathleen Owens (cowens@iesabroad.org) and Nikki Wester (nweste@iesabroad.org).

Regarding COVID-19, we will closely monitor government guidance for any developments and update the attendance policy accordingly.

COURSE-RELATED TRIPS:

- List of course-related trips. The terms “field studies” and “field trip” have been substituted by “course-related trips”. All these references should be changed to “course-related trips”

REQUIRED COURSE MATERIALS:

- Start.nl By Katja Verbruggen en Welmoed Hoogvorst. ISBN: 978 90 469 05661
 - o Can be obtained from the IES Centre on the first date of the course.

INSTRUCTOR BIOGRAPHIES:

Una Bergin studied music at the Conservatory of Utrecht. She is a musician, singer and composer and teaches Dutch to foreign learners.

Flemming Sitanala

Flemming Sitanala studied linguistics at the University of Amsterdam. He is currently working as a Dutch teacher for Taalhuis as well as being a part-time chef in an Indonesian restaurant.

Sharon Kwetsie studied history at the University of Amsterdam and has been teaching Dutch at Taalhuis Amsterdam since October 2016. When Sharon is not teaching, she likes to travel the world, discover new bands, read English novels, watch French movies or eat really good food.