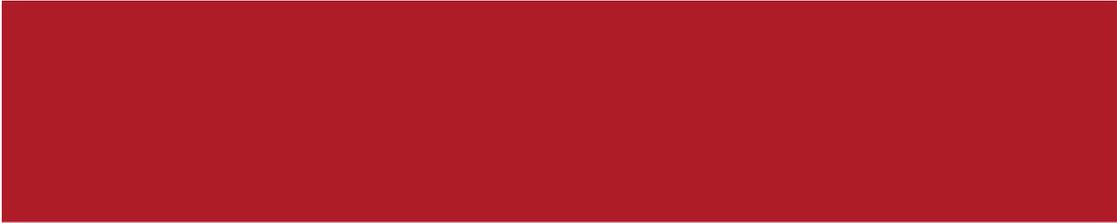


Dutch Language and Culture Manual

National Language of the Netherlands



Prepared by:
Laura Castaneda, B.S. &
Lynsey Chalker, B.S.

Texas State University-Class of 2012
Academic Advisor
Dr. Rahul Chakraborty

Table of Contents

Dutch Statistics	3
The Netherlands' Geography	4
About the Netherlands	4
Demographics of the Netherlands	5
Distribution of Dutch Speakers in US	5
Dutch Culture	6
Role of the Family	6
Dutch Demeanor	6
Dutch Cuisine.	6
Breakfast	6
Tea Time	7
Dinner	7
Dutch Delicacies	7
Dutch Holidays	9
Linguistics	10
Phonology	10
Morphology	11
Syntax	13
Common English Pronunciation Problems	14
Dunglish	15
Social and Pragmatic Norms	18
Greetings	18
Business	18
Food/Gifts	18
Other	18
Dutch Slang Terms	19
Speech-Language Pathologists	20
Web Resources	21
Therapy/Test Materials	23
Research Articles	24
Case History Template for Bilingual Speakers	26

Dutch Statistics

- Dutch is spoken by the 15 million inhabitants of the Netherlands
- Official language of: Aruba, Belgium, Netherlands, Netherlands Antilles and Suriname.
- Spoken in: Netherlands, Belgium, Suriname, Aruba, Netherlands Antilles, South Africa, and Indonesia.

Distribution of the Language:

- Netherlands - 16,407,491(individuals)
 - Aruba - 5,289
 - Belgium - 4,620,150
 - United States - 412,637
 - Canada - 159,165
 - Germany - 101,000
 - France - 80,000
 - Australia - 47,955
 - Israel - 1,680
 - Suriname - 200,000
 - Netherlands Antilles - 4,000
- Dutch vocabulary has contributed many words to the English language. For example, *yacht*, *easel*, *cookie*, and *freight* all come from Dutch.

Retrieved from: <http://www.dutchlanguage.info/dutch/facts.asp>



The Netherlands' Geography

- Western Europe, bordering the North Sea, between Belgium and Germany
- Slightly less than twice the size of New Jersey
- Referred to as Holland
 - Even though North and South Holland only make up 2 of the 12 provinces
 - Capital: Amsterdam

Retrieved from: <https://www.cia.gov/library/publications/the-world-factbook/geos/nl.html>



About the Netherlands

Dutch, the official language, is spoken by around 90% of the population. Around 350,000 people, or 2.2% of the population, speak Frisian as their first language, mainly in the northern province of Friesland, where it is recognized as an official language. Turkish and Arabic are also spoken in the Netherlands, each by over 0.6% of the population.

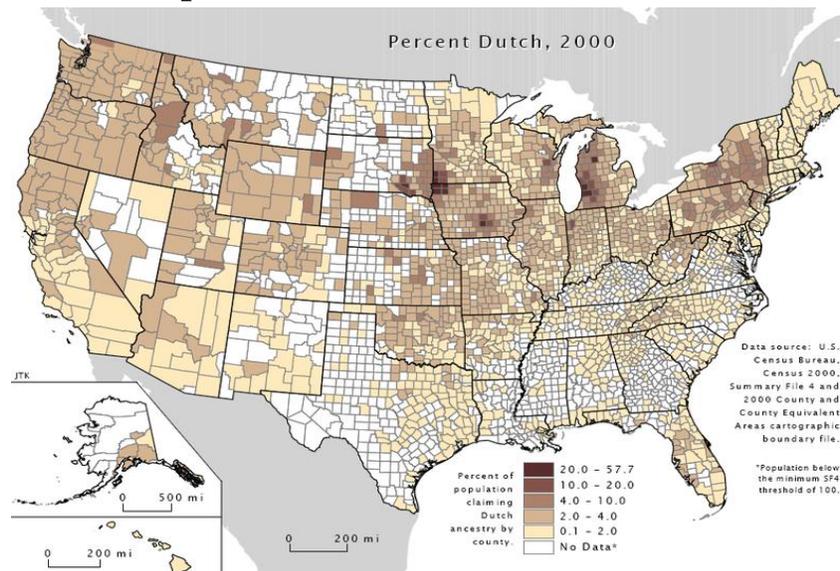
Retrieved from: <http://www.kwintessential.co.uk/resources/global-etiquette/netherlands.html>

Demographics of the Netherlands

- Population
 - 16,847,007 (July 2011 est.)
- Nationality
 - Noun: Dutchman(men), Dutchwoman(women)
 - Adjective: Dutch
- Religions
 - Roman Catholic 30%
 - Dutch Reformed 11%
 - Calvinist 6%
 - other Protestant 3%
 - Muslim 5.8%
 - other 2.2%
 - none 42% (2006)
- Ethnic Make-up:
 - Dutch 83%
 - Other 17% (of which 9% are non-Western origin mainly Turks, Moroccans, Antilleans, Surinamese and Indonesians) (1999 est.)
- Languages
 - Dutch (official)
 - Frisian (official)
- Literacy
 - Definition: age 15 and over can read and write
 - Total population: 99%

Retrieved from: <https://www.cia.gov/library/publications/the-world-factbook/geos/nl.html>

Distribution of Dutch Speakers in the U.S.



Dutch Culture

The Role of the Family

- The Dutch see the family as the foundation of the social structure.
- Families tend to be small, often with only one or two children.
- Relatively few women work outside the house full-time as compared to many other cultures.
- This allows mothers to be more available to their children throughout the entire day.

Dutch Demeanor

- Appearances are important to the Dutch.
- They are disciplined, conservative, and pay attention to the smallest details.
- They see themselves as thrifty, hardworking, practical and well organized.
- They place high value on cleanliness and neatness.
- At the same time, the Dutch are very private people.
- They do not draw attention to themselves and do not value the accoutrements of success highly prized by other western societies.
- They dislike displays of wealth, as they run counter to their egalitarian beliefs.
- They do not boast about their accomplishments or their material possessions.

Dutch Cuisine

Dutch Breakfast

- Wide variety of cold cuts, cheeses and sweet toppings; such as hagelslag, vlokken and muisjes.
- Chocolate spread, treacle (a thick, dark brown sugar syrup called stroop), peanut butter (which is savoury, not sweet) and confiture are popular too.
- The Dutch are famous for their dairy products and especially for their cheeses. The vast majority of Dutch cheeses are semi-hard or hard cheeses. Famous Dutch cheeses include Gouda, Edam, and Leyden.
- A typically Dutch way of making cheese is to blend in herbs or spices during the first stages of the production process. Famous examples of this are cheeses with cloves (usually the Frisian nagelkaas), cumin (most famously Leyden cheese), or nettles.
- Dutch bread tends to be very airy, as it is made from yeast dough. From the 1970s onward Dutch bread became predominantly whole grain, with additional seeds such as sunflower or pumpkin seeds often mixed with the dough for taste. Rye bread is one of the few dense types of bread of the Netherlands.
- Those who do not want to have breakfast but need something on their stomach in the morning often eat the famous Dutch ontbijtkoek. It is usually served as a small slice, possibly with delicious rich Dutch butter.

Tea Time

- Dutch people invite friends over for koffietijd (coffee time), which consists of coffee and cake or a biscuit, served between 10 and 11 a.m. (before lunch) and/or between 7 and 8 p.m. (after dinner)
- The Dutch drink coffee and tea throughout the day, often served with a single biscuit. Dutch thrift led to the famous standard rule of only one cookie with each cup of coffee. It has been suggested that the reasons for this can be found in the Protestant mentality and upbringing in the northern Netherlands.
- *Café au lait* is also very common. It is called koffie verkeerd (literally "wrong-way-round-coffee") and consists of equal parts black coffee and hot milk.
- The Dutch drink tea without milk and the tea is quite a lot weaker than the typical English types of tea which are taken with milk. Other hot drinks used to include warm lemonade, called kwast (hot water with lemon juice), and anijsmelk (hot milk with aniseed).

Dinner

- Dinner, traditionally served early by international standards, starts at about 6 o'clock in the evening.
- The old-fashioned Dutch dinner consists of one simple course: beans or potatoes, meat and vegetables. Traditionally potatoes with a large portion of vegetables and a small portion of meat with gravy, or a potato and vegetable stew.
- A typical traditional Dutch dinner would include stampot (Dutch mashed potato mixed with other mashed vegetables) and pea soup. Vegetable stews served as side dishes are for example rodekool met appeltjes (red cabbage with apples), or rode bieten (red beets).
- Regular spices used in stews of this kind may be bayleaves, juniper berries, cloves, and vinegar. Stews are often served with mixed pickles, including zure zult (head cheese) or stewed pears (stoofperen). Due to the influx of other countries traditional meals have lost some popularity. Stampot is traditionally eaten in winter.
- If there is a starter, it is usually soup. The final course is a sweet dessert, traditionally yoghurt with some sugar or vla, thin milk pudding (cooked milk with custard).

Retrieved from: http://en.wikipedia.org/wiki/Dutch_cuisine#Structure_of_meals

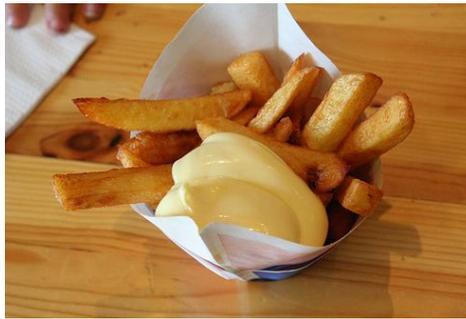
Dutch Delicacies

- **Poffertjes:** mini pancakes, but thicker and sweeter. Often served with sugar and butter; popular with children.
- **Stampot:** a winter dish with vegetables, potatoes and meat mashed together in one stew. There are varieties with kale, sauerkraut, onions, carrots, sausages and bacon. The final touch is an indentation in the middle of the stew that is filled with gravy.

- **Snert:** pea soup with sausages; another winter dish to help you reenergize.



- **Patatje met:** It's not the fries that are special, but what comes along with it. The Dutch prefer mayonnaise with their French fries instead of ketchup.



- **Bitterballen:** the best snack when sitting on a terrace with a drink. Small fried balls of beef ragout. The bigger brother of 'bitterballen' is a kroket, which is sold at any snack corner.
- **Haring:** the most popular fish in Holland is herring. Eat it on a bun with onions or pickles, or choose to do it the original way and have a bite while holding the fish in the air by its tail.



- **Liquorice:** Dutch liquorice is available both sweet and salty and in a wide range of shapes and flavors.
- **Hagelslag:** chocolate sprinkles on a sandwich are enjoyed by young and old.

- **Muisjes:** aniseed comfits eaten as bread topping and available with a pink, blue or white outer layer of sugar. It is a Dutch custom to eat rusk with aniseed comfits to celebrate the birth of a baby



- **Stroopwafel:** a treacle waffle is a typical Dutch treat. This flat waffle is best enjoyed with a cup of coffee or tea.

Retrieved from: <http://www.holland.com/uk/Tourism/Holland-information/About-Holland/Progressive-Holland.htm>

Dutch Holidays

- Public Holidays
 - New Year's Day January 1
 - Good Friday April 22
 - Easter April 24 ,25
 - Queen's Day April 30
 - Liberation Day May 5
 - Ascension Day June 2
 - Whitsun Weekend June 12, 13
 - Christmas December 25, 26
- Queen's Day
 - Honoring Queen Beatrix
- Liberation Day
 - Marks the end of the occupation of Nazi Germany during WWII
- Ascension Day
 - Bodily Ascension of Jesus into the Heavens
- Whitsun Weekend
 - Name used in the UK for the Christian festival of Pentecost, the seventh Sunday after Easter, which commemorates the descent of the Holy Spirit upon Christ's disciples

Linguistics

Phonology

Dutch spelling is basically phonemic where each grapheme must represent audible sounds or phonemes with a few exceptions. Dutch has 23 consonants (including allophones and marginal consonants), 17 vowel sounds consisting of 14 monophthongs and 3 diphthongs and is most closely related to German. The alveolars /t, n/ are also palatalized before /j/. Unlike English, the /p, t, k/ are voiceless unaspirated, and the /b, d/ are fully voiced.

There is considerable variation in the realization of the /r/ phoneme in Dutch (across dialects, sociolinguistic membership, styles, and phonological context). Some speakers use the voiced uvular fricative /ʁ/, others the uvular trill /R/, alveolar trill /r/ or tap /ɾ/. In post-vocalic contexts /r/ in some dialects tends not to be realized.

Devoicing of voiced fricatives is common in some dialects, so that /v/ is usually realized as /f/, /z/ is usually realized as /s/, and /ʒ/ is usually realized as /ʃ/. A glottal stop is often inserted before vowel-initial syllables.

Retrieved from: Garry, Jane, & Rubino, Carl. (Ed.). (2001). *Facts about the world's languages: an encyclopedia of the world's major languages, past and present*. New York & Dublin: A New England Publishing Associates Book.

Dutch Alphabet

Dutch has 27 letters, showed as follows:

A a	B b	C c	D d	E e	F f	G g	H h	I i
a	be	ce	de	e	ef	ge	ha	i
J j	K k	L l	M m	N n	O o	P p	Q q	R r
je	ka	el	em	en	o	pe	qu	er
S s	T t	U u	V v	W w	X x	Y y	IJ ij	Z z
es	te	u	ve	we	iks	y	lange ij	zet

Note

IJ ij was once written Y y, which is now only used in foreign loanwords.

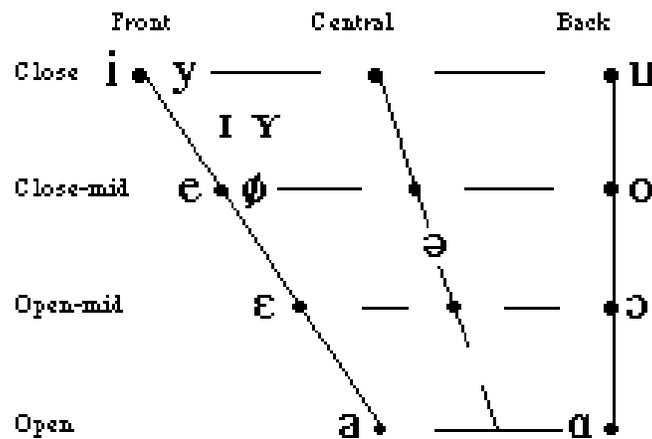
Retrieved from: <http://www.dutchlanguage.info/dutch/alphabet.asp>

CONSONANTS
(PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retrolflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d				k			ʔ
Nasal	m			n				ŋ			
Trill											
Tap or Flap				r							
Fricative		f v		s z					x		h
Affricate											
Lateral fricative											
Approximant		ʋ					j				
Lateral approximant				l							

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

Other sounds: post-alveolar stops, fricatives, and nasals precede the palatal approximant; voiced bilabial fricative and alveolar approximant are variants in codas; voiced velar stops occur in loanwords; vowels may be long; diphthongs.

Retrieved from:

http://accent.gmu.edu/browse_native.php?function=detail&languageid=76

Morphology

Dutch has lost most of its inflectional endings. The only morpheme that reflects case is the possessive *-s*, applied to proper nouns, and some pronouns (i.e. *Peters boek* 'Peter's book', *mijn vaders pen* 'my father's pen', and *ieders* 'everyone's').

Number is reflected in nouns with various suffixes: *-en*, *-s*, *-eren*, and *-ers*.

Nouns are divided into two classes: nouns with common gender that take the determiner *de*, and nouns with neuter gender that take the determiner *het*.

Dutch has definite articles, indefinite articles, and demonstratives.

Dutch verbs inflect for the present and past tense and the present and past participles. Finite verb forms agree with the person and number of the subject.

Pronouns: have subject and object forms, both full and reduced. Reduced forms are commonly used during speech while full forms are used for emphasis.

Adjectives and adverbs: denoting gradual properties may take the comparative suffix *-er* (i.e. *groter* ‘bigger’ *vaker* ‘more often’) and the superlative suffix *-st* (i.e. *grootst* ‘greatest/biggest’ *vaakst* ‘most often’).

Retrieved from: Garry, Jane, & Rubino, Carl. (Ed.). (2001). Facts about the world's languages: an encyclopedia of the world's major languages, past and present. New York & Dublin: A New England Publishing Associates Book.

Morphology also concerns the way words are put together. Consider the following Dutch words:

taal → *language*
 cursus → *course*
 dag → *day*

These are three separate Dutch words with their separate meaning. But we can also put these two words together to form a new word. The resulting word is called a compound:

taalcursus → *language course*
 cursusdag → *course day (i.e. a day in a course)*

These words can also be put together in a different order:

dagcursus → *day course*
 cursustaal → *course language*

The first six words are all in the Dutch dictionary, but the last one, *cursustaal*, is not. It was created by combining already existing words into one. This is one of the most striking things of human language. Language is productive. This means that you can ‘produce’ new words and sentences that didn’t exist before. Even though ‘cursustaal’ is not in the dictionary it is still a perfectly grammatical word of Dutch and native speakers of Dutch will understand it, even if they have never heard it before.

So what does the word mean? Note that ‘**taal**kursus’ and ‘dag**kursus**’ are both types of ‘cursussen’ (*courses*). ‘Cursus**taal**’, however, is a type of ‘taal’ (*language*). It is said that the right-hand part of a word in Dutch is its head. This means that it is the most important part of the word, the one that determines its meaning. Consider the following list of Dutch compounds:

cursus**taal** → *course language*
 spreek**taal** → *speaking language*
 schrij**ft**taal → *writing language*
 taal**kursus** → *language course*
 spreek**kursus** → *speaking course*
 schrij**f**kursus → *writing course*

The first three words are all types of ‘taal’ (*language*) whereas the last three are all types of ‘cursussen’ (*courses*). This is because of the right-headedness of Dutch compounds. The left part of the word tells you exactly *what* type of ‘taal’ or ‘kursus’ is meant.

Retrieved from: http://www.dutch.ac.uk/studypacks/english_language/linguistics/syntax.html

Syntax

Dutch is a verb-second language with nominative/accusative syntax. This is where subjects that agree with the verbs can precede finite verbs in declarative sentences. However in questions, requests, and some exceptions in other sentence types, the verb is placed at the end of a clause. Like in the following sentence:

Zal hij haar dat vertellen?

Will he her that tell

“Will he tell her that?”

This change in word-order does not occur in the English sentence, it is a unique feature of Dutch.

Sentential negation is expressed by means of the adverb *niet* (‘not’) or other negative words such as *geen*, *niemand*, and *niets*.

Retrieved from: Garry, Jane, & Rubino, Carl. (Ed.). (2001). Facts about the world's languages: an encyclopedia of the world's major languages, past and present. New York & Dublin: A New England Publishing Associates Book.

27 Common English Pronunciation Problems

FIX PROBLEM	ENGLISH SOUND	-	COMMON ERROR	-
Voiced. Friction with top teeth & bottom lip.	/v/	"van"	/f/	"fan"
Move front of tongue a little higher.	/e/	"set"	/æ/	"sat"
Move tongue to a lower front position.	/æ/	"man"	/e/	"men"
Keep mouth round and tongue back.	/ɒ /	"not"		
Back of tongue high. Lips rounded but relaxed. Short.	/ʊ /	"full"	/u:/	"fool"
Tongue low central. Lips relaxed.	/ʌ /	"cup"		
Drop tongue to make mouth a little deeper.	/ʌ /	"London" (1st syllable)	/ə/	"London" (2nd syllable)
Fix tongue in central position. Long.	/ɜ :/	"bird"		
Start with tongue not so low.	/eɪ /	"late"	/aɪ /	"light"
Don't make last part too strong.	/ɔɪ /	"boy"		
Tongue central. Then tightly round lips.	/əʊ /	"note"	/ɒ /	"not"
Start with lips tightly rounded. Unround.	/ʊ ə/	"tour"		
Relax the mouth and keep sound short.	/ɪ /	"sit"	/i:/	"seat"
Tongue low front. Then round & unround lips.	/aʊ ə/=/aʊ /+ /ə/	"flour"		
Start with lips tightly rounded. Unround & glide.	/w/	"west"	/v/	"vest"
Voiceless. Friction. Tongue between teeth.	/θ/	"thin"		
Voiced. Friction. Tongue between teeth.	/ð/	"they"	/d/	"day"

FIX PROBLEM	ENGLISH SOUND	-	COMMON ERROR	-
Voiced. Friction. Tongue between teeth.	/ð/	"clothe"	/z/	"close" /z/
Tip of tongue behind top teeth.	/d/	"made"	/t/	"mate"
Voiced: tip of tongue behind top teeth. Friction.	/z/	"rise"	/s/	"rice"
Voiceless. Friction. Front of tongue to palate.	/ʃ /	"push"		
Voiced: Front of tongue to palate. Friction.	/ʒ /	"confusion"	/ʃ /	"Confucian"
Unvoiced: Tip to alveolar. Front to palate.	/tʃ /	"cherry"		
Voiced: Tip to alveolar. Front to palate.	/dʒ /	"wage"		
Voiced stop: back of tongue to back roof.	/ŋ/ + /g/	"thing"	/ŋ/ + /k/	"think"
British "r" is weaker & usually silent unless followed by a vowel.	silent	"survivor"	/r/	"Sir Ivor"
Tongue low front to high front to centre.	/aɪ ə/=/aɪ /+ /ə/	"fire"		

Retrieved from: <http://www.btinternet.com/~ted.power/l1dutch.html>

“Dunglish”

“Dunglish” or Dutch English are the mistakes native Dutch speakers make when speaking English; a combination of Dutch and English.

Incorrect Meaning of Words

Errors often occur because of the false friend or false cognate possibility: words are incorrectly translated for understandable reasons. Examples are:

- Former prime-minister Joop den Uyl once remarked that "the Dutch are a nation of undertakers". The Dutch verb ondernemen is literally the English undertake (as onder is under and nemen is take). The noun ondernemer is thus literally undertaker; however the

idiomatic English usage is instead the French loanword *entrepreneur*. (Dutch uses the more specific *begrafenisondernemer* for a funeral director.)

- In spring during the Second World War, Churchill said to former prime-minister Gerbrandy while the two were standing on a balcony: "Spring is in the air". Gerbrandy's response was: "Why should I?" Gerbrandy thought Churchill told him: "Spring 'ns in de lucht", which translates into English as: "jump into the air".
- One of the best known examples of *Dunlish* took place between the Dutch foreign minister Joseph Luns and John F. Kennedy. At one point Kennedy inquired what hobby Luns had, to which he replied "I fok horses". The Dutch verb *fokken* meaning to breed. Kennedy then replied "Pardon?" a word which Luns then mistook as the Dutch word for "horses" ("*paarden*") and enthusiastically responded "Yes, *paarden!*"

Word Order

Some Dutch speakers may use Dutch syntax inappropriately when using English, creating errors such as *What mean you?* instead of *What do you mean?*

This is because English and Dutch do not follow exactly the same word order. English has a SVO word order, but Dutch has this word order only partially having a V2 word order. Used with modal auxiliaries, Dutch perfect participles are placed at the end of a phrase.

Verb Conjugation

English and Dutch are both West Germanic, with many cognate verbs with identical or nearly identical meanings. This similarity between verbs may cause speakers of Dutch to conjugate English verbs according to Dutch grammar.

We *kisse(n)* her. (Dutch *kussen* means and is cognate with English to *kiss*. In Dutch grammar, verbs with plural subjects take a form identical to the infinitive, which in most cases has an *en* suffix.)

What do you *now?* for What are you doing *now?* (In Dutch, *Wat doe je nu?*)

How goes it *now?* for How are you doing *now?* (The phrase is used particularly after someone has had a bad spell. A similarly constructed phrase is found in Shakespeare, carrying a slightly different meaning, which underlines the even closer similarities between English and Dutch historically.)

English employs periphrastic constructions involving the verb to do for forming questions, a rare feature cross linguistically. Dutch does not use this construction, but instead utilizes a VSO word order, inverting the subject and verb.

Errors in Pronunciation

Words like “third” and “the” are commonly mispronounced by Dutch speakers as “turd” and “duh”, replacing the dental fricative consonants that are not present in Dutch with dental plosives, the nearest equivalent.

Many Dutch speakers have trouble distinguishing between bat, bad, bet and bed. This is because Dutch devoices obstruents at the end of a word, and also because Dutch does not distinguish between [æ] and [ɛ].

Some pronounce the word idea (in Dutch: idee) without the ending sound, making "Do you have an idea?" and "Do you have an ID?" sound the same.

Other Indications

Using greetings to end an email as a literal translation of (met vriendelijke) groeten - in English; however, a greeting is usually to describe the start of an exchange and it is odd to use it at the end. Note also that greeting is generally used in English only to describe the act of welcoming someone into your house, usage in text as a form of salutation is restricted to Christmas cards (Season's Greetings) and would always be used at the start (never at the end).

Using possessive forms like that is the Lamborghini of Patrick instead of the use of an apostrophe to indicate possession. Saying that Lamborghini is Patrick's is a marked improvement, and a native English speaker would say that is Patrick's Lamborghini.

Concatenation of words like office manager is a common Dutch habit that sometimes also creates unintended misinterpretation.

Excessive and incorrect use of the apostrophe particularly when using acronyms in the plural form - note however that this is quite common in many countries including the US.

Over translation

Certain Dutch users have a tendency to over translate Dutch terms causing a literal, sometimes unintelligible, translation of the Dutch term into English. For example the English and Dutch know the famous Amsterdam church as the Westerkerk. The term "Western Church" used to help English tourists locate this tourist attraction can cause more confusion than necessary. (However, English users have readily adopted "Dam Square" instead of "Dam", the original form of this Amsterdam open space.)

Over translation can yield some misinterpretation in the language.

Retrieved from: <http://en.wikipedia.org/wiki/Dunghlish>

Social and Pragmatic Norms

Things to remember when interacting in a formal or clinic setting:

Greetings:

- It is normal to shake hands even for ladies. It is a common form of greeting. It is also normal to shake hands while leaving. Shake hands with everyone individually including children.
- Please introduce older people first, as it is a sign of respect.
- Do stand when someone is being introduced to you.
- Greet people upon coming and leaving.
- Do kiss three times on alternating cheeks (left, right, left) when greeting someone as well as bidding farewell. This is a custom typically for people of the opposite sex, although some people of the same sex do this as well. Familiar business partners also greet each other in that fashion. Even if you feel uncomfortable partaking in this greeting, you should go along with it because it could be seen as insulting if you refuse.

Business:

- There's not much room for chitchatting; shake hands, introduce yourself and talk business. Often you're immediately called by your surname or first name, even if you're in charge
- The Dutch are known for being straightforward (which is sometimes experienced as rudeness) and there isn't a single topic that cannot be discussed in an informal setting. The only thing that is not done is to ask a Dutch acquaintance how much he or she earns.
- Do not assume that the person is being rude if they do not use manners. They may not know them in English or not know our customs.

Food/Gifts:

- Unless you were invited to a meal and the host told you that it was their treat, you should pay your portion of the bill or expect the bill to be divided up evenly.
- In Holland, it is a custom to bring along a present, not only to a birthday, but also when you're invited for dinner to someone's house. This could be a book, flowers, chocolates or bottle of wine. If you receive a present, you're expected to unwrap it straight away.
- Breakfasts are often skipped, lunch is a simple meal of bread, dairy products and fruit, and dinner is mostly potatoes, vegetables and a piece of meat. Coffee and tea are enjoyed throughout the day.

Other:

- Refer to the Netherlands as "The Netherlands."

- Don't tap the center of your forehead with your index finger. It's the sign for "crazy" and is considered an impolite gesture.

Retrieved from: www.holland.com/uk/Tourism/Holland-information/About-Holland/Progressive-Holland.html

Dutch Slang

- brugpieper: a pupil in the lowest class of a lyceum. The word is used by pupils in the higher classes. It is a composition of "brugklas" (bridge-class; the first class being a "bridge" to different types of secondary education) and "pieper" (pipit, young chicken).
- buffelen: to work very hard. Apparently this word is derived from "buffel" (buffalo), referring to the domesticated buffaloes that plough rice-fields.
- dombo: dumbo, idiot
- flikken: to do. "Hoe heb je dat geflikt?" meaning "How did you manage to do that?"
- Johny (noun, male: A non-intellectual male person note Pejorative use of the male first name once popular in Dutch working class. Also 'Johnny' or 'Sjonnie'. Often used in conjunction with its female equivalent 'Anita'.
- knor: someone who gets everything wrong, always says the wrong things at the wrong moments, and is therefore considered a social failure note This word is widely used in student communities, and is known to all former students as well. Example: 'John is een suffe knor!' means as much as 'John is a boring, uninteresting person'.
- muts: girl. Mostly used for girls over 16.
- publiciteitsgeil: Extremely keen on publicity. Mostly applied to politicians and artists. The literal meaning is "publicity-horny".
- tongzoen: a French kiss. This word means simply "tongue-kiss".
- vackman: a skilled worker. Tell this to your boss if he lets you sweep the floor!!!
- zeiker: Someone who complains about trivial matters of things that cannot be changed.

Retrieved from: <http://www.dutchlanguage.info/dutch/slang.asp>

Dutch Speech-Language Pathologists and Audiologists

For more information or additional speech-language pathologists and audiologists please visit <http://www.asha.org/proserv/>

Speech Language Pathologists

United States

ProgressivEdge

1050 Pipeline Rd

Hurst, TX 76053

Director: Ronda Polansky

Phone: 800-989-6241

Email: scarp98@juno.com

Facility Type: Outpatient Rehab Center; Swallowing Disorders

Payment Type: Medicare, Medicaid, Health Insurance

The Netherlands

Dutch Association of Voice, Speech and Language Pathology (NVSST)

Prof. H.K. Schutte

ENT Clinic

University Hospital, PO Box 30.001

NL-9700 RB Groningen, Netherland

Nederlandse Vereniging voor Logopedie en Foniatria (NVLF)

Oosthaven 38 Postbus 3088, 2800 CD GOUDA

Phone: 31/182 587188

Fax: 31/182 517655

Website: www.nvlf.nl

Email: logopedie@nvlf.nl

Web Resources

Dutch Cuisine

Website Name: Traditional Dutch Recipes

Website Address:

<http://dutchfood.about.com/od/aboutdutchcooking/u/TraditionalDutchFood.htm>

Website Name: Food and Drink in the Netherlands

Website Address: <http://southholland.angloinfo.com/countries/holland/food.asp>

Website Name: Dutch Recipes

Website Address: <http://www.food.com/recipes/dutch>

Website Name: Move to Netherlands

Website Address: <http://movetonetherlands.com/recipes.html>

Dutch Language

Website Name: The Speech Accent Archive-Dutch

Website Address:

http://accent.gmu.edu/browse_language.php?function=find&language=dutch

Website Name: Dutch Language

Website Address: <http://www.dutchlanguage.info/>

Website Name: Dutch Language Learning Games

Website Address: <http://www.digitaldialects.com/Dutch.htm>

Website Name: Dutch Language, Alphabet, and Pronunciation

Website Address: <http://www.omniglot.com/writing/dutch.htm>

Website Name: Dutch Language Activities

Website Address: <http://www.enchantedlearning.com/themes/dutch.shtml>

Website Name: The Dutch Language

Website Address: <http://www.livius.org/dutchhistory/language.html>

Website Name: Dutch Dialects

Website Address: <http://www.dutchlanguage.info/dutch/dialects.asp>

Dutch History

Website Name: Dutch-The Canadian Encyclopedia

Website Address:

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0002476>

Website Name: A Brief Outline of Dutch History and the New Netherland Colony

Website Address: <http://www.coins.nd.edu/ColCoin/ColCoinIntros/Netherlands.html>

Website Name: Dutch History

Website Address: <http://www.filibustercartoons.com/holland/history.htm>

Website Name: Dutch History and Culture

Website Address: <http://www.livius.org/holland.html>

Website Name: Netherlands History

Website Address: <http://www.infoplease.com/ipa/A0107824.html>

Dutch Traditions

Website Name: Move to Netherlands

Website Address: http://www.movetonetherlands.com/typical_dutch.html

Website Name: Netherlands-The People and the Culture

Website Address: <http://www.beginnersguide.com/netherlands/netherlands-the-people-and-the-culture/traditions-in-the-netherlands.php>

Website Name: A Quick 101 in Dutch Customs and Traditions

Website Address: <http://www.jandaljourneys.com/a-quick-101-in-dutch-customs-and-traditions/>

Website Name: Traditions-Stuff Dutch People Like

Website Address: <http://stuffdutchpeoplelike.com/tag/traditions/>

Dutch Culture

Website Name: Dutch Culture

Website Address: <http://us.holland.com/e/8109/Dutch+Culture.php>

Website Name: Dutch

Website Address: <http://www.kwintessential.co.uk/resources/global-etiquette/netherlands.html>

Website Name: The Netherlands: Culture

Website Address: <http://www.everyculture.com/Ma-Ni/The-Netherlands.html>

Website Name: Dutch Culture and Society

Website Address: <http://www.dutchgrammar.com/links2.html>

Website Name: Netherland Facts

Website Address: <http://www.squidoo.com/netherlands-facts>

Website Name: Dutch Customs

Website Address: <http://www.culturebriefings.com/Pages/pubstore/pscbnl.html>

Therapy Materials

Enchanted Learning – is a website dedicated to helping children learn through interactive activities. The website provides information and activities for children in Dutch.

- <http://www.enchantedlearning.com/Home.html>

Boardmaker Software Family – is software that enables those that are unable to communicate with the use of a picture board. Since there is limited therapy materials for the Dutch language, boardmaker could be an alternative for children just beginning to speak English and transitioning to Dutch in order to communicate in the academic setting. Also, a picture with a word in Dutch could be represented on the board, as well as with English.

- <http://www.mayer-johnson.com/category/boardmaker-family>

Tests and Assessment Materials

There are limited assessments in the Dutch language available to the speech-language community.

A Dutch language proficiency test is available to those that speak the Dutch language.

- <http://www.learn-dutch-language-software.com/proftest/tlduttest.htm>

Research Articles

- Bekebrede, J., Leij, A., & Share, D. (2009). Dutch dyslexic adolescents: phonological-core variable-orthographic differences. *Reading and Writing, 22*(2), 133-65. doi: 10.1007/s11145-007-9105-7
- Evers-Vermeul, J., & Sanders, T. (2009). The emergence of Dutch connectives; how cumulative cognitive complexity explains the order of acquisition. *Journal of Child Language, 36*(4), 829-54. doi: 10.1017/S0305000908009227
- Gijssel, M., Ormel, E., Hermans, D., Verhoeven, L., & Bosman, A. (2011). Semantic categorization and reading skill across Dutch primary grades: development yes, relationship no. *Journal of Child Language, 38*(2), 356-79. doi: 10.1017.S03050009099904 20
- Hendriks, A., Kuyper, H., Lubbers, M., & Van der Werf, M. (2011). Personality as a moderator of context effects on academic achievement. *Journal of School Psychology, 49*(2), 217-48. doi: 10.1016/j.jsp.2010.12.001
- Keuning, J., & Verhoeven, L. (2008). Spelling development throughout the elementary grades: The Dutch case. *Learning and Individual Differences, 18*(4), 459-70. doi: 10.1016/j.lindif.2007.12.001
- Leij, A., Bekebrede, J., & Kotterink, M. (2010). Acquiring reading and vocabulary in Dutch and English: The effect of concurrent instruction. *Reading and Writing, 23*(3/4), 415-34. doi: 10.1007/s11145-009-9207-5
- Narasimhan, B., & Gullberg, M. (2011). The role of input frequency and semantic transparency in the acquisition of verb meaning: evidence from placement verbs in Tamil and Dutch. *Journal of Child Language, 38*(3), 504-32. doi: 10.1017/S0305000910000164
- Rispens, J., McBride-Chang, C., & Reitsma, P. (2008). Morphological awareness and early and advanced word recognition and spelling in Dutch. *Reading and Writing, 21*(6), 587-607. doi: 10.1007/s11145-007-9077-7
- Struiksmā, C., Leij, A., & Stoel, R. (2009). Response to fluency-oriented intervention of Dutch poor readers. *Learning and Individual Differences, 19*(4), 541-8. doi: 10.1016/j.lindif.2009.07.005

- Tubergen, F. (2010). Determinants of Second Language Proficiency among Refugees in the Netherlands. *Social Forces*, 89(2), 515-34. Retrieved from Education Full Text database
- Van der Slik, F. (2010). Acquisition of Dutch as a Second Language: The Explanative Power of Cognate and Genetic Linguistic Distance Measures for 11 West European First Languages. *Studies in Second Language Acquisition*, 32(3), 401-32. doi: 10.1017/S0272263110000021
- Vaessen, A., Bertrand, D., Tóth, D., Csépe, V., Faísca, L., & Reis, A. (2010). Cognitive Development of Fluent Word Reading Does Not Qualitatively Differ Between Transparent and Opaque Orthographies. *Journal of Educational Psychology*, 102(4), 827-42. doi: 10.1037/a0019465
- Van Heugten, M., & Johnson, E. (2011). Gender-marked determiners help Dutch learners' word recognition when gender information itself does not. *Journal of Child Language*, 38(1), 87-100. doi: 10.1017/S0305000909990146
- Verhoeven, L., Steenge, J., & van Balkom, H. (2011). Verb morphology as clinical marker of specific language impairment: Evidence from first and second language learners. *Research in Developmental Disabilities*, 32(3), 1186-93. doi: 10.1016/j.ridd.2011.01.001
- Verhoeven, L., Steenge, J., Weerdenburg, M., & Balkom, H. (2011). Assessment of second language proficiency in bilingual children with specific language impairment: A clinical perspective. *Research in Developmental Disabilities*, 32(5), 1798-807. doi: 10.1016/j.ridd.2011.03.010

Case History for Bilingual Speakers

1. Which language(s) was the child surrounded by during the first years of her/his life?

2. How many languages, besides English, is your child currently exposed to?
Please list these languages:

3. How many words does your child use in each of these languages?
Please list the following:

4. How many words does your child understand in these languages?
Please list the following:

5. Please list the environments in which these languages are spoken:

- | | | | | |
|---------------------|----------|---------|-----------|-------|
| a) Home: | mom | dad | how often | _____ |
| b) School: | teachers | friends | how often | _____ |
| c) Extended family: | who | _____ | how often | _____ |
| d) Social club: | _____ | | how often | _____ |

6. To speakers of these languages (spoken by your child), does your child sound as other children his/her age? yes no (circle)

If no, please

explain _____

7. Circle as many behaviors as you recognize exhibited by your child:

- a) Mixes words from different languages when speaking
- b) Uses intonation from one language while speaking another
- c) Forms sentences in the wrong order (ie. nouns before adjectives-“car green”)
- d) Fails to use or has inconsistent use of tense markers
- e) Fails to use or has inconsistent use of third person “s” (walks)

Adapted from German Language Manuel