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Curriculum vitae

NAME

Ulrike Vogl

DATE OF BIRTH

01/07/1971

NATIONALITY

Austrian

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Academic employments

SINCE 09/2021

Associate Professor at the Department of Linguistics at Ghent University

2016 - 2021

Assistant Professor at the Department of Linguistics at Ghent University

10/2010 - 09/2016

Scientific Assistant (Post-Doc) in Linguistics at the University of Vienna, Institute for European and Comparative Literature and Language Studies, Department of Dutch

10/2006 - 09/2010

Scientific Assistant (Post-Doc) in Linguistics at the FU Berlin, Department of German and Dutch Philology (as part of the FU research team within the FP6 EU project DYLAN)

10/2005 - 09/2006

Scientific Assistant (Post-Doc) in Linguistics at the University of Leipzig, Department of German Studies

03/2005 - 06/2005

Visiting lecturer, Carl von Ossietzky University of Oldenburg

04/2001 - 03/2006

Scientific Assistant in Linguistics at the FU Berlin, Department of German and Dutch Philology

10/2000 – 03/2001

Scientific Assistant in Linguistics at the University of Leipzig, Department of German Studies

01/2000 – 06/2000

Huygens scholar, Fryske Akademy, Leeuwarden, the Netherlands

1998-1999

Lecturer for Frisian language and culture at the University of Vienna, Institute of German Studies / Department of Dutch

1997-1999

Project Assistant at the University of Vienna, Institute of German Studies / Department of Dutch

Education

DR. PHIL. (DUTCH LINGUISTICS) | 14-06-2002 | UNIVERSITY OF VIENNA

- Doctoral thesis: Zweisprachiger Unterricht für ein zweisprachiges Friesland? Eine Analyse der soziopolitischen Bedingungen für bilinguale Unterrichtsformen in autochthonen Minderheitsregionen [Bilingual education for a bilingual Fryslân? An analysis of the sociocultural and sociopolitical factors that influence the establishment of bilingual programs in autochthonous minority regions]
 - Supervisors: Herbert Van Uffelen (University of Vienna) & Durk Gorter (University of the Basque Country / Fryske Akademy)

ERWEITERUNGSSTUDIUM (DUTCH PHILOLOGY) | 10-05-1999 | UNIVERSITY OF VIENNA

- 'Extended Studies Diploma': Dutch Linguistics & Dutch Literary Studies

M.A. (APPLIED LINGUISTICS) | 14-10-1994 | UNIVERSITY OF VIENNA

- Master's thesis: Aufrechte Patrioten, überzeugte Christen: Der rechtskatholische Diskurs zum ‚Ausländervolksbegehren‘ - eine diskurshistorische Untersuchung [Upright patriots, devout Christians: the right-wing Catholic discourse on the anti-foreigner-referendum – a discourse-historical study]
 - Supervisor: Ruth Wodak (Lancaster University / University of Vienna)

Esteem factors

INSTITUTIONAL RESPONSIBILITIES

- Member of the Ethics committee of the Faculty of Arts and Philosophy (since 2023)
- Chair and Secretary of the Master of Advanced Studies in Linguistics, Ghent University & KU Leuven (since 2021)
- Member of the Department Conference of the Department of Linguistics, Ghent University (since 2017)
- Director of Study Program (Vize-SPL) (Dutch language and literature), University of Vienna (2013-16)

COMMISSIONS OF TRUST

- Consultant for the project „Historische Fremdsprachenlehrwerke digital [FSL digital]. Sprachgeschichte, Sprachvorstellungen und Alltagskommunikation im Kontext der Mehrsprachigkeit im Europa der Frühen

- Neuzeit“, funded by the Akademienprogramm of the Union der Akademien, Germany, led by Natalia Filatkina, Andrea Rapp & Horst Simon, FU Berlin (since 2023)
- Reviewer for NWO (Nederlandse Organisatie voor Wetenschappelijk Onderzoek), The Netherlands (since 2018)
- Reviewer for FWO (Fonds Wetenschappelijk Onderzoek) Flanders (2016-17)
- Member of the Scientific Committee of the “Germanic Sandwich” conference series (since 2006)

EDITORIAL RESPONSIBILITIES

- 2022: Language Making. Thematic Issue of International Journal of the Sociology of Language. [Philipp Krämer, Ulrike Vogl, Angela Bartens & Leena Kolehmainen]
- 2018: Edited volume: „Woorden om te bewaren: huldealbum voor Jacques Van Keymeulen“. Gent: Scribis. [with Timothy Coleman, Johan De Caluwe, Veronique De Tier, Anne-Sophie Ghyselen, Liesbet Triest & Roxane Vandenberghe]
- 2013: Edited volume: „Out of the box. Über den Wert des Grenzwertigen“. Wien: Praesens Verlag. [with Emmeline Besamusca and Christine Hermann]
- 2012–2022 Member of the Editorial Board of the Journal “Internationale Neerlandistiek” [International Dutch Studies], (ISSN 1876-9071)
- 2012: Edited volume: „Standard languages and multilingualism in European history“. Amsterdam/Philadelphia: Benjamins. [with Matthias Hüning and Olivier Moliner] [peer-reviewed]
- 2006: Edited volume: „Nederlands tussen Duits en Engels. Handelingen van de workshop op 30 september en 1 oktober 2005 aan de Freie Universität Berlin“. Leiden: Stichting Neerlandistiek Leiden. [with Matthias Hüning, Ton van der Wouden and Arie Verhagen] [peer-reviewed]
- 1996-2000: Editor of the „Wiener Broschüren zur niederländischen und flämischen Kultur“, ISSN 1028-3404. [with Matthias Hüning and Herbert Van Uffelen]

ORGANIZATION OF SCIENTIFIC MEETINGS

- 2025 (submitted): Panel IVN Colloquium, Nederlands in meertalige contexten, 25-08/2025 – 29-08/2025 at VUB: **Nieuw licht op ouder Nederlands: standaardisatie, taalcontact en meertalige taalgeschiedenis**. Co-organized with Philipp Krämer (VUB), Andreas Krogull (Universität Zürich), Gijsbert Rutten (Universiteit Leiden) & Rik Vosters (VUB).
- 2023: Panel HiSoN, 12th Historical Sociolinguistics Network Conference 2023: Language histories from above and from below, 31-05/2023 – 02-06/2023 at VUB: **Formulae and forms of address in letters and dialogue books: dynamics from above and from below**. Co-organized with Eleonora Serra and Claudia Crocco (UGent).
- 2022: Panel ICLaVE, 11th International Conference on Language Variation in Europe, 12-04/2022 – 14-04/2022 at Vienna University (online because of COVID regulations): **On „foreign language making“: selecting language varieties for educational purposes**. Co-organized with Leena Kolehmainen (University of Turku) & Philipp Krämer (European University Viadrina).
- 2022: Panel VIOT 2022 at UGent (Taalbeheersing maakt het verschil), scheduled for 19-01/2022 – 21-01/2022: **Meertaligheid, taalbeleid en het debat over de onderwijstaal in de landen van het taalgebied**. Co-organized with Sita Doerga Misier (I.O.L. Paramaribo), Eric Mijts (University of Aruba) & Albert Oosterhof (KU Leuven) (due to cancellation of VIOT because of COVID regulations, the panel took place as a Dutch Language Union workshop at KANTL, Ghent, on 21/01/2022).
- 2019: **Spelling in ontwikkeling** (Taal en Tongval Colloquium). Co-organized with Chris De Wulf (Zürich University) at the Koninklijke Academie voor Nederlandse Taal en Letteren, Ghent (13-12-2019).
- 2011: **Young researchers meeting** at the Final Consortium Meeting of the EU FP6 Project DYLAN (Language Dynamics and Management of Diversity), main organizer with Evy Ceuleers (Ghent University)

- 2009: International workshop „**Monolingual Multilingualism? Standard languages and their impact on multilingual policies and practices in Europe: a historical perspective**“, main organizer with Matthias Hüning (FUB)
- 2008: International workshop „**Sprachliche Vielfalt in politischer Einheit? Mehrsprachigkeit in Europa als Zankapfel oder Bindeglied**“, main organizer with Matthias Hüning & Uli Reich (FUB) & Sabine Riedel (Stiftung Wissenschaft und Politik, Berlin)
- 2005: Workshop „**Nederlands tussen Duits en Engels**“, with Matthias Hüning (FUB), Arie Verhagen & Ton van der Wouden (University of Leiden)

MEMBERSHIPS OF SCIENTIFIC SOCIETIES AND RESEARCH GROUPS

- Member of GEMS (Group for Early Modern Studies) (Ghent University) (since 2022)
- Member of AILA ReN Applied Linguistics in Sport (since 2021)
- Member of DiaLing (Diachronic and Diatopic Linguistics) (Ghent University) (since 2018)
- Member of Multiples (Research Centre for Multilingual Practices and Language Learning in Society) (Ghent University) (since 2017)
- Member of Research Network SLICE (Standard Language Ideologies in Contemporary Europe) (since 2016)
- Member of Verbal (Verband für angewandte Linguistik) (since 2010)
- Member of HiSoN (Historical Sociolinguistics Network) (since 2008)

Cooperation partners

CURRENT COOPERATION PARTNERS

- Hermien Soselessa (Pattimura University Ambon), Agusthin Kakiay (Ambon State Christian Institute), Philipp Krämer (VUB), Michael Meeuwis (UGent): Discourse on forgiveness in postcolonial Maluku (PhD project by Maria Nikijuluw)
- Philipp Krämer (VUB) & Leena Kolehmainen (Helsinki University): Closing and opening doors: Universities restructuring their language training programs
- Gauthier Delaby & Lien Hellebaut (UGent): DIRT (Dutch in Reality tv), a corpus of informal spoken Dutch (BOF basisfinanciering)
- Simon Demoen & Pascale Hadermann (UGent): A closer look at the manipulative power of media: Critical Discourse Analysis for Secondary Education (funded by Dutch Language Union)
- Miriam Bouzouita (HU Berlin): Requestive-cessative interjections in Early Modern European multilingual textbooks
- Karin Andersson (University of Malmö) & Jesper Andreasson (Linnaeus University): Discursive construction of health and fitness in times of pandemic (PhD project)

PREVIOUS COOPERATION PARTNERS

- Philipp Krämer (VUB), Leena Kolehmainen (Helsinki University) & Angela Bartens (University of Turku): Processes of language making in contexts of social hierarchies
- Albert Oosterhof (KU Leuven), Eric Mijts (University of Aruba), Sita Doerga Misier (Anton De Kom University Paramaribo): English in Higher Education in Flanders, the Netherlands, Aruba and South Africa
- Pascale Hadermann (Ghent University) & Philippe Hiligsmann (UCL Louvain-la-Neuve): Enhancing (language) contact between students of Dutch and French in Belgium

- Kris Van Den Branden & Elke Peeters (KU Leuven), Mieke Vandenbroecke & Tom De Smet (Antwerp University), Esli Struys & Jill Surmont (VUB), Lieve Macken, Maribel Montero Perez & Koen De Temmerman (UGent): READI (Reading Education and Diversity) (FWO SBO Application, not retained for funding)
- Jill Surmont & Esli Struys (VUB), Liesbeth Martens (UCLL), Véronique Sanctobin, Maribel Montero Perez & Pascale Hadermann (UGent): Collaboration between language teachers and subject teachers in CLIL (Content and Language Integrated Learning) programmes in Flanders (application not submitted)
- Matthias Hüning & Olivier Moliner (FU Berlin): Forms of multilingualism in European History (2010-2011)
- Evy Ceuleers (Ghent University): Young researchers network DYLAN - Language Dynamics and Management of Diversity (2010-2011)
- Matthias Hüning, Janneke Diepeveen, Truus De Wilde (FU Berlin); Tjits Roselaar & Gabri van Sleeuwen (Tilburg University); Rita Van Elsen & Agnes Dilliën (Thomas More University College): LLP project Dutch++ Examples and new models for learning and teaching pluricentric languages (2012-2014)

Language skills

- German (native speaker)
- English (highly proficient)
- Dutch (near native)
- French, Portuguese & Frisian (good command)
- Spanish, Italian & Swedish (working knowledge)
- Arabic (basic reading skills)

Publications and lectures

Publications

BOOKS

- Vogl, Ulrike (2003). Zweisprachiger Unterricht für ein zweisprachiges Friesland? Eine Analyse der soziopolitischen Bedingungen für bilinguale Unterrichtsformen in autochthonen Minderheitsregionen. Hamburg: Verlag Dr. Kovac.
- Vogl, Ulrike (2002). Zweisprachiger Unterricht für ein zweisprachiges Friesland? Eine Analyse der soziopolitischen Bedingungen für bilinguale Unterrichtsformen in autochthonen Minderheitsregionen. Dissertation, University of Vienna.
- Vogl, Ulrike (1994). Aufrechte Patrioten, überzeugte Christen: Der rechtskatholische Diskurs zum "Ausländervolksbegehren" - eine diskurshistorische Untersuchung. MA thesis, University of Vienna.

EDITED VOLUMES & THEMATIC ISSUES

- Krämer, Philipp; Vogl, Ulrike & Leena Kolehmainen (2022). Special Issue: Language Making. International Journal of the Sociology of Language 274.
- Timothy Coleman; Johan De Caluwe; Veronique De Tier; Anne-Sophie Ghyselen; Liesbet Triest; Roxane Vandenberghe & Ulrike Vogl (eds.) (2018). Woorden om te bewaren. Huldeboek voor Jacques Van Keymeulen [Words to preserve. Festschrift in honour of J.v.K.]. Gent: Skribis.
- Besamusca, Emmeline, Hermann, Christine, Vogl, Ulrike (eds.) (2013). Out of the box. Über den Wert des Grenzwertigen [On the value of the marginal]. Wien: Praesens Verlag.
- Hüning, Matthias, Vogl, Ulrike & Moliner, Olivier (eds.) (2012). Standard languages and multilingualism in European history. Amsterdam/Philadelphia: Benjamins. [peer-reviewed] [Indexed in SPI (Scholarly Publishers Indicators): rank 5 (Linguistics, literature and philology); SENSE (general ranking): C (Refereed book publications published by other publishers)]
- Hüning, Matthias, Vogl, Ulrike, Van der Wouden, Ton, Verhagen, Arie (eds.) (2006). Nederlands tussen Duits en Engels [Dutch between German and English]. Handelingen van de workshop op 30/09 en 1/10/2005 aan de Freie Universität Berlin. Leiden: SNL. [peer-reviewed]

JOURNAL ARTICLES & CONTRIBUTIONS TO EDITED VOLUMES (IN PREPARATION)

- Eric Mijts, Albert Oosterhof, Sita Pataldien, Ulrike Vogl (in preparation). Talenbeleid en talendebat in het hoger onderwijs in gebieden waar Nederlands een officiële taal is.
- Bouzouita, Miriam & Vogl, Ulrike (in preparation). 'Hola Jacob waer loopty?' On the requestive and requestive-cessative interjection *hola* in Early modern Dutch, French and Spanish textbook dialogues.

JOURNAL ARTICLES (PEER-REVIEWED)

- Vogl, Ulrike (submitted). Wer darf welche Fremdsprachen 'machen'? Language making im Spiegel frühneuzeitlicher Grammatiken und Lehrbücher. Sammelband zum Workshop FU Berlin: Fremdsprachenlehrwerke im 17. Jahrhundert, Harrassowitz, Episteme.

- Andersson, Karin; Jansson, Alexander & Vogl, Ulrike (submitted). Being fit or having fun? Exploring what it means to be a Les Mills Group Fitness Instructor. *International Review for the Sociology of Sport*.
- De Vos, Machteld & Vogl, Ulrike (2023). 'Wel iet wat verschelende, maar zó niet óf elck verstaat ander zeer wel': On language making in early modern mono- and multilingual grammars and textbooks. *Belgian Journal of Linguistics* 37(1). 37-73, doi:10.1075/bjl.00080.dev
- Hüning, Matthias & Vogl, Ulrike (2023). Hoe 'Sprachmeister' vreemde talen 'maken': De conceptualisering van vreemde talen en meertaligheid in vroegmoderne taalmethodes. *Tijdschrift voor Nederlandse Taal- en Letterkunde* 139 (2-3). 201-19, doi:10.5117/tntl2023.2/3.005.huni.
- Kött, André & Vogl, Ulrike (2023). The role of nativeness in early modern foreign language learning: evidence from teaching materials. *Journal of Historical Sociolinguistics* 9 (2). 221-42, doi:10.1515/jhsl-2022-0021.
- Vierendeels, Ilias; Mettewie, Laurence & Vogl, Ulrike (2022). On Miss Belgium, Coca-Cola and Flemish carwashes: Mapping discourses on 'multilingualism' by the Dutch- and French-medium written press in Belgium. *Dutch Journal of Applied Linguistics* 11. doi:10.51751/dujal10906
- Krämer, Philipp; Vogl, Ulrike & Kolehmainen, Leena (2022). What is Language Making? *International Journal of the Sociology of Language* 274, (edited by Philipp Krämer, Ulrike Vogl & Leena Kolehmainen), 1-27. DOI <https://doi.org/10.1515/ijsl-2021-0016>
- Vogl, Ulrike & De Wilde, Truus (2022). Teachers as foreign language makers: on standard language ideology, authenticity and language expertise. *International Journal of the Sociology of Language* 274, (edited by Philipp Krämer, Ulrike Vogl & Leena Kolehmainen), 107-31. DOI <https://doi.org/10.1515/ijsl-2021-0015>
- Delaby, Gauthier & Vogl, Ulrike (2021). "t is ca va dan he': De actualisatie van *ça va* en *ok* revisited [The actualization of *ça va* and *ok* revisited] . *TNTL (Tijdschrift voor Nederlandse Taal- en Letterkunde)* 137 (1), 5-43. DOI <https://doi.org/10.5117/tntl2021.1.001.dela> [peer-reviewed] [Indexed in Scopus, Web of Science, Linguistics Bibliography]
- Bouzouita, Miriam & Vogl, Ulrike (2020). Meertaligheid en onderwijs van moderne talen in de 16de eeuw: het gebruik van het partikel *hola* als voorbeeld voor taalcontact in de *Colloquia, et dictionarium* [Multilingualism and the teaching of modern foreign languages in the 16th century: the use of the particle *hola* as an example of language contact in the *Colloquia, et dictionarium*]. *Taal en Tongval* 71 (2), 105-135. [peer-reviewed] [Indexed in ERIHplus and DOAJ]
- Vogl, Ulrike (2018). Standard language ideology and multilingualism: Results from a survey among European students. *European Journal of Applied Linguistics* 6 (2), 185-208. DOI <https://doi.org/10.1515/eujal-2016-0016> [peer-reviewed] [Indexed in ESCI]
- Vogl, Ulrike & Hüning, Matthias (2010). One nation, one language? The case of Belgium. *Dutch Crossing. A Journal of Low Countries Studies*, 34 (3), 228-247. [peer-reviewed] [Indexed in ERIHplus and SSCI, A&HCI]
- Vogl, Ulrike (2007). Het belang van conditionaliteit voor de ontwikkeling van temporeel naar causaal voegwoord. De geschiedenis van *dewijl*, *terwijl*, *weil* en *while*. [On the role of conditionality for the development from temporal to causal conjunction. The history of *dewijl*, *terwijl*, *weil* and *while*] *Nederlandse taalkunde*, 12 (1), 2-24. [peer-reviewed] [Indexed in ERIHplus]

CONTRIBUTIONS IN EDITIONS/COLLECTIONS (PEER-REVIEWED)

- De Sutter, Gert & Ulrike Vogl (2025, to appear). Spreek, en ik zal zeggen wie je bent. Eerste kennismaking met het Nederlands in de Lage Landen (en daarbuiten). In De Sutter et al. (eds.): De vele gezichten van het Nederlands. Leuven, Den Haag: Acco.
- Vogl, Ulrike & Kött, André (2023). "Language Making" und Fremdsprachenunterricht in der Frühen Neuzeit. In: Rita Francescini, Matthias Hüning & Peter Maitz (eds.): Historische Mehrsprachigkeit: Europäische Perspektiven. *Studia Linguistica Germanica* 146. Berlin: De Gruyter, 129-149.
- Andersson, Karin; Vogl, Ulrike & Andreasson, Jesper (2022). Global perspectives on group fitness post lockdown. In: Jörg Krieger, April Henning, Paul Dimeo & Lindsay Parks Pieper (eds.): *Restart. Global perspectives on sport and the Covid-19 lockdown*. Champaign, IL: Common Ground Research Networks, 263-274.
- Vogl, Ulrike; Jacobs, Geert; Andersson, Karin & Andreasson, Jesper (2022). Choosing to stay fit? Globalized ideologies of health and fitness during a pandemic. In: Andreas Musolff, Ruth Breeze, Kayo Kondo, & Sara Vilar-Lluch (eds.): *Pandemic and Crisis Discourse. Communicating COVID-19 and Public Health Strategy*. London: Bloomsbury Academic, 453-469.
- Andersson, Karin; Vogl, Ulrike & Andreasson, Jesper (2021). Working out Covid-19: being a Les Mills instructor and managing health in times of quarantine. In: Jörg Krieger, April Henning, Paul Dimeo & Lindsay Parks Pieper (eds.): *Time out. Global perspectives on sport and the Covid-19 lockdown*. Champaign, IL: Common Ground Research Networks, 107-118.
- Vogl, Ulrike (2018). Denken mobile Städter anders über Sprache? Zur Rolle von Mobilität und Urbanität bei Mehrsprachigkeitskonzeptionen von Studierenden. In Monika Dannerer & Peter Mauser (eds.), *Formen der Mehrsprachigkeit in sekundären und tertiären Bildungskontexten*. Tübingen: Stauffenburg-Verlag. [peer-reviewed] [Indexed in : SPI (Scholarly Publishers Indicators): rank 111 (Linguistics, literature and philology)]
- Vogl, Ulrike (2015). Standard language ideology and the history of Romance-Germanic encounters. In Catharina Peersman, Gijsbert Rutten & Rik Vosters (eds.), *Past, Present and Future of a Language Border. Germanic-Romance Encounters in the Low Countries. Language and Social Life* 1. (61-88) Berlin/New York: De Gruyter Mouton. [peer-reviewed] [Indexed in : SPI (Scholarly Publishers Indicators): rank 4 (Linguistics, literature and philology); SENSE (general ranking): C (Refereed book publications published by other publishers)]
- Vogl, Ulrike (2014). "Als u meer talen kent, lijdt uw moedertaal": studenten Nederlands en hun visie op taal ["When you know more languages, your mother tongue will suffer": students of Dutch and their view on language]. In Freek Van de Velde et al (eds.), *Patroon en argument: Een dubbelfeestbundel bij het emeritaat van William Van Belle en Joop van der Horst*. (759-70) Leuven: Leuven University Press. [peer-reviewed]
- Moliner, Olivier, Vogl, Ulrike, Hüning, Matthias (2013). Europe's multilingualism in the context of a European culture of standard languages. In Anne-Claude Berthoud, Francois Grin & Georges Lüdi (eds.), *DYLAN: Exploring the Dynamics of multilingualism*. (417-38) Amsterdam/Philadelphia: Benjamins. [peer-reviewed] [Indexed in SPI (Scholarly Publishers Indicators): rank 5 (Linguistics, literature and philology); SENSE (general ranking): C (Refereed book publications published by other publishers)]
- Vogl, Ulrike (2012). Multilingualism in a standard language culture. In Matthias Hüning, Ulrike Vogl & Olivier Moliner (eds.), *Standard languages and multilingualism in European history*. (1-42) Amsterdam/Philadelphia: Benjamins. [peer-reviewed] [Indexed in SPI (Scholarly Publishers Indicators): rank 5 (Linguistics, literature and philology); SENSE (general ranking): C (Refereed book publications published by other publishers)]
- Vogl, Ulrike (2010). Der historische Kontext von 'Standardsprachigkeit': zu Unterschieden und Gemeinsamkeiten innerhalb Europas. In Cornelia Hülbauer, Eva Vetter & Heike Böhringer (eds.),

Mehrsprachigkeit aus der Perspektive zweier EU-Projekte: DYLAN meets LINEE. (75-93) Frankfurt am Main, Wien, u.a.: Peter Lang. [peer-reviewed] [Indexed in SPI (Scholarly Publishers Indicators): rank 3 (Linguistics, literature and philology); SENSE (general ranking): C (Refereed book publications published by other publishers)]

- Hüning, Matthias & Vogl, Ulrike (2009). Middle Dutch - A short introduction. In Bart Besamusca & André Bouwman (eds.), *Of Reynaert the Fox. Text and Facing Translation of the Middle Dutch Beast Epic Van den Vos Reynaerde*. (257-271) Amsterdam: Amsterdam University Press.

JOURNAL ARTICLES (NON-PEER-REVIEWED)

- Adam, Amanda; Borgt, Sanne & Vogl, Ulrike (2023). Alles begint met leesplezier. *VakTaal* (Tijdschrift van de Internationale Vereniging voor Neerlandistiek) 36 (2-3), 38-39.
- Kött, André & Vogl, Ulrike (2021). Inwurpen als wel, hach, wich en foey: gebruik en perceptie van tussenwerpsels in de vroegmoderne grammaticale en didactische traditie." *Tijdschrift Over Taal* 59.
- Sanctobin, Véronique & Vogl, Ulrike (2020): Samen op verkenning in de vreemde taal : CLIL in de educatieve master aan de Universiteit Gent [Getting to know a foreign language together: CLIL in the educational master program at Ghent University]. *VakTaal* (Tijdschrift van de Internationale Vereniging voor Neerlandistiek) 33 (2-3), 30-33.
- Kött, André & Vogl, Ulrike (2020): Groeten uit het verleden: taalmethodes in de vroegmoderne Lage Landen [Greetings from the past: foreign language textbooks in the Early Modern Low Countries]. *VakTaal* (Tijdschrift van de Internationale Vereniging voor Neerlandistiek) 33 (1), 8-9.
- Rosiers, Kirsten & Vogl, Ulrike (2019): Quality First? Engels en Nederlands in het Vlaamse Hoger Onderwijs : Reflecties vanuit de (meertalige) praktijk [English and Dutch in Flemish Higher Education: reflections from the perspective of a (multilingual) practice]. *Internationale Neerlandistiek* 67 (2), 113-125.
- Bouzouita, Miriam & Vogl, Ulrike (2018). Hola, het Vlaams was een wereldtaal in de 16e eeuw! *Colloquia, et dictionariolum* vanuit een Vlaams en Spaans perspectief [Hola, Flemish was a world language in the 16th century! *Colloquia, et dictionariolum* from a Flemish and Spanish perspective]. In: Timothy Coleman; Johan De Caluwe; Veronique De Tier; Anne-Sophie Ghyselen; Liesbet Triest; Roxane Vandenberghe & Ulrike Vogl (eds.): *Woorden om te bewaren. Huldeboek voor Jacques Van Keymeulen*. Gent: Skribis, 467-483.
- Vogl, Ulrike (2017). Op bezoek bij de burens: gesprekken met studenten in Vlaanderen, Brussel en Wallonië [Meeting the neighbours: conversations with students in Flanders, Brussels and Wallonia]. *VakTaal* (Tijdschrift van de Internationale Vereniging voor Neerlandistiek), 18-19.
- Vogl, Ulrike (2008). Holland in je hoofd. Heimwee naar "Brasil holandês" [Holland in your head. Longing for "Brasil holandês"]. *Ons erfdeel*, 51 (3), 128-135. [Indexed in ERIHplus]
- Vogl, Ulrike (2001). De rol van Internet voor minderheidstalen [On the role of the internet for minority languages]. *Nederlandse Taalkunde*, 6 (4), 306-311. [Indexed in ERIHplus]
- Vogl, Ulrike (1998). Jistrum versus Lepena: zweisprachiger Unterricht in Friesland und in Kärnten. *Wiener Broschüren zur niederländischen und flämischen Kultur*, 7, 69-85.
- Kapus, Tamara, Kargl, Maria, Vogl, Ulrike (1994). "Kleiner Grenzverkehr" - eine soziolinguistische Analyse der Fernsehdokumentation "Alltagsgeschichten" über die Einstellungen der nach Bratislava zugreisenden ÖsterreicherInnen. *Wiener Linguistische Gazette*, 51-52, 64-82.

OTHER JOURNAL CONTRIBUTIONS

- Vogl, Ulrike (2024). Hoe verfranst is het Nederlands? REVIEW of Assendelft, Brenda (2023): Verfransing onder de loep: Nederlands-Frans taalcontact (1500–1900) vanuit historisch-sociolinguïstisch perspectief. *Nederlandse taalkunde* 29 (2), 268–270.
- Vogl, Ulrike (2015). REVIEW of Willemyns, Roland (2013): *Dutch. Biography of a Language*. *Journal of Historical Sociolinguistics*, 1 (1), 149–52.
- Vogl, Ulrike (2013). REVIEW of Van der Wal, Marijke (2010): *De voortvarende zeemannsvrouw. Openhartige brieven aan geliefden op zee. (Sailing Letters Journaal III)*. *Internationale Neerlandistiek*, 51 (3), 283–86. [Indexed in ERIHplus]
- Vogl, Ulrike (2012). REVIEW of Van der Sijs, Nicoline (2004): *Taal als mensenwerk: het ontstaan van het ABN*. *Internationale Neerlandistiek* 50, Jubileumnummer 1963-2012, 130–132. [Indexed in ERIHplus]
- Vogl, Ulrike (2009). REVIEW of Van der Horst (2008): *Het einde van de standaardtaal. Een wisseling van Europese taalcultuur*. Amsterdam: Meulenhoff. *Internationale Neerlandistiek*, 47 (1), 64–66. [Indexed in ERIHplus]

PROCEEDINGS

- Vogl, Ulrike (2006). Mehrsprachiger Unterricht für ein mehrsprachiges Europa? Zur Rolle von Minderheitensprachen bei der sprachlichen Ausbildung. In *Regionale Mehrsprachigkeit, eine Chance für Friesisch in der vorschulischen und schulischen Spracherziehung. Beiträge zu einer Fachtagung des Arbeitskreises 'Friesisch an Hochschulen' in Bredstedt 2006. (9-18)* Flensburg/Kiel: Universität Flensburg und Nordfriesische Wörterbuchstelle der Christian-Albrechts-Universität zu Kiel.
- Vogl, Ulrike (2000). Over minderheden gesproken. Colleges Fries in een Midden-Europese context [Talking about minorities. Frisian language courses in a Central European context]. In Paul van den Heuvel (ed.), *Interculturaliteit. Interculturele aspecten van de Neerlandistiek in Midden- en Oost-Europa. (173-180)* Bratislava: Stimul.

MISCELLANEOUS PUBLICATIONS

- Vogl, Ulrike (2020). Nieuw in het Nederlands [New in Dutch]. *Onze Taal* (10), 35.
- Hüning, Matthias, Moliner, Olivier, Vogl, Ulrike (2011). *Europäische Einheit in sprachlicher Vielfalt (DYLAN Booklet)*. Online: http://www.dylan-project.org/project_booklet/contributions/4-3_FUB.pdf
- Moliner, Olivier, Vogl, Ulrike, Hüning, Matthias (2011). *Formen der Mehrsprachigkeit innerhalb der europäischen Geschichte*. DYLAN Working Paper 6, RT 4.3, FU Berlin.
- Vogl, Ulrike, Hüning, Matthias, Moliner, Olivier (2010). *Mehrsprachigkeitskonzepte aus historischer Perspektive. Wie sich unser Denken über Sprachlernen gewandelt hat*. DYLAN WP 5, RT 4.3, FU Berlin.
- Vogl, Ulrike & Hüning, Matthias (2010). *Creativity and multilingualism: a historical perspective*. DYLAN Working Paper 4, RT 4.3, FU Berlin.
- Vogl, Ulrike (2010). *O centro virou periferia. Uma viagem para o Pantanal, paraíso ameaçado no coração da América do Sul*. *Neomondo* 34, 54–57. [reprinted in *Neomondo*, 45, 2011]
- Hüning, Matthias & Vogl, Ulrike (2006). *Workshop Nederlands tussen Duits en Engels (FU Berlin)*. *Nachbarsprache Niederländisch*, 21 (1), 51–52.

Scientific lectures

VRIJE UNIVERSITEIT BRUSSEL, 25-08/2025 – 29-08/2025

Ulrike Vogl (2025, submitted). Sinds wanneer heet het Nederlands “Nederlands”? Een onderzoek naar taalnamen in eentalige en meertalige grammatica's. Panel IVN Colloquium, Nederlands in meertalige contexten, : Nieuw licht op ouder Nederlands: standaardisatie, taalcontact en meertalige taalgeschiedenis.

GHENT UNIVERSITY, 27-11/2024

Gauthier Delaby, Lien Hellbaut & Ulrike Vogl (2024). Het DIRT-corpus (Dutch In Reality-Tv): Bron voor onderzoek naar informeel spontaan gesproken Nederlands. *Research Day LW UGent, poster presentation.*

FREIE UNIVERSITÄT BERLIN, 08-02/2024

Ulrike Vogl (2024). Wie Sprachmeister Fremdsprachen „machen“: „Language making“ im Spiegel frühneuzeitlicher Grammatiken und Lehrbücher. *Fremdsprachenlehrwerke im 17. Jahrhundert. Übungen im Linguistic Close Reading. Workshop am SFB 980 "Episteme in Bewegung. Wissenstransfer von der Alten Welt bis in die Frühe Neuzeit".*

UNIVERSITE LIBRE DE BRUXELLES, 10-07/2023

Ulrike Vogl & Ursula Vogl (2023). Mediating prostate cancer patient empowerment. *IPrA Brussels, Narrative, argumentation and multimodality in post-Covid science mediation.*

VRIJE UNIVERSITEIT BRUSSEL, 02-06/2023

Ulrike Vogl, Eleonora Serra & Claudia Crocco (2023). Formulae and Forms of Address in Letters and Dialogue Books: Dynamics from Above and from Below: Introduction & Discussion. *12th Historical Sociolinguistics Network Conference 2023: Language histories from above and from below.*

GHENT UNIVERSITY, 23-09/2022

Ulrike Vogl & Machteld de Vos (2022). Duopresentatie Historische Taalkunde. *Studiemiddag Nijmeegse en Gentse neerlandici.*

LEIDEN UNIVERSITY, 07-07/2022

Véronique Sanctobin & Ulrike Vogl (2022). CLIL at Ghent University. *World CLIL 2022, poster presentation.*

UNIVERSITY OF MURCIA, 02-06/2022

André Kött & Ulrike Vogl (2022). On being a Model Teacher or Student: Evidence from Early Modern Foreign Language Textbooks. *11th Historical Sociolinguistics Network Conference 2022, poster presentation.*

UNIVERSITY OF LIEGE, 10-05/2022

Ulrike Vogl (2022). Europees-vergelijkend onderzoek naar meertaligheidsideologieën van studenten. *Studiemiddag rond taalhoudingsenquêtes. (INVITED LECTURE)*

UNIVERSITY OF VIENNA, 13-04/2022

Ulrike Vogl & Matthias Hüning (2022). The Sprachmeister as "foreign language maker" in early modern Europe: the making of French and Dutch for German-speaking learners. *ICLaVE, 11th International Conference on Language Variation in Europe, virtual presentation.*

UNIVERSITY OF COLOGNE, 18-03/2022

André Kött & Ulrike Vogl (2022). De semantisch-pragmatische functie van “vriend” in vroegmodern Nederlands, Duits en Engels. *A Germanic Sandwich 2022, virtual presentation*.

GHENT UNIVERSITY/KANTL/DUTCH LANGUAGE UNION, 21-01/2022

Ineke Barbaix & Ulrike Vogl (2022). “Do you even English?” De kwaliteit van het Engels als onderwijstaal aan de Universiteit Gent volgens STEM-studenten en taalstudenten. (originally planned as part of panel at *VIOT 2022: Taalbeheersing maakt het verschil*, scheduled for 19-01/2022 – 21-01/2022 and cancelled due to COVID-19 regulations).

UNIVERSITY OF GRONINGEN, 14-08/2021 – 20-08/2021

Ulrike Vogl & Karin Andersson (2021). Virtual & fit? On authenticity in digital fitness. *AILA: The dynamics of language, communication and culture in a changing world, virtual presentation*.

UNIVERSITY OF GRANADA, SPAIN. 18-06/2020 – 19-06/2020

Andersson, Karin & Vogl, Ulrike (2020). Empowerment Through Community: Working Out Embodied Neoliberalism Within Group Fitness Instructors. *Eleventh International Conference on Sport & Society, virtual Poster*.

ANTON DE KOM UNIVERSITY, PARAMARIBO, SURINAME. 28-11-2019

Lourenzo Quatra, Pablo & Vogl, Ulrike (2019). English-Medium Instruction and Linguistic Nationalism – tensions between the promotion of the local language and university internationalization. CARAN conference, *Panel: Onderzoeksprogramma naar het talenbeleid en talendebat in het hoger onderwijs in het Nederlandse taalgebied. Aanleiding en doelstellingen*).

UNIVERSITY OF PRAGUE. 03-07-2019.

Andersson, Karin & Vogl, Ulrike (2019). Inclusion, exclusion, and belonging amongst group fitness instructors in Austria: for a fitter planet? *European College of Sport Sciences, poster presentation*.

FU BERLIN. 22-01-2019

Vogl, Ulrike & Bouzouita, Miriam (2019). Learning to speak a foreign language in the 16th century: on interjections in multilingual dialogue books. *International Workshop ‚Fremdsprachenlehrwerke in der Frühen Neuzeit: Perspektiven – Potentiale – Herausforderungen‘*. (INVITED LECTURE)

UNIVERSIDADE NOVA DE LISBOA, 13-12-2018.

Vogl, Ulrike & Bouzouita, Miriam (2018). Learning to speak a foreign language in the 16th century: on interjections in multilingual dialogue books. *Multilingualism, lingua franca and translation in the early modern period*.

UNIVERSITY OF TURKU, FINLAND. 30-11-2018.

Vogl, Ulrike (2018). Language norms and language learning in the age of globalization. *Utuling Colloquium*. (INVITED LECTURE)

Vogl, Ulrike (2018). Mobility and multilingualism of university students in European urban centers. *Seminar of the research group „Diversity of heritage language learning settings“ (DiLaLea)*. (INVITED LECTURE)

KU LEUVEN, BELGIUM. 27-08-2018.

Vogl, Ulrike (2018). Over ‘Nederlandsen’, ‘native speakers’ en ‘new speakers’ in tijden van globalisering. *20th Colloquium Neerlandicum*. (INVITED LECTURE)

KANTL GENT. 01-12-2017.

Vogl, Ulrike & Bouzouita, Miriam (2017). Multilingual histories of language learning? An explorative analysis of language use in early modern dialogue books. *Taal en Tongval Colloquium*.

UNIVERSIDADE FEDERAL DO RIO DE JANEIRO. 27-7-2017.

Vogl, Ulrike (2017). Same same but different? Students' conceptions of multilingualism and language learning. *AILA – The 18th World Congress of Applied Linguistics*.

FREE UNIVERSITY OF BOZEN - BOLZANO. 27-9-2016.

Vogl, Ulrike (2016). Sprachen lernen à la Berlaimont. 3. Workshop „Historische Aspekte der Mehrsprachigkeit“.

UNIVERSITY OF INNSBRUCK. 17-9-2016.

Vogl, Ulrike (2016). Students' conceptions of multilingualism and language learning: a comparative European perspective. *Forms of Multilingualism in Secondary and Tertiary Education Contexts*.

UNIVERSITY OF MURCIA. 17-6-2016.

Vogl, Ulrike (2016). Standard language ideology and language learning in the new millennium. *Sociolinguistics Symposium 21*.

LEIDEN UNIVERSITY. 19-8-2015.

Vogl, Ulrike (2015). Taalleren in tijden van globalisering. *19th Colloquium Neerlandicum "Hyperdiverse neerlandistiek"*, Panel on "Taalideologieën en het Nederlands als pluricentrische taal".

UNIVERSITY OF DUISBURG-ESSEN, CAMPUS ESSEN. 30-6-2015.

Vogl, Ulrike (2015). Standardsprachenideologie und Sprachlernen. *Linguistisches Kolloquium*. (INVITED LECTURE)

UNIVERSITY OF LEIPZIG. 27-5-2015.

Vogl, Ulrike (2015). Standard language ideology and language learning in Europe. *ICLaVE8, 8th International Conference on Language Variation in Europe*.

UNIVERSITY OF NOTTINGHAM. 24-4-2015.

Vogl, Ulrike & De Wilde, Truus (2015). Teaching Dutch, German and English as pluricentric languages. A *Germanic Sandwich 2015. Dutch between English and German. A Comparative Linguistic Conference*.

FREE UNIVERSITY OF BOZEN - BOLZANO. 13-12-2014.

Vogl, Ulrike (2014). Versteckte Sprachgeschichte(n)? Standardsprachenideologie und Sprachgeschichtsschreibung. *Zweiter Workshop zu historischen Aspekten der Mehrsprachigkeit, „Verdeckte Mehrsprachigkeit“*.

KANTL GENT. 28-11-2014.

Vogl, Ulrike (2014). Learning (standard) languages in the Low Countries and beyond: a students' perspective. *Taal en Tongval Colloquium '(De)standardisation in Europe: qualitative and quantitative approaches'*.

UNIVERSITY OF LUXEMBOURG. 6-12-2013.

Vogl, Ulrike (2013). Standardized multilingual practices? *Kick-Off Workshop: Language standardization in diversity – The case of German in Luxembourg*.

KU LEUVEN, BELGIUM. 11-01-2013.

Vogl, Ulrike & Diepeveen, Janneke (2013). Pluricentricity revisited: the case of Dutch. A *Germanic Sandwich 2013. Dutch between English and German. A Comparative Linguistic Conference*.

UNIVERSITY OF ANTWERP, BELGIUM. 30-08-2012.

Vogl, Ulrike (2012). Meertaligheid: een wereld van verschil? *18th Colloquium Neerlandicum "Andere werelden"*. (INVITED LECTURE)

FU BERLIN. 24-08-2012.

Vogl, Ulrike (2012). Ideologies of monolingualism in a multilingual region. *19th Sociolinguistics Symposium, Panel on "Conflicts in the city, cities in conflict"*.

UNIVERSITY OF HELSINKI, FINLAND. 17-05-2011.

Vogl, Ulrike, Moliner, Olivier, Hüning, Matthias (2011). Formen der Mehrsprachigkeit innerhalb der europäischen Geschichte. *VIII DYLAN Consortium Meeting*.

UNIVERSITY OF LJUBLJANA, SLOVENIA. 24-10-2010.

Vogl, Ulrike, Moliner, Olivier, Hüning, Matthias (2010). Mehrsprachigkeitskonzepte aus historischer Perspektive: Wie sich unser Denken über Sprachlernen gewandelt hat. *VII DYLAN Consortium Meeting*.

DUBROVNIK. 12-04-2010.

Vogl, Ulrike (2010). Talking European in Early Modern times? On linguistic diversity & (European) identity from a historical perspective. *New Challenges for Multilingualism in Europe*.

UNIVERSITY OF VIENNA. 6-12-2008.

Vogl, Ulrike (2008). Unterschiede und Gemeinsamkeiten bei der Herausbildung der europäischen Standardsprachen. Überlegungen zu einer Geschichte der europäischen Sprachlandschaft. *ÖLT-Workshop "DYLAN meets LINEE"*.

UNIVERSITY OF SHEFFIELD. 13-09-2008.

Vogl, Ulrike (2008). Een kwestie van geografie en godsdienst? De selectie van Standaardnederlands, -duits en -engels als onderdeel van een Europese taalgeschiedenis. *A Germanic Sandwich: Dutch between German and English. A comparative linguistic conference*.

VU AMSTERDAM. 5-04-2008.

Vogl, Ulrike & Hüning, Matthias (2008). Why Dutch? How to account for changes in the use of language(s) over time. *Sociolinguistics Symposium 'Macro and micro connections'*.

FRYSKE AKADEMY, THE NETHERLANDS. 15-12-2005.

Vogl, Ulrike (2005). Over de grammaticalisatie van discourse markers: Fries *dat*. *Frysk Filologekongres*.

FU BERLIN. 30-09-2005.

Vogl, Ulrike (2005). Jelui krijgt nog zoo gauw geen nieuwe hè? Getalsoppositie bij pronominale aanspreekvormen in het Nederlands, Engels en Duits. *Workshop Nederlands tussen Duits en Engels*.

Popular lectures & media contributions

RADIO 1, NIEUWE FEITEN. 3-10/2024.

Ulrike Vogl (2024). ['Handy' en 'beamer': deze 'Engelse' woorden gebruiken enkel Duitsers](#). Interview.

UNIVERSITY OF ZÜRICH. 12-05/2023.

Ulrike Vogl (2023). Ja oké ça va allee ja: interjecties vanuit historisch en variationeel perspectief. *Guest lecture at Germanistisches Seminar.*

UNIVERSITY OF ZÜRICH. 12-05/2023.

Ulrike Vogl (2023). Moeten Belgen perfect tweetalig zijn? *Guest lecture at Germanistisches Seminar.*

UNIVERSITY OF ZÜRICH. 11-05/2023.

Ulrike Vogl (2023). Een kritische blik op het Vlaamse mediadiscours. *Guest lecture at Germanistisches Seminar.*

GHENT UNIVERSITY, 31-03/2023

Ulrike Vogl & Gauthier Delaby (2023). Ja oké ça va allee ja:Informeel gesproken Nederlands in DIRT (Dutch in Reality TV). *Bezoek Leidse studentenvereniging.*

VUB, BRUSSELS, 29-11/2022

Ulrike Vogl (2022). Language ideology in Early modern times. *Guest lecture at Department of Linguistics.*

CENTRUM VOOR HISTORISCHE TALEN GENT, 13-10/2022

Ulrike Vogl (2022). Het Fries. *Lezingenreeks Germaanse talen.*

UNIVERSITY OF ZÜRICH. 18-05/2022.

Ulrike Vogl (2022). Ja oké ça va allee ja: interjecties vanuit historisch en variationeel perspectief. *Guest lecture at Germanistisches Seminar.*

UNIVERSITY OF TURKU, 04-03/2022

Ulrike Vogl (2022). Wie mehrsprachig müssen Belgier*innen sein? Sprachpolitik & Mediendiskurs in einem „dreisprachigen“ Land. *Zweite Internationale Winterschule für Bachelorstudierende Deutsch als Fremdsprache: eine soziolinguistische Reise durch europäische Sprachlandschaften, virtual presentation.*

UNIVERSITY OF ZÜRICH. 03-12/2021.

Ulrike Vogl (2021). Moeten Belgen perfect tweetalig zijn? *Guest lecture at Germanistisches Seminar, virtual presentation.*

MUSÉE DE LA VIE WALLONE. 18-05/2019.

Vogl, Ulrike & Rosiers, Kirsten (2019). Variation régionale en Flandre. *Fête aux langues de Wallonie.*

KONRAD-ADENAUER-STIFTUNG BERLIN. 05-11/2018.

Vogl, Ulrike (2018). Vielsprachigkeit als Bildungsziel. *Internationales Seminar zu Weltoffenheit und Interkulturalität - Aufgaben für die schulische Bildung.*

MASARYK UNIVERSITY BRNO. 4-07/2016.

Vogl, Ulrike (2016). “Hét Nederlands bestaat niet”: over pluricentriciteit, diaglossie en meertaligheid. *Guest lecture at the Comenius Summer School.*

THOMAS MORE UNIVERSITY COLLEGE, GEEL, BELGIUM. 6-11-2014.

Vogl, Ulrike (2014). “Dutch++ Examples and new models for learning and teaching pluricentric languages”. *Public presentation and website launch of the multilateral EU Lifelong Learning project.*

UNIVERSITY OF ANTWERP. 5-11-2014.

Vogl, Ulrike (2014). Tussentaal voor Oostenrijkers? Over taalvariatie en vreemdetalenonderwijs. *Guest lecture at the Department of Linguistics.*

KGRE BUDAPEST. 2-05-2013.

Vogl, Ulrike (2013). Standaardtaalideologie en het Nederlands in België. *Guest lecture at the Department of Dutch.*

UNIVERSITY OF THE WESTERN CAPE, CAPE TOWN, SOUTH AFRICA. 17-03-2009.

Vogl, Ulrike (2009). Europe: multilingualism as an asset? Preliminary findings of the EU-project DYLAN. *Guest lecture at the Department of Linguistics, Language and Communication.*

CARL VON OSSIETZKY UNIVERSITY OF OLDENBURG. 8-09-2009.

Vogl, Ulrike (2009). Presentation on *Neon* – Nederlands online. *Kolloquium der Fachvereinigung Niederländisch.*

FU BERLIN & STIFTUNG WISSENSCHAFT UND POLITIK. 27-11-2008.

Vogl, Ulrike (2008). Neue Mehrsprachigkeit? *Workshop: Linguistic diversity in political unity? Multilingualism in Europe - source of contention or of cohesion.*

PARAMARIBO, SURINAM. 5-03-2007.

Vogl, Ulrike (2007). Meertaligheid in in het onderwijs in Nederland en Duitsland. *Guest lecture at the Instituut voor de Opleiding van Leraren.*

VUB, BRUSSELS. 24-04-2007.

Vogl, Ulrike (2007). Fries & globalisering: het verhaal van een perifere taal. *Guest lecture at the Department of Dutch.*

BREDSTEDT. 1-12-2006.

Vogl, Ulrike (2006). Mehrsprachiger Unterricht für ein mehrsprachiges Europa? Zur Rolle von Minderheitensprachen bei der sprachlichen Ausbildung. *Fachtagung des Arbeitskreises 'Friesisch an Hochschulen'.*

Academic Teaching

List of courses

2016-2024 GHENT UNIVERSITY

Introduction to Sociolinguistics (BA, Lecture, together with Chloé Lybaert & Ruud Ryckaert, 1x)
The Modern Dutch Language System: pragmatics, interjections (MA, Seminar 7x)
The Modern Dutch Language Use: Discourse analysis (MA, Seminar 7x)
The Use of Language (BA, Lecture 7x)
Research Seminar (BA, Seminar 5x)
Theory and practice of Content and Language Integrated Learning (MA, Seminar 5x)
Master thesis (Manama Linguistics, 3x)
Intensive Course I (Manama Linguistics, 3x)
Intensive Course II (Manama Linguistics, 3x)
Intensive Course III (Manama Linguistics, 3x)

2010-2016 UNIVERSITY OF VIENNA

Language and superdiversity (Seminar)
Language attitudes (Seminar)
Language and the city (Seminar)
Language historiography (Seminar)
Tussentaal (Seminar)
Linguistic Landscape (Seminar)
Language ideology (Seminar)
Language and society (Seminar)
Language variation and multilingualism (Seminar)
Language learning: a historical overview (Seminar)
Forms of multilingualism (Seminar)
Introduction to multilingualism (Seminar)
Dutch as a pluricentric language (Seminar)
Standard Dutch: past, present, future (Seminar)
Dutch in a European context (Seminar)
Basics of literary studies and linguistics (Seminar 5x)
Basics of Dutch linguistics for MA students (Seminar 2x)
Introduction to Dutch Studies (Lecture 6x)
Graduiertenkolleg / Konversatorium

2001-2010 FU BERLIN

Language change and language contact (Seminar)
Language and culture in Surinam (Seminar)
Dutch in Europe (Seminar)
Dutch as language of science (Seminar)
European communicative spaces (Seminar) (together with Brigitte Jostes)

Bilingualism and language contact (Seminar)
Mixed languages (Seminar)
Sociolinguistics (Seminar)
Dutch language history (2x)
Causality from historical comparative perspective (Seminar)
Discourse markers (Seminar) (together with Matthias Hüning)
Phonology of Dutch (Seminar)
Dutch and Frisian from a contrastive perspective (Seminar)
South Africa: Language, culture and politics (Seminar)
The spread of Dutch in the 17th century (Seminar)
The Northern Netherlands: language and culture (Seminar)
Literary translation and translation theory (Seminar 4x)
Academic skills (Seminar)
Introduction to Dutch linguistics (Seminar 2x)

2000/2001 & 2005/2006 UNIVERSITY OF LEIPZIG

Dutch in South America and the Caribbean (Seminar)
The languages of Surinam (Seminar)
Introduction to Dutch linguistics (Seminar)
Language and migration (Seminar)
Dutch in the 20th century (Seminar)
Discourse markers (Seminar)
Academic skills (Seminar)

2005 UNIVERSITY OF OLDENBURG

Introduction to Dutch linguistics (Seminar)
Mixed languages (Seminar)
Language didactics (Seminar)

1998 UNIVERSITY OF VIENNA

Friesland: language, culture, society (Seminar)

Supervision of theses

Supervisor of doctoral dissertations

1. André Kött (2019-2023). Nominale Aanspreekvormen in vroegmodern Nederlands: gespreksboeken als bron voor historisch-pragmatisch onderzoek. (succesfully defended on 5-07/2024)
2. Pablo Lourenzo Quatra (2019-2023). English-medium instruction and linguistic nationalism. Tensions between the promotion of the local language and university internationalisation. (Co-supervisor Philippe Hambye, UCLouvain) (stopped in 2021 because of lack of funding)
3. Karin Andersson (2021-2025). Healthism and Crisis: A Study of Group Fitness Instructors' Professional Identity During the COVID-19 Pandemic (Co-supervisor Jesper Andreasson, Linnaeus University)

4. Maria Nikijuluw (2024-2028). Discourse on Forgiveness in the Colonial and Post-Colonial Maluku Islands (Co-supervisor Hermien Soselissa, Pattimura University Ambon).

Member of Doctoral Advisory Committee

1. Seppe Goddaert (2021-2025). Over burgerwetenschap gesproken: een linguïstisch-etnografische studie van de interactie tussen wetenschap, politiek en onderwijs. [A linguistic ethnographic study of the interaction between science, politics and education] (Supervisor: Geert Jacobs, Ghent University)

Member of PhD jurys

1. Marlena Jakobs (2025). Umstrittene Sprachen – Umkämpfte Nationen. Niederländisch und Niederdeutsch in sprachideologischen Debatten des 19. Jahrhunderts. PhD FU Berlin.
2. Arne Dhondt (2024). Pluricentrisme in de praktijk : naar een methode voor de codificatie van grammaticale verschillen tussen Belgisch Nederlands en Nederlands Nederlands. PhD Ghent University.
3. Lorenzo Nespoli (2023). Dutch grammar in Japanese words. Reception and representation of European theory of grammar in the manuscripts of Shizuki Tadao (1760 – 1806). PhD Leiden University & Ca' Foscari University of Venice.
4. Vanessa Casanova (2023). Las construcciones verbales con pronombres posesivos en las variedades del español. Un estudio gramatical y sociolingüístico. PhD Ghent University.
5. Laurentia Schreiber (2023). A (Contact-)Grammar of Romeyka. PhD Otto-Friedrich-Universität Bamberg & Ghent University.
6. Evi Vandamme (2022). Die Dativalternation in der Geschichte des Neuhochdeutschen. Eine historische und korpusbasierte Untersuchung. PhD Ghent University.
7. Eric Mijts (2021). The Situated Construction of Language Ideologies in Aruba: A Study Among Participants in the Language Planning and Policy Process. PhD Ghent University & University of Antwerp.
8. Jill Puttaert (2019). Vergeten stemmen van onderop. Een sociolinguïstische analyse van briefwisseling van de lagere klassen in de Lage Landen in de lange negentiende eeuw. PhD VUB.
9. Elisabeth Witzhausen (2019). Negation – exception – contrast : the post-cyclical development of ne/en in Middle High German, Middle Low German and Middle Dutch. PhD Ghent University.
10. Inge Van Lancker (2017). Een linguïstisch-etnografische analyse van het hedendaags gesproken Nederlands in een Oost-Vlaamse secundaire school. PhD Ghent University.

MA theses

1. Moreel, Lies (2025). Vloekwoorden in het Belgisch-Nederlands en Nederlands-Nederlands. MA thesis, Ghent University. [together with Gauthier Delaby]
2. Zuttermann, Zoë (2025). Kwantitatief onderzoek naar het verschil in gebruiksfrequentie van scheldwoorden (interjecties) bij verschillende generaties in gesproken hedendaags Nederlands. MA thesis, Ghent University. [together with Gauthier Delaby]
3. Pype, Jana (2025). Discoursanalyse: misbruik in de katholieke kerk. MA thesis, Ghent University.
4. Kerger, Justine (2025). Semantisch-pragmatische functies van de interjectie hallo. MA thesis, Ghent University. [together with Gauthier Delaby]
5. Van Diessen, Heloise (2025). Groene en rode volgorde bij scholieren. MA thesis teacher training, Ghent University. [together with Gauthier Delaby]
6. Rollier, Caitlin (2025). Genderinclusief schrijven bij federale overheidsinstanties: gebruik en perceptie. MA thesis, Ghent University.
7. Moens, Florentine (2025). Retoriek en discours van de War on Terror: Een analyse van de presidentiële crisis- en oorlogstoespraken van Bush, Obama en Trump. MA thesis, Ghent University. [together with Koen De Temmerman]

8. Vereecken, Arne (2025). Discoursanalyse leesbeleving in het secundair onderwijs. MA thesis, Ghent University.
9. Aelbrecht, Emma (2025). Implementatie van CLIL op Hotelschool Gent. MA thesis teacher training, Ghent University. [together with Véronique Sanctobin]
10. De Vlieger, Anouk (2024). Conceptualisering van diëten: een discoursanalyse van veganisme en carnivorisme in relatie tot gezondheid. MA thesis, Ghent University.
11. Van Cleemput, Marie-Laure (2024). Taal werkt, ook ongemerkt. Een kritische discoursanalyse van politiek taalgebruik in toespraken van linkse en rechtse Vlaamse partijvoorzitters. MA thesis, Ghent University. [together with Koen De Temmerman]
12. Reunes, Heleen (2024). Da was werk zonne! Semantisch-pragmatische analyse van interjecties in het Waaslandse dialect. MA thesis, Ghent University. [together with Timothy Coleman]
13. De Veirman, Evy (2024). Een evenwichtskunstenaar van een leraar: een corpusonderzoek met bijhorende discoursanalyse naar de representatie van de leerkracht in de Vlaamse geschreven pers. MA thesis, Ghent University.
14. Van Himste, Aidan (2024). Leesvaardigheid en leesmotivatie bij anderstalige leerlingen in het secundair onderwijs, een kritische discoursanalyse van vakliteratuur voor leerkrachten. MA thesis teacher training, Ghent University.
15. Demoen, Simon (2024). Het krijtje machtiger dan het zwaard? De plaats van discoursanalyse in het Vlaamse secundair onderwijs. MA thesis teacher training, Ghent University. [together with Pascale Hadermann]
16. Dumont, Laïs (2024). Standaardtaalideologie: attitudes in het Vlaams secundair onderwijs. MA thesis teacher training, Ghent University.
17. Horst, Manon (2024). Les attitudes et les motivations des individus dans leur contexte. Les attitudes et les motivations des élèves avec un passé d'immigré sont-elles les mêmes que celles des élèves natifs ? MA thesis teacher training, Ghent University. [together with Pascale Hadermann]
18. Demeyere, Yumi (2023). Attitudes tegenover West-Vlaams: een discoursanalyse. MA thesis, Ghent University.
19. Demoen, Simon (2023). De Waalse krekel en de Vlaamse mier. Een analyse van het communautaire N-VA-discours op sociale media. MA thesis, Ghent University.
20. Den Haese, Stijn (2023). Godt seghent v mijn vader, ende Mijn moeder, ende alle v Gheselschap. Een diachrone, corpusgebaseerde analyse van beleefdheidsformules in vroegmodern Nederlands in Colloquia, et dictionariolum. MA thesis, Ghent University.
21. Dumont, Laïs (2023). Onevenredige Machtverhoudingen van het Koloniale Verleden Blootgelegd. Een Kritische Discoursanalyse van Toespraken van Belgische Koningen in het Licht van de Dekolonisatie van Congo. MA thesis, Ghent University.
22. Declercq, Febe (2023). Allee mevrouw, wat betekent dat nu eigenlijk? Een exploratief onderzoek naar de kennis en het gebruik van interjecties bij leerders van het Nederlands in de derde graad secundair onderwijs aan de hand van het voorbeeld allee. MA thesis teacher training, Ghent University.
23. Yildiz, Rabia (2023). Hoofddoekenverbod in het Vlaams onderwijs. Een kritische discoursanalyse. MA thesis teacher training, Ghent University.
24. Song, Meng (2022). Comparative Study on Foreign Language Policies in Belgium and China. MA thesis Master of Advanced Studies in Linguistics, KU Leuven.
25. Vandelanotte, Chloé (2022). Discoursanalyse: verantwoording van Vlaamse en Waalse studenten om respectievelijk Frans en Nederlands te studeren. MA thesis, Ghent University.
26. Theys, Lore (2022). "Onnozele geiten" of "een vettig verken"? Een kritische discoursanalyse van lezersreacties op het Vlaamse #metoo-debat. MA thesis, Ghent University.
27. Declercq, Febe (2022). "Allee hup": *allee* in spontaan gesproken Nederlands. Een semantisch-pragmatisch onderzoek naar de betekenissen en het gebruik van *allee* in Vlaams-Nederlandse reality-tv. MA thesis, Ghent University.

28. Barbaix, Ineke (2022). 'Do you even English?' De kwaliteit van het Engels als onderwijstaal aan de Universiteit Gent volgens stem-studenten en taalstudenten. MA thesis, Ghent University.
29. Vanhecke, Elien (2022). De perceptie en adviezen van docenten over het Ugent-talenbeleid voor anderstalige studenten. MA thesis teacher training, Ghent University.
30. De Beule, Amber (2022). De perceptie en adviezen van docenten over het Ugent-talenbeleid voor anderstalige studenten. MA thesis teacher training, Ghent University.
31. Andries, Zenon (2022). Discursieve strategieën in het Vlaamse onderwijsdiscours. Een comparatieve discoursanalyse van verkiezingsprogramma's uit de Vlaamse politiek. MA thesis teacher training, Ghent University.
32. Daan Verschueren (2021). De taal van het coronacomplot: Een mixed-method onderzoek naar de discursieve kenmerken van complotdenken [The language of the Corona conspiracy: a mixed-method research on discursive characteristics of conspiracy thinking]. MA thesis, Ghent University.
33. Verhelst, Pauline (2021). Visie van docenten op (taaltaken van) meer- en anderstalige studenten. Een verkennende analyse [University teachers' view on (language tasks of) multilingual students]. MA thesis teacher training, Ghent University.
34. Decock, Tom (2021). Omgaan met de meertalige realiteit in de taalgrenstreek - Een vergelijkend onderzoek in het lager onderwijs [Dealing with multilingual practice in the language border region – a comparative study in primary education]. MA thesis teacher training, Ghent University.
35. Pister, Lisa (2021). Onderzoek naar de redenen van afnemende belangstelling in universitaire taalrichtingen bij middelbare scholieren (regio Gent) [Research on factors in secondary pupils' declining motivation to study languages at university]. MA thesis, Ghent University.
36. Ranson, Pieter-Jan (2021). Het gebruik van *ça va* en *oké* in het Nederlands [On the use of *ça va* and *oké* in Dutch]. MA thesis, Ghent University.
37. Van Dam, Yoni (2021). Een kritische metaforenanalyse van het politieke discours rond Corona in Vlaanderen [A critical metaphor analysis of the political discourse on Corona in Flanders]. MA thesis, Ghent University.
38. Van Breusegem, Astrid (2021). Hoe fitnessinfluencers communities vormen en het volk samenbrengen (in tijden van healthism en een pandemie) [How fitness influencers create a sense of belonging (in times of healthism and pandemic)]. MA thesis, Ghent University.
39. Goddaert, Seppe (2020). Taalbeleid aan de UGent: ondersteuning van docenten in het Engelstalig onderwijs [Language policy at Ghent University: supporting teachers in English Medium Instruction]. MA thesis teacher training, Ghent University.
40. De Hertogh, Louise (2020). "Maybe we can return to Dutch now that the official part is over." Een etnologisch onderzoek naar de talige realiteit van de Engelstalige masters aan de Universiteit Gent [An ethnographic study of linguistic practices in English language master programs at Ghent University]. MA thesis, Ghent University.
41. Degroote, Annelies (2020). Discoursanalyse van het abortusdebat in Vlaamse sociale media. Een kritische discoursanalyse van facebookreacties op online krantenartikels [Discourse analysis of the abortion debate on Flemish social media. A critical discourse analysis of facebook reactions on online newspaper articles]. MA thesis, Ghent University.
42. Vierendeels, Ilias (2019). Het discours over meertaligheid in de Vlaamse en Waalse geschreven media [Discourse on multilingualism in Flemish and Walloon print media]. MA thesis, Ghent University.
43. Jehoul, Astrid (2019). Wat denken Italianen over het Nederlands? Onderzoek naar de attitudes van Italianen tegenover het Nederlands [What do Italians think about Dutch? A study on Italians' attitudes towards the Dutch language]. MA thesis, Ghent University.
44. Van Daele, Melanie (2019). Kwalitatief onderzoek naar motivaties voor CLIL [A qualitative research on motivations for CLIL]. MA thesis, Ghent University.
45. Laureys, Marthe (2019). Constructie van het #MeToo-debat aan de hand van lezersreacties op Facebook [Construction of the #MeToo debate based on readers' comments on Facebook]. MA thesis, Ghent University.

46. De Leeuw, Karen (2019). Het discours van Geert Wilders over Brexit: een discours-historische analyse [Geert Wilders' discourse on Brexit: a discourse-historical study]. MA thesis, Ghent University.
47. Van Compennolle, Farah (2019). Onderzoek naar de huidige staat en het toekomstperspectief van het schoolvak Nederlands [Research on the present state and future perspective of the school subject Dutch]. MA thesis, Ghent University.
48. Goddaert, Seppe (2018). Het taalbeleid van de UGent geanalyseerd aan de hand van studentenattitudes [Language policy of Ghent University: students' attitudes]. MA thesis, Ghent University.
49. Slijkhuis, Marijke (2013). "Het is en blijft mijn moedertaal". Een empirisch onderzoek naar de moedertaalbeleving bij meertalige kinderen op twee internationale scholen in Wenen. MA thesis, University of Vienna. (together with: Herbert Van Uffelen)
50. Sieberer, Klaudia (2013). Rotterdams wat is dat dan? Jonge volwassenen over het voor hun typische dialect van Rotterdam. MA thesis, University of Vienna. (together with: Herbert Van Uffelen)
51. Bachmann, Florian (2013). At whose service? Gruppenkonstruktionen bei Pim Fortuyn. Eine politolinguistische Analyse seiner Interviews und Reden zu Wahlkampfzeiten. MA thesis, University of Vienna. (together with: Herbert Van Uffelen)
52. Oude, Ingrid, de (2012). Door vreemde oren gehoord. Het belang van taalvariatie binnen het Nederlands voor taalonderwijs aan uitwisselingsstudenten. MA thesis, Utrecht University. (together with: Jan ten Thije)
53. Leiminer, Birgit (2012). Niederländisch - eine plurizentrische Sprache. Betrachtung der sprachlichen Realität und der Umsetzung im universitären Fremdsprachenunterricht. MA thesis, University of Vienna. (together with: Herbert Van Uffelen)
54. Radke, Henning (2010). "Spreke versus sprech'n" Een onderzoek naar n-deletie bij Duitstaligen met NT2. BA thesis, FU Berlin. (together with: Matthias Hüning)
55. Bifulco, Simona (2008). Taal en separatisme. Een empirisch onderzoek naar de spanningen tussen de Frans- en Nederlandstalige taalgemeenschappen in België tijdens de politieke crisis van 2007. MA thesis, FU Berlin. (together with: Matthias Hüning)

Research projects (Onderzoeksproject MA)

1. Ineke Barbaix (2022). Dutch-speaking Professors Teaching Dutch-speaking Students in English: Attitudes, Discourse and Practice regarding the Quality of EMI in Flanders.
2. Yoni Van Dam (2021). A Critical Metaphor Analysis of the Discourse About COVID-19 and the Vaccination Campaign (in Flanders).

BA theses

1. De Sagher, Elie (2025). What's in a name? Over hoe wij onze talen noemen en waarom. [together with Machteld de Vos-Groenland]
2. Moreel, Lies (2024). Op weg naar "Nederlands". Corpusonderzoek naar taalnamen in Noord en Zuid van de zestiende tot achttiende eeuw. BA thesis, Ghent University. [together with Machteld de Vos-Groenland]
3. Den Haese, Stijn (2022). Colloquia, et Dictionariolum: pronominale aansprekingen. BA thesis, Ghent University. [together with Melissa Farasyn]
4. Stoens, Manon (2022). Taalgebruik in reality-tv: interjecties. BA thesis, Ghent University. [together with Gauthier Delaby]
5. Dhondt, Matthis (2022). "Wel, laet ons gaen, ick ben a'ghereet". Onderzoek naar de interjectie 'wel' in vroegmodern gesproken Nederlands. BA thesis, Ghent University. [together with André Kött]

6. Vandenberckmoes, Jans (2022). (Aan)gesproken? Nominale aansprekingen in drie vroegzeventiende-eeuwse kluchten. BA thesis, Ghent University. [together with André Kött]
7. Heirbaut, Selma (2022). “Iedereen oké?” De productie van oké in Vlaamse reality-tv: een sociolinguïstische studie. BA thesis, Ghent University. [together with Gauthier Delaby]
8. Bauters, Klara (2022). Engelse interjecties in het DIRT-corpus. Onderzoek naar verschillen in het gebruik van Engelse interjecties tussen verschillende leeftijdsgroepen in het DIRT-corpus. BA thesis, Ghent University. [together with Gauthier Delaby]
9. Borremans, Juliette (2022). Het gebruik van vloekwoorden in reality-tv: een vergelijking tussen Vlaanderen en Nederland. BA thesis, Ghent University. [together with Gauthier Delaby]
10. Demeyere, Yumi (2022). Oh my God! Een semantisch-pragmatische analyse. BA thesis, Ghent University. [together with Gauthier Delaby]
11. Kindermans, Winke (2022). ‘Ja ma ja’. Onderzoek naar de semantisch-pragmatische functies van de interjectie *ja* in reality-tv. BA thesis, Ghent University. [together with Gauthier Delaby]
12. Buysse, Marithé (2022). Volgordevariatie in werkwoordsclusters in het DIRT-corpus. Een onderzoek naar de beïnvloedende factoren bij de keuze tussen de rode en de groene volgorde in informeel gesproken Nederlands. BA thesis, Ghent University. [together with Gauthier Delaby]
13. Siddiki, Hannelore (2022). Franse interjecties in spontaan gesproken Belgisch-Nederlands: de invloed van woonplaats. BA thesis, Ghent University. [together with Gauthier Delaby]
14. Declercq, Febe (2021). Een semantisch-pragmatische analyse van begroetingen in het Nederlands en het Zweeds in de *Colloquia et dictionariolum* [A semantic pragmatic analysis of greeting formulas in Dutch and Swedish in the *Colloquia et dictionariolum*]. BA thesis, Ghent University. (together with: Melissa Farasyn)
15. David, Janne (2021). Subjectclitisering in de *Colloquia, et dictionariolum* [Subject clitisation in the *Colloquia et dictionariolum*]. BA thesis, Ghent University. (together with: Melissa Farasyn)
16. Van den Eede, Lola (2021). Een semantisch-pragmatische analyse van aansprekingen in de *Colloquia et dictionariolum* [A semantic pragmatic analysis of forms of address in the *Colloquia et dictionariolum*]. BA thesis, Ghent University. (together with: André Kött)
17. Cornilly, Jolien (2021). Een semantisch-pragmatische analyse van verontschuldigen in het Nederlands en het Spaans in de *Colloquia et dictionariolum* [A semantic pragmatic analysis of excuses in Dutch and Spanish in the *Colloquia et dictionariolum*]. BA thesis, Ghent University. (together with: André Kött)
18. Van Acker, Céline (2020). Motivatie bij Vlaamse en Waalse studenten om respectievelijk Frans en Nederlands te studeren in het Hoger onderwijs [Flemish and Walloon students’ motivation to study French and Dutch respectively]. BA thesis, Ghent University.
19. Ranson, Pieter-Jan (2020). Attitudes ten opzichte van Engels op sociale media. Taalattitudes in Vlaanderen en Wallonië [Attitudes towards English on social media. Language attitudes in Flanders and Wallonia]. BA thesis, Ghent University.
20. Van Belleghem, Eva (2019). Las formulas de despedida en el siglo XVI. Un estudio contrastivo Español, Neerlandés y Inglés. BA thesis, Ghent University. (together with: Miriam Bouzouita)
21. Vierendeels, Ilias (2018). Attitudes tegenover meertaligheid in CLIL-scholen in Vlaanderen en Wallonië [Attitudes towards multilingualism in CLIL schools in Flanders and Wallonia]. BA thesis, Ghent University.
22. Jehoul, Astrid (2018). Waarom kiezen Waalse jongeren voor het Nederlands? Onderzoek naar de motivatie voor het vak Nederlands bij middelbare scholieren in Wallonië [Why do Walloon adolescents choose Dutch? A research on motivation for the school subject Dutch in secondary education in Wallonia]. BA thesis, Ghent University.
23. Van Daele, Melanie (2018). Motivatie voor Frans en Engels als CLIL-taal in het middelbaar onderwijs in Vlaanderen [Motivation for French and English as a CLIL languages in secondary education in Flanders]. BA thesis, Ghent University.
24. Paulnsteiner, Daniel (2016). Plurizentrität der deutschen Sprache. Ostbelgien, ein sprachliches Halbzentrum. BA thesis, University of Vienna.

25. Ille, Alexandra (2016). Het spanningveld tussen taal, integratie en identiteit van nieuwkomers - een vergelijkende analyse van het vreemdetalenonderwijs in Nederland en Vlaanderen. BA thesis, University of Vienna.
26. Schuster, Margarita (2016). Linguistische Distanz und ihre Rolle im Fremdsprachenunterricht. BA thesis, University of Vienna.
27. Winkelmüller, Lisa (2016). Het causatief in het Nederlands, Duits en Engels: een synchrone vergelijking. BA thesis, University of Vienna.
28. Angermann, Ulla (2016). De functies van het diminutief in het Nederlands vergeleken met de functies in het Duits en het Engels. BA thesis, University of Vienna.
29. Kronika, Clarissa (2016). Sprachgebrauch an Schulen. Lehrersprache – Schülersprache. Eine Whiteboard-Animation zu ‚Tussentaal‘ in Belgien. BA thesis, University of Vienna.
30. Kugener, Anouck (2015). "Mir wëlle bleiwe wat mir sin?" Taalideologie in de Luxemburgse taalgeschiedenis. BA thesis, University of Vienna.
31. Sacher, Sebastian (2013). Genderspezifische Sprachunterschiede - "Da's een hele rare vraag dan, toch?" BA thesis, University of Vienna.
32. Sünder, Katrin (2013). Vacatures bij de Nederlandse en Vlaamse overheid. Een analyse van personeelsadvertenties op taalkundige aspecten. BA thesis, University of Vienna.

Experience in teaching and innovative competence in teaching

In the past two decades, I have taught more than 80 courses on a wide variety of linguistic subjects. In addition, I taught courses on related fields, including courses on academic writing, culture and society of the Dutch speaking countries and literary translation. In the past years, I have supervised numerous student research papers, as well as more than 70 BA and MA theses. At Ghent University, I mainly supervise BA and MA theses on language attitudes, pragmatics and discourse analysis. Moreover, I currently supervise two PhD-projects and I am a member of one Doctoral Advisory Committee. In July 2024, my first PhD-student successfully completed his thesis.

From 2001 onwards, I was involved in **Digital Humanities** projects with an educational purpose: I coordinated *Neon (Nederlands online)* at the FU Berlin, an information system on Dutch linguistics. At the University of Vienna, I created the project *Dutch++*, an **interactive platform for variationist linguistics in education**. Another focus of my teaching activities is to provide students with **practical skills** and hands-on experience. This includes various presentation techniques (Power Point, Prezi and Poster Presentations), the application of basic statistics skills (factor analysis, cluster analysis) and methods of corpus linguistics (selection of corpora, search strategies, creating random samples, presentation of results). Furthermore, I integrate innovative teaching strategies into my courses, for example a "world café" in my MA Seminars.

Specifically, since the COVID-19 outbreak in 2020, I gained ample expertise in virtual and hybrid teaching methods. I designed

- one hybrid course on BA-level (BA lecture + exercises, The Use of Language), with a virtual lecture part, and a hybrid exercise part. The virtual lecture part consists of
 - asynchronous elements, i.e., six knowledge clips
 - in combination with six synchronous Q&A lessons
 - a "leerpad" (learning journey) on the e-learning platform Ufora
 - and eight synchronous in-depth lessons on a specific topic, including interviews with international guest lecturers
- two hybrid courses on MA-level (MA seminar, The Modern Dutch Language System: pragmatics, interjections & The Modern Dutch Language Use: discourse analysis) consisting of

PROF. DR. ULRIKE VOGL

- asynchronous elements, i.e., two knowledge clips
- presentations of case studies by guest lecturers
- a synchronous on campus hands-on session on methodology (corpus linguistics)
- recorded student presentations with synchronous feedback and discussion sessions
- on campus presentations of research results (poster presentation, panel discussions)
- individual supervision of academic papers with video chat

Overall, I firmly believe in a strong interrelationship between research, teaching and services to an academic and general public. I am particularly dedicated to making students familiar with current research topics in linguistics and to raise their curiosity for linguistic and social phenomena. I strongly encourage students to rework course papers into journal articles: Delaby & Vogl (2021) on the interjections *ça va* and *oké* in Belgian Dutch, for example, builds on a course paper from my MA course “The Modern Dutch Language System: pragmatics, interjections” in the academic year of 2018/19. Adam, Borgt & Vogl (2023) on the reading crisis in Flanders builds on a course paper from my MA course “The Modern Dutch Language Use: Discourse analysis” in the academic year of 2020/21.

Third-Party-Funds

RUNNING PROJECTS

SELF-ACQUIRED PROJECTS

BOF (Basisfinanciering)

Amount of funding: EUR 120.000.-

DIRT Corpus informeel gesproken Nederlands

GISMO-nummer: bof/baf/4y/2024/01/239

Run time: 07/2024-06/2026

Discourse of apology and forgiveness in colonial and postcolonial Maluku (preparation of project application)

Run time: 11/2024-10/2025

De manipulatieve kracht van media onder de loep: Kritische Discoursanalyse voor het middelbaar onderwijs

Project partner: Pascale Hadermann (UGent)

GISMO-nummer: 42W08924

Run time: 11/2024-04/2025

Sponsor: Nederlandse Taalunie (Projectsubsidie onderwijs Nederlands in Nederland en Vlaanderen)

Amount of funding: 5.050.-

COMPLETED PROJECTS

SELF-ACQUIRED PROJECTS

Greetings from the past. On the use of interjections in foreign language textbooks from early modern Flanders

Run time: 10/2019-12/2023

Sponsor: BOF (Bijzonder Onderzoeksfonds)

Amount of funding: EUR 200.000.-

Nederlands en Frans in interactie [Dutch and French in interaction]: UGent & UCLouvain

Project partners: Pascale Hadermann (UGent) & Philippe Hiligsmann (UCLouvain)

Run time: 13-11/2019 - 18/03/2020

Sponsor: Internationalisation@home, Ghent University

Amount of funding: EUR 700.-

Dutch++ Examples and New Models for Learning and Teaching Pluricentric Languages

Project partners: Tilburg University (NL), Thomas More University College (B), FU Berlin, Institute of German and Dutch Languages and Literatures (D), IOL Paramaribo (SUR) (until 12/2012)

Run time: 01/2012-12/2014

Sponsor: EACEA Lifelong Learning Programme (Languages KA2, Multilateral Projects)

Amount of funding: EUR 424.363,-

INVOLVEMENT IN THIRD-PARTY-PROJECT

DYLAN (Language Dynamics and Management of Diversity)

Project Coordinator Anne-Claude Berthoud, University of Lausanne

Own position: Deputy leader of the Research Team “Forms of multilingualism in European history” at the FU Berlin

Run time: 10/2006 – 9/2011

Sponsor: Framework Programme 6 of European Union;

Amount of funding: EUR 4,9 million total, EUR 285.000,- for FU Berlin

APPLICATIONS NOT RETAINED FOR FUNDING

Making Early Modern Dutch: A research on the early modern standardization process including conversation books as new linguistic resource (FWO Flanders, Postdoctoral fellowship junior, submitted on 24-11-2023; role: supervisor)

READI (Reading Education and Diversity). (FWO SBO Strategisch Basisonderzoek; co-applicants Antwerp University, VUB, KU Leuven; own role: main applicant of UGent subproject on **Discourse about language learning and reading motivation in Flanders**; submitted in September 2021; resubmitted in September 2022)

English-medium instruction and linguistic nationalism. Tensions between the promotion of the local language and university internationalization (BOF-doctoral fellowship, submitted on 26-04-2021; role: supervisor)

English-medium instruction and linguistic nationalism. Tensions between the promotion of the local language and university internationalization (FWO Flanders, PhD Fellowship fundamental research, submitted on 01-03-2021; role: supervisor)

English-medium instruction and linguistic nationalism. Tensions between the promotion of the local language and university internationalization (FRESH Call 2020, Fonds pour la Recherche en Sciences Humaines, submitted 08-2020; role: co-supervisor)

Doorstroom naar talenopleidingen: Waarom (niet)? (Vakdidactisch onderzoek DOWA, co-applicants June Eyckmans & Pascale Hadermann (UGent), submitted 05-2020)

LAMA – Processes of language making: norms and communities beyond the nation. COST Action; role: main proposer; secondary proposers: Philipp Krämer (FU Berlin, Germany), Matthias Hüning (FU Berlin, Germany), Leena Kolehmainen (University of Turku, Finland), Helka Riionheimo (University of Eastern Finland, Finland), Peter Gilles (Université de Luxembourg, Luxembourg), Durk Gorter (Universidad del País Vasco, Spain), Alexandra Lenz (Universität Wien, Österreich), Johanna Laakso (Universität Wien, Österreich), Hugo Cardoso (Universidade de Lisboa, Portugal), Michael Hornsby (University of Poznan, Poland), Péter Maitz (Universität Bern, Schweiz), Hans Van de Velde (Fryske Akademy, Nederland), Loreta Vaicekauskienė (University of Vilnius, Lithuania), Klára Sándor (University of Szeged, Hungary), Pia Quist (University of Copenhagen, Denmark), Kadri Koreinik (University of Tartu, Estonia), Ana Deumert (University of Cape Town, South Africa), Eric Mijts (University of Aruba, the Netherlands), submitted on 20-04-2018