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## English as medium of instruction in Higher Education in a cross-national context

de Jong, Folkert

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**English as a Medium of Instruction  
in Higher Education  
in a cross-national context**

Folkert de Jong



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rijksuniversiteit  
 groningen

# **English as Medium of Instruction in Higher Education in a cross- national context**

## **Proefschrift**

ter verkrijging van de graad van doctor aan de  
Rijksuniversiteit Groningen  
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This study examined the effect of English as a medium of instruction on academic performance; education taught to non-native English speaking students of Higher Education by non-native English speaking lecturers. The research object was the International Business and Management Studies programme of Stenden University of Applied Sciences in Leeuwarden, the Netherlands, and Doha, Qatar. The research question of this study was: What are the effects of the use of English as a Medium of Instruction (EMI) in Higher Education on academic performance? In order to answer this research question, three sub-studies were conducted. The first study investigated the relationship between the entry levels of English and academic performance. The second study examined EMI students' use of English in academic and non-academic contexts. The third study was a survey on students' and lecturers' experiences with EMI.

The first study (n = 137) investigated the relationship between entrance levels of English and academic performance as measured through the number of credits obtained. The outcomes showed that there was a weak correlation between entrance levels of English and academic performance, although the outcomes should be treated with caution. As intervening variables the effect of cognitive capacities, motivation and confidence, learning styles, and prior knowledge of economics was tested as well. None of these variables showed a significant correlation with academic performance.

In the second study, students' use of English in academic and non-academic contexts was registered through a specifically developed Language Use Registration App (LAURA). The data collected revealed similarities and differences between use of English of students in Leeuwarden (n = 22) and Doha (n = 18). In Leeuwarden, students used English mainly in an academic context: when they were on the premises of the university, or when they were occupied with school work. In non-academic contexts, their home language was dominant. Students in Doha, however, also used English on the university's premises and when studying, but the data revealed a dominant position of English in public and personal life as well. The linguistic context outside the university, whether in Leeuwarden or Doha, only contribute marginally to the development of students' English language skills.

The third study which was a survey on students' (n = 134) and lecturers' (n = 31) experiences with EMI, revealed that participants experienced a positive effect of EMI on English language skills. Moreover, students report no negative effects of EMI on the acquisition of knowledge and skills.

The main conclusion is that EMI programmes with a blend of formal instruction in English as a subject, combined with the provision of other contexts in which English language skills are utilised, contribute largely to the development of high-level English language skills, without affecting academic performance negatively.

**Key words:** English as a medium of instruction, Higher Education, academic performance, internationalisation, language registration

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## Abbreviations

BBA	Bachelor of Business Administration
BICS	Basic Interpersonal Communication Skills
BON	Beter Onderwijs Nederland
CALP	Cognitive Academic Language Proficiency
CEFR	Common European Framework of Reference for language
CEIL	Content and English Integrated Learning
CLIL	Content and Language Integrated Learning
COTAN	Commissie Testaangelegenheden Nederland (test approval committee the Netherlands)
CSR	Corporate Social Responsibility
DST	Dynamic Systems Theory
EAP	English for Academic Purposes
EAR	Electronically Activated Recorder
EC	European Credit
ECTS	European Credit Transfer System
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELFA	English as a Lingua Franca in Academic settings
EMI	English as a Medium of Instruction
ESL	English as a Second Language
GPA	Grade Point Average
HAVO	Hoger Algemeen Voortgezet Onderwijs (Higher General Secondary Education)
HE	Higher Education
IABA	International Applied Business Administration
IBC	International Branch Campus
IBMS	International Business and Management Studies
IELTS	International English Language Testing System
ILS	Inventory of Learning Styles
KNAW	Koninklijke Nederlandse Academie van Wetenschappen (Royal Dutch Academy for the Sciences)
LAURA	Language Use Registration APP
LBQ	Language Background Questionnaire
LSI	Learning Styles Inventory
MENA	Middle East and North Africa
MCT	Multicultural Capacities Test
MVR	Maatschappelijk Verantwoord Ondernemen

NNS	Non-Native Speaking
NNS	Non-native speakers
NSE	Nationale Studenten Enquête (National Student Enquiry)
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Students Assessment
SER	Sociaal-Economische Raad (Social-Economic Advisory Board)
SMM	Social Media Method
SSA	Study Start Assessment
SUAS	Stenden University of Applied Sciences
SUN	Stenden University Netherlands
SUQ	Stenden University Qatar
TOEFL	Test of English as a Foreign Language
UAE	United Arab Emirates
VH	Vereniging Hogescholen (Association of Universities of Applied Sciences)
VSNU	Vereniging Samenwerkende Nederlandse Universiteiten (Dutch Association of Research Universities)
VWO	Vorbereidend Wetenschappelijk Onderwijs (Pre-university secondary Education)

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Folkert de Jong

Drachten

27 June 2018

# CHAPTER 1



# CONTEXT AND RATIONALE





## 1.1 Introduction

The main topic of this dissertation is an investigation into the effects of the use of English as a medium of instruction on academic performance in Higher Education in non-English speaking countries; in particular, education delivered by lecturers who teach in a language that is not their mother tongue to students who were not raised in English.

In this chapter the following topics will be presented. Firstly, an overview will be presented of English-taught programmes in Higher Education in Europe and the Netherlands, European and national policies on internationalisation of Higher Education and the legal position of English and Dutch in Higher Education. Secondly an overview will be presented of reasons for and against the use of English as a medium of instruction in Higher Education in non-English speaking countries. Special attention will be given to the risks that are claimed to be inherent to English as a medium of instruction in non-English speaking countries. Thirdly, the research topic will be defined and a description will be presented of the bachelor programme which served as the research object, as well as the population.

In this chapter, the topic will be presented first and foremost within the Dutch context, although the data were collected in both Leeuwarden, the Netherlands, and Doha, Qatar. The Qatari context will be described into more detail in chapter 5.

## 1.2 The European and the national context

### 1.2.1 English-taught programmes in Higher Education: facts and figures

In June 1999, the ministers of education of 29 European states signed the so-called Bologna Declaration. Consequences of this declaration were the introduction of a comparable two-phased system with a bachelor-master structure. Another consequence was the establishment of the European Credits Transfer System (ECTS, 1999). The implementation of the Bologna Declaration and its subsequent measures, resulted in an educational system in Europe that made it possible to compare and exchange students' study results. Moreover, it enabled and encouraged inter-European students mobility, especially after the introduction of the European Higher Education Area (EHEA), with 48 member states (European Higher Education Area, 2018).

In 2014, 26.9 per cent of the institutions for Higher Education in Europe (United Kingdom and Ireland excluded) offered English-taught programmes. The proportion of study programmes offered in English was 5.7 per cent. In the academic year 2013-2014, 1.3 per cent of the European student population was enrolled in an English-taught programme (Wächter & Maiworm, 2014).

However, there were tremendous differences between partner-countries of the Bologna Declaration. Denmark was frontrunner with 12.4 per cent of the students studying in an

English-taught programme. The Netherlands was second with 7.2 per cent of the students studying in an English-taught programme, whereas Greece, Romania and Hungary had only 0.1 per cent of their student population studying through the medium of English. The percentages of students enrolled in English-taught programmes in larger European countries were as follows: Germany, 1.0 per cent; France, 0.7 per cent; Poland, 0.7; Italy, 0.5; Spain, 0.3.

When it comes to the level of education, 80 per cent of the English-taught programmes in Europe are offered at the master level. The bachelor programmes make up 20 per cent of the programmes taught through the medium of English (Wächter & Maiworm, 2014).

There are large differences between subject areas in which English-taught programmes are offered. The area of Social Sciences, Business and Law, offered 35 per cent of the English taught programmes, Sciences 23 per cent, Engineering 20 per cent, whereas the subject area of Education made up for 2 per cent. These variations can be explained by the nature of the programmes involved and the subsequent employment domains of the graduates. The labour market in disciplines like for instance, Business and Engineering are much more trans-national than Education or Health and Welfare. The latter disciplines are more subject to political, geographical and linguistic restrictions.

In 2012 in the Netherlands, approximately 5 per cent of the bachelor programmes were offered in English (Hennekam, 2012). They account for 7.2 per cent of the students (Wächter & Maiworm, 2014). In 2016, it was established that 6 per cent of all bachelor programmes was offered through the medium of English, whereas 5 per cent of the programmes offered some parts of their education through English (Nuffic, 2017). It should be taken into account that even institutes with adequate resources, admit that it is hard to establish exactly the number of EMI programmes versus programmes offered in the home language (KNAW, 2017, p. 32, p. 34). Moreover, several universities officially offer programmes in the home language, but in many cases elements of the programmes might be offered through the medium of English (KNAW, 2017, p. 32).

Notwithstanding the possible inaccuracy of the exact figures, it is evident that after the introduction of the Bologna Declaration 1999, EMI has increased tremendously in many European countries (Wächter & Maiworm, 2014; Wit, Hunter, Howard & Egron-Polak, 2015). Likewise, since then concerns, objections and complaints have been expressed repeatedly. However, little research has been carried out on the effects of EMI on students' academic performance. In the next section, an overview is presented of the European and national policies that led to the rise of EMI programmes in Higher Education.

### **1.2.2 European and national policies on internationalisation**

The Bologna Declaration and its subsequent measures, such as the establishment of the European Higher Education Area, paved the way for further internationalisation of Higher Education. Since then, Dutch institutions for Higher Education have been eager to make use of the opportunities created by those developments. In 2005, the Dutch Educational

Advisory Board proposed an agenda for the internationalisation of Higher Education. The Board argued that society was getting more internationally oriented and that there was an increased competition with other countries on the education market. The Board also stated that, from a social-cultural and an economic point of view, the education industry should pay attention to internationalisation. Students and teachers should acquire knowledge and skills that would enable them to work and live with foreigners and foreign institutions, inside and outside the Netherlands (Onderwijsraad, 2005). In 2008, the Dutch Minister of Education and Sciences introduced his internationalisation agenda. He stated that the competition for knowledge workers was increasing and that global problems demand global solutions. Moreover, the Dutch labour market was becoming more and more international and competition with institutions abroad was regarded as a stimulus for the recruitment of students, lecturers and researchers. The minister announced measures in order to increase the mobility of Dutch students, to improve the international orientation of educational institutions, to encourage what he called 'brain circulation', and announced changes in legislation which would make the procedures and regulations of internationalisation less complicated, for instance by making it easier for knowledge workers to get a residence permit. The minister also wanted to encourage joint-degree programmes and international branch campuses (Plasterk, 2008).

In 2013, the influential Sociaal-Economische Raad (SER, Social-Economic Advisory Board), by law established, in which the employers' and employees' interests are equally represented, issued a recommendation with respect to attracting and retaining foreign students. They viewed growth of productivity and innovation due to the influx of highly educated, talented and ambitious people as an advantage. Moreover, they supposed that foreign students would enhance the quality of education and that the international classroom would provide an international environment in which students could acquire and practice international competences, especially for students in Economics and Business Administration. However, the SER did not substantiate any of its claims. Two possible negative side-effects were mentioned. Firstly, the risk of Dutch graduates being displaced by foreign graduates. Secondly, the risk of brain drain in the homeland from which foreign top students came (SER, 2013).

In 2014, Vereniging Hogescholen (VH, the Dutch association of Universities of Applied Sciences) and the Vereniging Samenwerkende Nederlandse Universiteiten (VSNU, Dutch association of research universities) wrote a joint vision document on internationalisation. Their vision was completely in line with the policy documents mentioned in the paragraphs above. They formulated four ambitions. Firstly, to educate university students with relevant and widely applicable international skills and knowledge which are vital for their future careers inside and outside the Netherlands. Secondly, to encourage foreign students and staff to contribute to the Dutch economy. Thirdly, establish scholarship schemes which contribute to the Dutch knowledge economy. Fourthly, to establish forms of collaboration and cooperation, strengthen networks, encourage student and staff

mobility, for instance through the development of joint-degree programmes and offshore campuses (VH & VSNU, 2014).

It may be concluded that internationalisation of Higher Education in the Netherlands is widely supported. Predominantly, internationalisation is encouraged because of the expected positive impact on the Dutch economy. In general, policy makers hardly refer to other possible objectives such as spread of democratic citizenship or cultural enrichment. One exception is the Dutch minister of education Plasterk (2008), who mentions that global problems demand global solutions. The other exception can be found in the internationalisation agenda of the associations of universities, in which the importance of personal development was mentioned (VH & VSNU, 2018).

### 1.2.3 Legal position of English and Dutch in Higher Education

The Dutch Higher Education and Research Act provides two articles with regard to language. Article 1.3 states that, when it comes to the Dutch speaking students, institutions for Higher Education should direct their educational activities, towards the enhancement of their Dutch language production and expression skills (Kwikkers, 2011).

Article 7.2 states that education and examination should be conducted through the medium of Dutch. Exemptions are possible when:

- a. the objective of the programme is learning another language;
- b. a guest lecturer is involved in teaching activities;
- c. there is a code of conduct constructed by the governing board of the institution, made necessary by the nature, design or the quality of the education, or the origins of the student population.

According to KNAW (2017), many universities in the Netherlands make use of article 7.2.c, although in most cases, they provide a poor motivation. Moreover, most English-taught programmes do not make any effort to support the development of the oral and written Dutch skills of their Dutch students, which are deemed necessary for a professional career in the Netherlands (KNAW, 2017, p. 23). The position of Dutch in professional environments is undisputed. In a large scale survey (n = 6421), it became clear that employees in the Netherlands and Flanders use mainly Dutch when communicating with their colleagues and superiors (Meulen et al., 2016). Likewise, for external communication through mediums such as websites, annual report, commercials and advertisements, Dutch is by far the dominant language (Meulen et al., 2016). Therefore, attention for the development of Dutch language skills within EMI programmes would seem appropriate when it comes to preparing Dutch students for a professional career in the Netherlands, but also for their Bildung.

In the preceding paragraphs, EMI programmes were contrasted with programmes offered through the national language of non-English speaking countries. In reality, several models of language use can be found in Dutch Higher Education. These can be summarised in four main categories:

1. Programmes taught through the medium of Dutch, by default, with hardly any attention for English, for instance Social Work.
2. Programmes taught through the medium of Dutch, where English is taught as a subject, for instance Business Economics.
3. Programmes using mainly Dutch as a language of instruction, offering English as a subject and to some extent as a medium of instruction, for instance for students in the Teacher Primary Education Training Programme who want to specialise in multilingual primary school education.
4. Programmes entirely taught through the medium of English, for instance International Business & Management Studies and International Applied Business Administration.

Within these categories, several variants may occur. Some programmes use mainly Dutch as language of instruction and offer English as a subject and as a medium of instruction for one or two specific content subjects. It also happens that course books and handbooks written in English are used in a Dutch-medium programme.

## 1.3 Advocates and opponents of EMI

### 1.3.1 Reasons for using EMI

As described in section 1.2.1, since the introduction of the Bologna Declaration, the number of English-medium bachelor programmes in Europe and in particular the Netherlands has increased tremendously (Wächter & Maiworm, 2014; VH & VSNU, 2014) due to a variety of reasons.

Firstly, one of the objectives in Dutch Higher Education, with growing importance, has been the preparation of graduates for the international labour market. Where universities of Applied Sciences in the past mainly served local or regional society and employers, they are now mostly aiming for a more trans-national approach. Likewise, local and regional companies are also more connected to the rest of the world due to globalisation. Institutions for Higher Education that want to enhance the relevance of their education, need to address international labour markets' demands, together with the increased demand of the local, regional and national labour market for internationally oriented graduates. Educating students for internationally oriented work environments, includes in-depth education in English, given its status as the international lingua franca.

Secondly, attracting foreign students, which is of increasing importance for the 'business model' of institutions for Higher Education, is facilitated by the use of English as a medium of instruction. A non-Anglophone university is more attractive to foreign students when they do not have to learn the local language at a high level.

The third argument refers to increased student mobility. For students who have experienced English-medium education at home, it is easier to participate in exchange

programmes and to study abroad. This development is strongly encouraged by the European Union, as evidenced by the so-called Erasmus scholarship scheme. In addition, such mobility promotes the creation of international classrooms. These present an opportunity to create an educational environment that is supposed to enhance intercultural competence.

The fourth reason for using EMI is that education in English makes it possible to recruit specialised staff members from abroad. On many occasions, specific expertise is required that cannot always be found among Dutch speakers.

As the fifth argument is mentioned that English-medium programmes make it easier to develop joint degree programmes. Such programmes are attractive to students because they offer the opportunity to obtain a valuable bachelor or master diploma in two countries, thereby increasing the status and perceived utility of the programme.

Finally, the most prominent language in the international academic discourse is English. Students at universities in general, but increasingly at universities for Applied Sciences as well, have to use relevant sources, which to a large extent are published in English.

It might be clear that EMI is the result of the internationalisation of Higher Education and conversely, that the rise of EMI increases and emphasises the international aspect.

### 1.3.2 Voices against EMI

The spread of EMI has been accompanied with opposing voices. Pennycook (2004) expressed concerns about the impact of English on linguistic diversity:

*“We can look at English as a feral language, a language that has escaped to upset the delicate ecological environment in which other languages exist. It is worth asking ourselves, I have suggested, whether it might not be more appropriate to view the ‘F’ in TEFL as referring to Teaching English as a Feral Language”* (Pennycook, 2004, p. 215).

Coleman (2006) portrays the effects of English as a *“killer language”* (p. 1). He places the rise of EMI in the context of the Bologna Declaration and the economic development in the European Union which has led to the practice that Higher Education has become a part of a lucrative market for the young, mobile and educated élite: *“The combination of higher individual fees, greater student mobility, and excess of supply of demand has accentuated the market character of HE: the student has become the customer. Universities are no longer institutions but brands”* (Coleman, 2006, p.2). Coleman (2006) presents a list of *“predictable”* problems that go along with English as a medium of instruction, such as:

- Inadequate language skills and the need for training of indigenous staff and students;
- Ideological objections arising from a perceived threat to cultural identity and the status of the native language as a language of science;
- Unwillingness of staff to teach through English;
- The inability of recruited native speakers to adapt to non-native speaking students;
- Organisational problems and administrative infrastructure;
- Lack of mass of international students;

- Poor cultural integration of international students;
- Uniformity and availability of teaching materials (Coleman, 2006, p.6, 7).

Coleman sees the *"unmanaged expansion of English"* as a threat to the European Union's linguistic diversity agenda as for instance expressed in 1995 in the 'White Paper on Education and Training' (European Commission, 1995) and in the European Charter for Regional or Minority Languages (Council of Europe, 1992). His conclusion is that if English displaces other languages in the domains of Higher Education, business and commerce, and mass media and internet, the further expansion of English will lead to *"a future of universal diglossia"* (Coleman, 2006, p. 10).

In 2011, upon request of the national government, the Onderwijsraad (Dutch Educational Advisory Board) issued a recommendation on the use of English in Dutch Higher Education. This request was formulated as follows: *"How can government, educational institutions and other actors execute a balanced language policy that enables the development of programmes in English on one hand and that secures the position of the Dutch language on the other hand?"* (Onderwijsraad, 2011, p. 8). The dilemma discussed in this policy document is whether the use of English in Dutch Higher Education should be encouraged or whether the position of Dutch should be defended. The Dutch Educational Advisory Board acknowledges the importance of EMI in Higher Education for the economic reasons as described in sections 1.3 and 1.4. With respect to EMI, the Board views the ability of lecturers to speak sufficiently fluent English as an important prerequisite for guaranteeing the quality of education (Onderwijsraad, 2011, p. 14). The Dutch Educational Advisory Board's perception is that not all lecturers' language skills in English are well developed. They supposedly have a limited vocabulary; apply less redundancy; the speed of speaking is considerably lower; they are less capable of improvising; and they stick more to the prepared content (Onderwijsraad, 2011, p. 27-28). There is a risk that certain details and subtleties will get lost (Onderwijsraad, 2011, p. 18). However, how plausible the reasoning of the board may seem to be, no evidence or reference is given concerning the relationship between lecturers' quality of English and the quality of their teaching and its effects on students' achievements.

Another problem described by the Dutch Educational Advisory Board is that students' level of English might not always be sufficient for studying through the medium of English. Reduced language skills might result in lower academic performance (Onderwijsraad, 2011, p. 18), and compromise the liveliness and depth of learning in Higher Education (p. 11), although no evidence or reference is given for those claims. Nevertheless, the argument that the language of lecturers, who as non-native speakers use English when teaching, must inevitably be poor, impersonal and colourless, has been repeated regularly, for instance by opinion makers such as Truijens (2014), Von der Dunk (2010), Draaisma (2005), as well as in a debate in the Dutch parliament in December 2015 (Tweede Kamer, 2015).



The Raad voor de Nederlandse Letteren (Board for the Dutch Language and Literature and Linguistics), places the rise of English in Higher Education in the perspective of loss of domain (Raad, 2016). The board states, that English is intruding into the domains of music, television, business, and Higher Education, at the cost of Dutch.

In 2016, the Dutch government, triggered by the debate in society and parliament, requested a thorough investigation of English as a medium of instruction and its supposed negative and positive effects from the Koninklijke Nederlandse Academie van Wetenschappen (Royal Dutch Academy for the Sciences). In the report (KNAW, 2017) new arguments were brought into the discussion. Firstly, a distinction was made between the language of instruction in the classrooms, and the administrative language within the institution. It turned out, that in most occasions, Dutch was the main language in Dutch institutions for Higher Education, even in departments that have to deal with a significant proportion of international lecturers and students. That raised the question to what extent international lecturers and students could participate in representation boards. Secondly, the KNAW concluded that it was extremely difficult to measure any positive or negative effect of the use of English on the quality and quantity of acquired knowledge and skills. Moreover, the KNAW saw a lack of research in this area. Thirdly, the KNAW noticed a corroding effect of English on the diversity of content. The use of English handbooks and sources, was leading to a reduction of the Dutch context due to a lack of Dutch cases and examples. The KNAW remarked that this problem also applied to other countries and cultures. Fourthly, the KNAW concluded that Dutch still had a strong position as language for research and science, especially for subjects such as public administration, law, and humanities. The importance of researchers to participating in the international discussion through the medium of English was acknowledged. Nevertheless, the corrosion of Dutch and other languages, as language for science and research was mentioned. The choice for English implies, according to the KNAW, the risk of a focus on an Anglo-Saxon approach to science in terminology, conceptualisation, choice of topic among others. Input from other scientific traditions might be neglected and scientific progress in general might therefore be impaired. Moreover, use of English might be in conflict with current policies on valorisation. Fifthly, growth of the position of English in Higher Education, could lead to a loss of status of Dutch as a cultural language. Loss of the domain of Higher Education, research and science, would lead to the decline of Dutch as a complete language that is also suitable for abstract reasoning and conceptualisation. The KNAW (2017) makes clear that it is essential for universities to formulate codes of conduct with regard to language use in their departments and programmes, both as administrative language and language of instruction. In April 2018, the Dutch parliament adopted a motion in which the government was called to investigate to what extent institutions for Higher Education comply with the law with regard to establishing a code of conduct on the use of Dutch and English (Bisschop & Beertema, 2018). In May 2018, a pressure group for better

education in the Netherlands, Beter Onderwijs Nederland (BON), filed a law suit against two universities and the Inspection. According to BON, the two universities violated the Higher Education and Research Act by using English as a language of instruction, without proper justification. The Inspectorate of Higher Education was brought to court because, according to BON, they did not act in order to maintain the law (BON, 2018).

The topic of students' limited native language skills due to EMI, was approached from a more linguistic point of view by De Groot (2017). She was especially concerned about the impact of English on Dutch vocabulary, which she stated was essential for thinking skills. She estimated that Dutch students' vocabulary is smaller in English than in Dutch, which, according to her, leads to limited expressive skills, less liveliness, nuance and depth (De Groot, 2017, p. 13). Moreover, an incomplete vocabulary forces students to give extensive, cognitively demanding descriptions of a concept when they have no specific lexeme available, and this leads to less efficiency, to more cognitive load.

Another argument of De Groot (2017) against EMI was that EMI might lead to language attrition. Furthermore, De Groot (2017) was concerned about the negative impact of EMI on students' vocabulary and therefore on the Dutch vocabulary in general. EMI might lead to loss of Dutch words, which are being replaced by English terms. She coined this phenomenon as 'woordenroof', which can be translated as 'word robbery' or 'word snatching'. It must be remarked that she presented no data or other evidence of this possible diminution of the native vocabulary of EMI students.

Although she does not use that term, De Groot (2017) presents EMI as a form of education leading to subtractive bilingualism. She brings up proposals for improving English only programmes, to full-fledged bilingual Higher Education that leads to balanced bilinguals, by paying attention to students' first language.

Another impeding aspect of EMI on the transfer of knowledge, according to De Groot (2017), is the non-native English speaker's accents. She refers to research that shows that messages spoken by people with an accent, are perceived as less credible. Non-native English speaking lecturers' accents have been given attention for quite some time. Klaassen (2001) found that students in English-medium engineering programmes, were distracted by lecturers' heavy accents and lack of fluency, which was confirmed in Wildeman, Verstappen & Van Helm (2015). In the Netherlands, students in Higher Education are invited to participate in the National Student Enquiry (NSE) annually. An issue that was brought up repeatedly, was the perceived low quality of Dutch lecturers' English and their accents. Also, in KNAW (2017) it was reported that accents affect the rating of lecturers by students. In a study by Hendriks, Van Meurs & Hoogervorst (2016) it was found that lecturers with a moderate accent were assessed as less comprehensible than lecturers with a slight accent and native speakers. On the other hand, lecturers with a slight accent were evaluated as more likeable than native English speakers. However, it should be taken into account that students' complaints about their lecturers' accents,

were not about slightly or moderately accented English speakers, but about people speaking with a heavy accent (Klaassen, 2001; Wildeman, Verstappen & Van Helm, 2015). Although the issue of lecturers' accents attracts a lot of attention, there are indications that speaking with an accent does not necessarily result in misunderstanding and diminished comprehension. On the contrary, Noonan (2015) found that a strong foreign accent can lead to high functional intelligibility.

It should be kept in mind that, regardless how well trained and motivated people are, it is extremely hard for non-native speakers to master an accent that native speakers do not recognise as foreign (Bongaerts, Mennen & Slik, 2000). The same challenges are reported for the domain of syntax (Bongaerts, Van Summeren, Planken & Schils, 1997). Jenkins (2014) calls the phenomenon that non-native speakers should try to achieve native-like language skills as a conforming approach, which is according to her an "out-dated notion" (p. 50). She makes clear that expectations with regard to achieving native-like language skills are set too high.

Notwithstanding all the tumult, the latest figures show that Dutch students are quite satisfied with the quality of their lecturers' English. Moreover, students of Dutch-medium programmes and English-medium programmes, had same degree of satisfaction of their lecturers' teaching skills (VH & VSNU, 2018).

All previously discussed concerns about the supposed negative effects of English as a medium of instruction in Higher Education, can be summarised in three main points.

The first concern is about EMI students' limited English skills, which might lead to reduced learning effects. This topic will be extensively discussed in chapter 3 of this dissertation.

The second concern is about lecturers' limited English proficiency and the negative effect that this might have on their teaching practices, which would impair students' learning. Evidence for that statement can be found in Klaassen (2001). However, Klaassen's study dates from two decades ago. Since then universities have formulated language requirements for non-native lecturers' English, in general a minimum level of C1 or C2 (KNAW, 2017, p. 42) and it is not unlikely that, besides the perceived problems with accents, this is in reality a minor problem, although there are hardly any data available on this topic.

The third concern is about the threatened position of Dutch and other languages, as a result of the rise of English in Higher Education and science. The threat goes two ways: firstly, the quality of Dutch is supposed to be negatively affected by English, although again, as plausible as the arguments used may sound, there is not much evidence for such claims. Secondly, there is fear of loss of domain. In addition, not often mentioned, is the possible negative effect of English might have on indigenous minority languages, although this risk is described by Baker (2011) who states that the dominance of English in general might lead to "oppressing weak minority languages and their peoples" (p. 87).

The concerns about the topic of English as a medium of instruction in Higher Education that were aired in the media and in parliament, led the Dutch government to formulate the following intention in their coalition agreement:

*Het kabinet ziet scherper toe op de naleving van de wet dat opleidingen alleen Engelstalig zijn wanneer dit een toegevoegde waarde heeft, de kwaliteit van voldoende niveau is en er in voldoende mate Nederlandstalige opleidingen zijn. (Regeerakkoord, 2017, p. 12)*  
*(Compliance to the law requiring that programmes may be offered through the medium of English only when there is an added value, the quality is sufficient and when there are sufficient Dutch-medium programmes, will be monitored intensively by the government.)*

However, the next intention in the coalition agreement seems to be in conflict with that objective. Another intention of the new government is to make it more attractive for foreign students to follow Higher Education in the Netherlands. These apparently conflicting intentions, are to be solved on the level of universities and their departments by establishing clear and explicit language policies, in line with the recommendations issued by the Dutch Educational Advisory Board (Onderwijsraad, 2011) and the Royal Dutch Academy for Sciences (KNAW, 2017). Although rarely explicitly stated, it is suggested and feared that the development of Dutch students' native language skills will become impaired when they are educated through the medium of English only. However, it is hard to find evidence for that statement, while claims for the opposite have been made: "Late immersion has no detrimental effect on first language skills" (Baker, 2011, p. 266).

Worries about Dutch Higher Education students' native language skills are not restricted to EMI programmes only. The Taalunie (Language Union), expressed their concerns about Dutch Higher Education students' native language skills in general and called for action (Taalunie, 2015).

### 1.3.3 Concerns about EMI in other countries

The concerns about the impact of English on the status of the home language, are not restricted to the Netherlands, but have also been heard in Flanders (VLOR, 2013), Denmark (Kulturministeriet, 2008) and Norway (Brock-Utne, 2009). In Qatar, a government initiated movement to replace English by more Arabic-taught courses in Higher Education, started in 2012 (Lindsey, 2012). This resulted in February 2016 in the declaration of a bill on the protection of the Arabic language. It stated that national universities are also committed to teach through the medium of Arabic (QNA, 2016; Walker, 2016).

The Nordic Council, a body for interparliamentary cooperation between the Nordic countries such as Sweden, Norway, Finland and Denmark, issued a recommendation to universities with regard to choice of language and language policies (Nordic Committee, 2017). Main points from the recommendation are:

- All universities should have a language policy documented in which the general principles for language use are determined. This policy should be integrated with the

internationalisation policy of the university.

- Staff members should be trained for teaching in a language that is not the first language of the teachers and/or the students. Moreover, they should learn the local language and the administrative language of the university. The objective is full parallel use of English and the local language.
- National students must develop academic language skills in the local language and in English. International full-programme students should learn the local language as well. Exchange students should have elementary knowledge of the local language.
- The local language should dominate in undergraduate studies, but reading material and specific courses may be offered through English or other international languages. Graduate programmes and doctoral programmes should use the language that is most appropriate for the future career of the students or the preferred language of the lecturers.
- Since research is both internationally and locally relevant, the sharing of knowledge should use the language suitable for the intended audience.

The recommendation of the Nordic Committee (2016) with regard to the necessity of universities formulating a language policy, bears resemblances with that of the Dutch Educational Advisory Board (Onderwijsraad, 2011). The board also recommends that universities formulate a vision on the use of languages and make a statement about the importance of an introduction to the Dutch language and culture for foreign students (Onderwijsraad, 2011).

The developments in other countries show that the situation in the Netherlands with regard to internationalisation and the consequent use of English in Higher Education is not exceptional. There are noticeable similarities between Flanders, the Netherlands and the Nordic countries. These are all small countries with relatively small numbers of national language speakers, seen on a global scale. They all have an open economy, a limited local market, and they are engaged in doing business on a global scale. It seems almost a law of nature that in such countries English-taught Bachelor's of Business Administration programmes are offered. Citizens of large countries, with a relatively strong and unthreatened national language such as Spain, France, and Germany, might have the feeling that they are less dependent on foreign contacts for the development of their economy. Furthermore, because of the status and position of their own language, which is offered as a foreign language in secondary education in neighbouring countries, the urgency of using English to attract foreign students seems nearly absent. Therefore, the need for English-medium business education in countries such as Germany and France, might be felt to a lesser extent than in small countries. The increase of English-taught programmes in the Baltic states in the period 2007-2014 (Wächter & Maiworm, 2014) is another example of small countries with open economies that are more prone to introduce English-taught programmes in Higher Education.

## 1.4 Description of the research topic and objectives, research object and research population

### 1.4.1 Research topic and objectives

In this section, the research topic of the dissertation will be described as well as the research object and the research population.

The research will focus on the effects of English as a medium of instruction in Higher Education. In previous sections a description was given of the reasons why institutions of Higher Education offer education through the medium of English. At the same time, both individuals and institutions have expressed their concerns about the use of English as a medium of instruction: a language that is neither the native language of the students, nor that of the lecturers. As discussed in section 1.5, negative side-effects are regarded as inevitable, although many critics do not substantiate their claims with data or references. In sum, the negative effects mentioned are:

1. Non-native English speaking students' English skills are limited, which might lead to lower academic performance;
2. Non-native English speaking lecturers speak imperfect English, which has a negative effect on students' academic performance;
3. English threatens the quality and status of other languages.

In this dissertation, the focus will be on the second issue: the effect of English as a medium of instruction in Higher Education on students' learning results. As described in section 1.3, sometimes harsh statements have been made and often policies are based upon opinions that are not always supported by research or reliable data. The objective of this research project is to collect data in order to provide research based recommendations for policy makers on a European, national, institutional and departmental level. Although the focus will be on the students mainly, the other mentioned supposed negative effects cannot always be viewed separately. Therefore, in some cases, attention will be paid to the language of lecturers and to the possible threat of English for other languages.

### 1.4.2 Research object and population

The research described in this dissertation was conducted at Stenden University of Applied Sciences in Leeuwarden, the Netherlands. Data were collected between September 2014 and June 2017. Stenden University merged on 1 January 2018 with NHL University of Applied Sciences and is now called NHL Stenden University of Applied Sciences. Therefore, the following paragraphs will be written in the past tense.

The university's main location was situated in Leeuwarden, the Netherlands. In the Netherlands there were four additional campus sites, all in the north of the Netherlands. The university also had campus sites abroad, which in their terminology were named

International Branch Campuses (IBCs), in South Africa, Qatar, Thailand and Indonesia. In the academic year 2014-2015, when this research project started, Stenden offered 21 four-year bachelor programmes, such as International Hospitality Management, Social Work, Teacher Training Primary Education, Logistics and Economics, Media & Entertainment Management. Stenden's strategy was founded on three pillars: problem-based learning, research, and internationalisation. A fair proportion of the full-time bachelor programmes, 13 out of 21, were offered entirely through the medium of English. Approximately 25 per cent of the students came from abroad. In the English-taught programmes, they made up approximately 35 per cent of the student population.

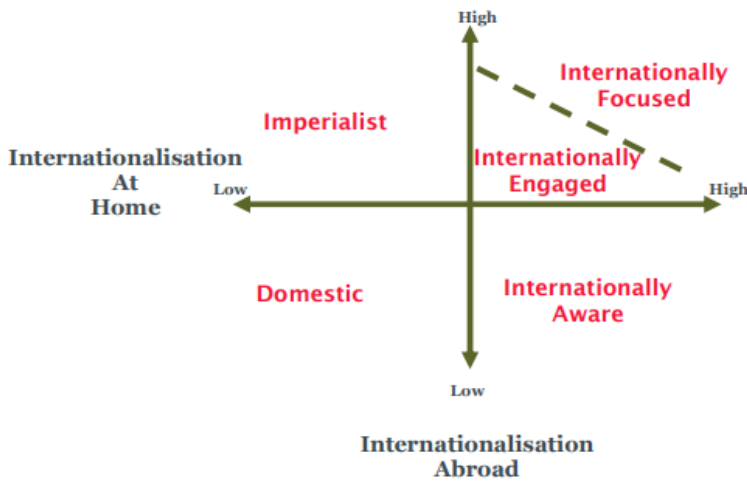
Stenden University's learning concept was based upon social-constructivism. According to Stenden's interpretation, this theory of learning emphasises that new knowledge should be built upon acquired knowledge. Social-constructivism also implies active and constructive efforts by inquisitive future professionals who are being challenged. The learning process starts when students experience differences in encounters and interactions. The learning environment must be experienced as safe, in order for the student to engage in dialogue, which may include the questioning and contradicting not only of fellow-students and lecturers, but also of written and digital sources (Stenden, 2013).

Stenden University offered several bachelor programmes, the so-called Global Campus Programmes, on the main campus in Leeuwarden, as well as on the international branch campuses. The programmes offered on the international branch campuses were exactly the same as on the main campus (Stenden, 2014, p. 14). The reasons for this policy were efficiency and recognisability of the programmes for students and employees, enhancing the international aspect of the curriculum, transparency, quality assurance and internal mobility (Stenden, 2014, p. 14). This meant that a student would be able to spend the first semester of a programme in Leeuwarden, the second semester in South Africa, and the third and fourth in Qatar, but would still have received exactly the same education and undergone the same examinations as students who had studied two years in Leeuwarden.

As stated before, internationalisation was one of Stenden's pillars. Foskett (2010) developed a framework for characterising universities' internationalisation strategies.

Foskett's model distinguishes two dimensions, 'internationalisation at home' and 'internationalisation abroad'. These terms will be explained in chapter 2. Within Foskett's framework, the 'domestic universities' are those with a low score on both dimensions. *Domestic universities* are focussed on their own national and regional context. *Imperialist universities* are those who recruit foreign students and therefore score high on the dimension of Internationalisation Abroad, but they offer almost no specific facilities to support foreign students. Moreover, only the domestic national curriculum is offered. *Internationally aware* universities are those that are working on an international profile.

They recognise the global aspects of society, economy and the impact on Higher Education. However, their level of engagement with foreign universities is low. The quadrant indicating high scores on both dimensions, is divided into two sections. *Internationally engaged* universities are defined as those with an internationalisation agenda, offering international curriculums, attracting foreign students, recruiting foreign staff and providing international experiences such as placement abroad. A university that is excellent in all aspects of the two dimensions, will be labelled as *internationally focussed*.



**Figure 1. Foskett's model of internationalisation (Foskett, 2010, p. 44)**

Within Foskett's (2010) taxonomy of the level of institutional internationalisation, Stenden may be characterised as an internationally engaged university (Foskett, 2010, p. 44-45). Although Stenden met all the criteria for an internationally engaged university, (Coelen, Van der Hoek & Blom, 2017; Stenden, 2013), there were huge differences between programmes and departments. Some programmes served mainly the local and the national market and could be characterised by Foskett's framework as domestic, while other programmes approached the stage of being internationally focussed. The merger partner, NHL University, could be predominantly classified as a domestic university, with limited funding and limited support for internationalisation activities, despite some small-scale bottom-up initiatives. Moreover, it was reported that there was a lack of priority among management (Van Benthem, Bos, Haije, Johnson & Martens, 2014). The ambitions of the merged university aim at becoming internationally engaged (Smink, Van Iersel, Hus, Klaassen, Van der Hoek, 2017).



### 1.4.2 Description of the research object

The object of study of this dissertation will be the International Business & Management Studies (IBMS) programme which is offered on the main campus in Leeuwarden, the Netherlands, and on the international branch campus in Doha, Qatar.

The IBMS programme is a four year Bachelor of Business Administration (BBA) programme that aims to educate students for a commercial and economic management position with a professional international orientation. Features of the Stenden IBMS programme are an international orientation towards educational content and structural participation of foreign students, entirely taught through the medium of English. The programme offers academic subjects that are typical for business programmes, such as accounting, economics, finance, business law, ethics, marketing, and human resource management among others. In addition, attention is paid to personal and professional attitude development and intercultural skills. The students are obliged to spend at least one semester abroad, in the context of their studies and/or industrial placement (IBMS, 2015). The Study Career Advice and Recommendation on Continuation of Studies, or more colloquially: the binding study advice (BSA), is a typically Dutch educational phenomenon. An executive board of a Dutch institution for Higher Education is entitled by law to issue a career recommendation. For the IBMS 2014-2015 cohort that was studied in this dissertation, this meant that students had to obtain at least 48 credits in the first year. Students who obtained less would be expelled, except in case of extenuating or mitigating circumstances. The existence of a binding study and career recommendation affects students' study behaviour, and therefore their performance (Van Berkel, Jansen & Bax, 2012).

Students' complaints about their lecturers' English in the annually conducted National Student Enquiry (NSE) led to an extensive English training programme for lecturers (Stenden Hogeschool, 2011; IBMS, 2012, Stenden, 2014). In the last nine years, the teaching staff has received additional training and the vast majority of them obtained a Cambridge Certificate on the level of C1 or C2. The IBMS programme has a steady international student population. In the period 2008-2014, on average about 45-50 per cent of the intake were Dutch students, about 25-30 percent German, 5-10 per cent other EU students and 15-20 per cent non-EU students. Moreover, a relatively large number of students with the Dutch nationality, have an international background. The annual influx of students fluctuates around 110 (Mannen, Van der Veer, Van der Valk, 2014).

In Qatar, the annual influx is about 20 students. National students are a minority, making up for approximately 10 per cent of the students population. The remaining 90 per cent have a background from the Middle East, South-East Asia and Africa.

In this dissertation IBMS is presented as a Stenden programme. However, until 1 January 2018, the IBMS programme was a partnership of three universities of Applied Sciences in Leeuwarden: NHL, Van Hall and Stenden. However, the teaching practices were offered at the Stenden venues and practical rules and regulations were in line with Stenden policies.

Two of the three partners, Stenden and NHL, merged on 1 January of 2018 to become the NHL Stenden University of Applied Sciences. Moreover, national agreements have led to a rearrangement of programmes in the domain of business and economics. This meant that on 1 September 2018, the IBMS programmes merged with the International Business & Language programmes to a new four year bachelor programme called International Business (Vereniging Hogescholen, 2017). As a result, the 'old' IBMS programmes will be phased out.

### 1.4.3 Research objectives

The objectives for the research described in this dissertation are the following. Firstly, it was concluded in section 1.3 that in many cases the debate on EMI in Higher Education is not based on research outcomes. There is a dearth of data to confirm or refute certain assumptions, either in favour or against EMI. Therefore, the target group of this research is not only members of university boards, but also policy makers and policy advisers on a European and national level.

Secondly, the outcomes will also be used to make recommendations to the Executive Board of NHL Stenden University of Applied Sciences with regard to establishing a language policy and a code of conduct for the entire university. In addition, recommendations will be made concerning the use of English as a medium of instruction, the use of the national language and other languages, concerning internationalisation and on curriculum development.

Thirdly, the university where the research was conducted has merged with a partner institute and the bachelor programme that was focussed on has been involved in the process of joining forces. That means that recommendations based on the outcomes of this research, will be applicable to newly developed and existing programmes within the merged NHL Stenden university and could provide valuable advice for this new university. Therefore, another target group of this research are policy makers and decision makers at the university level.

Fourthly, the outcomes of this research might be used by programme managers, curriculum developers and lecturers, who, in their practices, have to deal with the challenges of shaping education within a more or less internationalised setting.

Regardless of the formal structures, be it the newly developed International Business programme in the merged university, or the other bachelor programmes, they will all have to deal with what Jones (2013a) describes as "the intensified demand for graduates capable of operating in culturally diverse contexts" (p. 95). This will especially be a task for vocationally oriented universities of Applied Sciences, since, there is a well-developed association between curriculum and future employment (Jones, 2013a).

Finally, this dissertation aims to serve experts in the field of multilingual education, students retention and academic performance.

#### **1.4.4 Structure of the research and the dissertation**

The structure of the dissertation is as follows: In chapter 2 the theoretical framework will be presented, as well as the research model and the research question for the dissertation. Chapter 3 contains the first sub-study, investigating the relationship between entrance levels of English and academic performance. The sub-study on the use of English by EMI students in academic and non-academic contexts will be described in chapter 4. The third sub-study will be presented in chapter 5 and will describe students' and lecturers' experience with EMI. In the final chapter, a synthesis of the studies will be presented, as well as conclusions and recommendations.

This research was conducted in line with the ethical and scientific standard as codified in the Dutch codes of conduct for research (VSNU, 2014; Andriessen, Onstenk, Delnooz & Peij, 2010).



## CHAPTER 2

# 2

# THEORETICAL FRAMEWORK

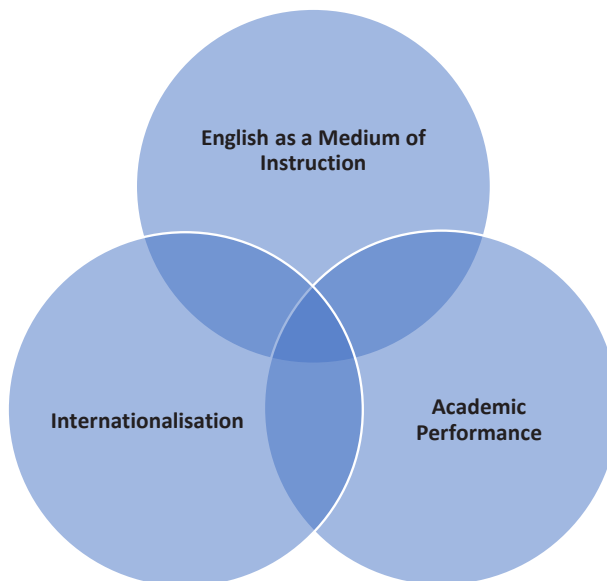


## 2.1 Introduction

In this chapter the theoretical framework will be presented. The dissertation contains three sub-studies. The first study investigates the relationship between the entry levels of English and the academic performance of students in Higher Education. The second study describes the linguistic behaviour of students enjoying Higher Education in which English is used as a Medium of Instruction (EMI). Linguistic behaviour of students in academic and non-academic contexts was registered through a dedicated app. The third study describes the experiences of students and lecturers with EMI. Each study contains its theoretical framework in which literature about the topic is presented and discussed.

This chapter contains an overarching frame of reference. Three topics will be presented. Firstly, a description of EMI is given. Aspects of EMI distinguished in this chapter are: EMI as a form of bilingual education, Content and Language Integrated Learning (CLIL), and Labels of English in the context of Higher Education. The second topic concerns the internationalisation of Higher Education. The topic will be defined, and the aspects of staff, curriculum, students, and the international curriculum with relation to language development will be described. The third topic is academic performance. The topic will be defined, and the stakeholders will be described, as well as the factors that affect academic performance.

When visualised, the three topics take the shape of three overlapping circles.



**Figure 2. Visualisation of the topics for the frame of reference**



The structure of this dissertation makes it inevitable that some aspects described in this chapter, will be repeated in the sub-studies. However, it may be assumed that this redundancy makes the content of the sub-studies more accessible to those who are interested only in that specific element of the research.

## 2.2 English as a medium of Instruction in Higher Education

### 2.2.1 EMI as a form of bilingual education

One can state that EMI bachelor programmes in Dutch institutions create a bilingual environment for their participants since the overwhelming majority of students do not have English as their native language.

When it comes to bilingualism, a range of definitions can be found. On one end of the spectrum is the viewpoint that anyone who, to some extent, speaks another language in addition to his native language is defined as 'bilingual'. By this definition, a 63 year old male from Berlin who remembers a few French words from secondary school, will be defined as a bilingual person. On the other end of the spectrum, bilingualism may be defined as being fluent in two language at the level of a native-language speaker. In this dissertation, Grosjean's (1982) commonly used definition will be taken as the starting point. In this view, the main criterion is the ability or necessity of using both languages on a *daily basis*. In this definition someone with Dutch as his native language who learned English and German as a foreign language in secondary school, will not be called bilingual. Thus, Grosjean (1982) makes a distinction between a second language and a foreign language. Someone who was raised by his parents speaking Frisian, lives in the province of Friesland in the Netherlands and is educated through Dutch and uses Frisian and Dutch daily, is bilingual in Grosjean's definition. Another example would be the highly-skilled knowledge worker, working in the Netherlands, for instance at a Research & Development department of a multinational company, who might use English at her work, but her native language at home with the family.

A specific form of bilingualism is the so-called elite bilingualism, which may be defined as learning a prestigious second language for the sake of status or for increasing the chances of achieving a high position in society (Baker, 2011; Guerrero, 2010).

Not only individuals can be defined as bilingual. Bilingualism may also occur on a geographical level: areas, cities, regions or entire countries may use more than one language on a daily basis. Organisations and institutions may be bilingual or multilingual as well. For instance, trans-national companies unavoidably use two or more languages on a daily basis. Stenden University of Applied Sciences is also an example of a bilingual institution with two working languages: Dutch and English.

Bilingualism of organisations does not necessarily imply ‘double-lingualism’. In many cases there is a division of roles, for instance when members of the governing board of a Dutch international institution speak Dutch during the meeting, whereas the minutes and decisions of that meeting are published in English. However, the focus of this article will not be on institutions, but on multilingualism of students and lecturers.

Second language education is mainly offered in a (geographical) setting where two languages occur, especially in bilingual areas like the Basque Country in Spain, where Spanish and Basque are both official languages, but where Basque is regarded as a minority language. Another example is the Dutch province of Friesland, where Dutch is the national language and 54 per cent of the population has Frisian as its native language (Provinsje Fryslân, 2015). In these settings where inhabitants are confronted with two languages on a daily basis, people using both languages (productively or receptively) are considered as bilingual.

Several models for language education in bilingual areas may be distinguished. The term ‘submersion’ is used for cases when a student is thrown into the deep and follows education in a language with which he is not very familiar. If the student survives, a possible outcome might be that the student has gained the new language, but at a cost of stagnation or decrease in the development of the first language. In these cases we can speak of ‘subtractive bilingualism’. The term ‘immersion’ is used for bilingual education in which a student is immersed in a new language, but with attention for his first language. The result is ‘additive bilingualism’. In the field of sociolinguistics, the term immersion is used mostly for bilingual areas where majority language speakers are immersed in the minority language.

When it comes to English-taught bachelor programmes in Higher Education, the linguistic and educational situation is different from the models mentioned above. The term ‘immersion’ is not entirely appropriate because for instance in Leeuwarden, where Stenden University’s main campus is located, English is not in use as a daily language by the vast majority of inhabitants. However, most people are able to communicate in basic English. It functions as a lingua franca between local people speaking Dutch, or Frisian, or Leeuwarders (city vernacular, a mix of Dutch, 17<sup>th</sup> century Dutch and Frisian, Jonkman, 1993) and people from foreign countries.

In this situation, institutions for Higher Education such as Stenden University in Leeuwarden create a new habitat, a restricted area, an enclave where Dutch and English are used; where Dutch, and to a lesser extent Frisian, is spoken by students from the Netherlands, and English by foreign lecturers and students.

Nearly all models of language teaching in a multilingual environment can be found within the venues of Stenden in Leeuwarden:

1. Programmes taught entirely through the medium of Dutch, as by default with hardly any attention for English, for example Social Work.
2. Programmes taught through the medium of Dutch, where English is taught as a subject, for instance Business Economics.
3. Programmes using mainly Dutch, offering English as a subject and using English to some extent as a medium of instruction, for instance for some students in the teacher training programme who want to specialise in multilingual primary school education.
4. Programmes taught entirely through the medium of English, for instance International Business and Management Studies, or International Applied Business Administration.

Within this division many variants occur, for instance programmes that use mainly Dutch, offer English as a subject and use an English textbook for one subject, for instance Marketing, and require an exam in English, although the language spoken in the classroom by both the lecturer and students is Dutch.

### **2.2.2 Content and Language Integrated Learning**

In this chapter the focus will be on English-taught programmes with a population of Dutch and international students. Although these students are immersed in English, this form of education in a multilingual setting is generally called *Content and Language Integrated Learning* (CLIL). By 'immersion education' is usually meant primary and/or secondary education for speakers of a majority language who are immersed in a minority language with the aim of learning a second language while further developing the first language (Baker, 2011). CLIL is to some extent similar to immersion, mostly because language acquisition and content acquisition go hand in hand (Cenoz, Genesee, & Gorter, 2013). However, there are significant differences. For instance, in CLIL the teachers are primarily focussed on content transfer instead of language learning. Content teachers are usually non-native speakers (Dalton-Puffer, 2011) The target group of CLIL is the older student (Lasagabaster & Sierra, 2009). Moreover, the language of CLIL is generally English, which has led to the remark that CLIL is in most cases Content and English Integrated Learning (CEIL) (Dalton-Puffer, 2011). This is certainly the case in Higher Education in north-west Europe.

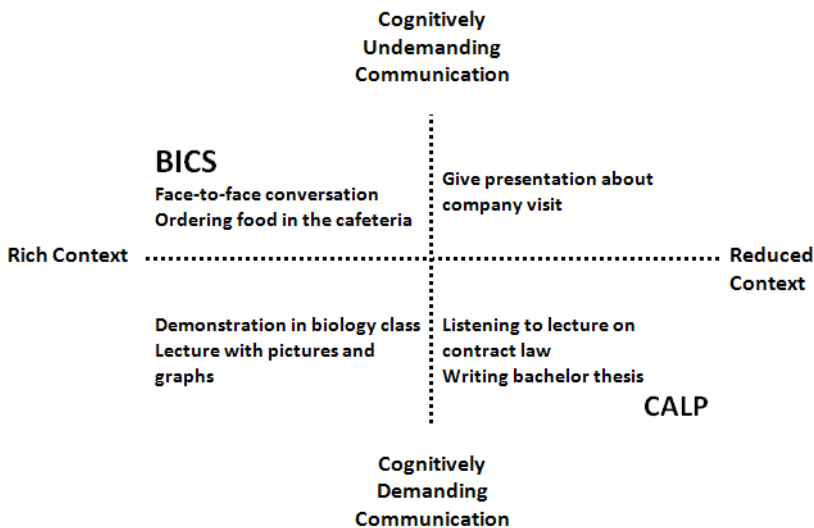
According to Baker (2011), the concept of CLIL combines some proven principles from the perspective of language learning:

1. Language learning goes faster when language and content are integrated;
2. Language learning is aimed at the development of academic skills, thereby avoiding the BICS/CALP trap (see next paragraph);
3. Integration of language learning and learning content is efficient time wise;
4. CLIL is in line with language teaching in meaningful and authentic situations.

Baker points out that there is a political dimension to CLIL. This form of education is in line with the European Union's vision on multilingualism and direction in which society is moving: "CLIL is about helping to create Europeanisation, a multilingual and global economy, and transnational workers" (Baker, 2011, p. 246).

The definition of concept of CLIL is still in progress (Cenoz, Genesee & Gorter, 2013) and finer distinctions must be made between CLIL and more or less similar content-based or immersion-like approaches. Nevertheless, there is growing evidence of the effectiveness of CLIL. Its major objectives, combining language learning with content learning, are reportedly being met (Hernandez-Nanclares & Jimenez-Munoz, 2015).

When zoomed in on the aspect of language learning, CLIL addresses seemingly many, if not all, aspects of language learning. The four basic domains of language command (speaking, listening, writing, and reading) are used in a broad variety of academic and social situations, therefore bridging the gap between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). All quadrants of Cummins, see figure 3, are covered in a natural way (Cummins, 2008, 2000).



**Figure 3. BICS and CALP (Cummins, 2008, 2000)**

The dotted lines in figure 3 indicate that there are no strict and fixed boundaries between rich and reduced contexts on the one hand, and cognitively undemanding and cognitively demanding communicative situations on the other.

The BICS/CALP theory explains why some students with an apparently good command of English, seem to struggle with their education. Reading an academic textbook on human

resource management, for instance, requires a thorough comprehension of abstract concepts (Hartsuiker & Zhang Wei, 2016).

Murray (2016) proposes a tripartite model of language proficiency that fits the domains of English language use that are relevant to students in Higher Education: everyday contexts, academic contexts and professional contexts. Murray's tripartite model comprises three sets of language skills:

1. General proficiency;
2. Academic literacy;
3. Professional communication skills.

*General proficiency* describes the set of communication skills students need on a daily basis and can be applied in many 'normal', unspecified, circumstances. Competences needed for general proficiency are for instance the knowledge of grammar, a sufficiently developed vocabulary, and general listening, reading and writing skills. Development of general proficiency is essential for participation in daily life at institutions for Higher Education. Usually, this set of language skills is called 'communicative competence' (Canale & Swain, 1980).

*Academic literacy* refers to the language skills students need to develop in order to successfully follow a course of study in their discipline. This form of literacy is not only a challenge for non-native speakers in English medium programmes, native speakers of English who completed secondary school also need to be educated in the discipline-specific codes. Examples of academic literacy: the ability to read academic textbooks, the ability to use full text data bases, the ability to write a paper on a topic, the use of styles for referencing, and being able to comprehend and apply key models for the discipline. The concept of academic literacy might appear to be similar to Cummins theory of Cognitive Academic Language Proficiency, yet there is a significant difference. A student might possess advanced English language skills, but might not be able to deal with the programme's academic requirements. In Murray's tripartite model students must have obtained a certain level of general proficiency, well enough to participate in educational activities. As a result something fascinating takes place: while general proficiency feeds academic literacy, the reverse also occurs: developing academic literacy enhances students' general proficiency.

*Professional communication skills* are the skills and strategies needed to communicate effectively in professional environments and contribute to students' successfully navigating through their programmes. Examples of professional communication skills are according to Murray (2016): intercultural competence, cultural relativistic orientation, interpersonal skills, conversancy, non-verbal communication skills, group skills and leadership skills.

Professional communication skills are those that students need in order to enter, operate in and succeed in their chosen field of profession (Murray, 2016, p. 97).

Murray's tripartite model seems to be a fitting description of some of Stenden University's English medium programmes. For instance the programmes of International Business & Management Studies (IBMS) and International Applied Business Administration (IABA) are, probably as a result of organic growth, designed in a way that resembles the tripartite model. English is offered in year 1 and 2 as a subject with the purpose of increasing students' general proficiency. In content subjects such as Marketing and Human Resource Management, students are introduced explicitly or implicitly to academic literacy. Several communication skills courses and leadership training courses and specifically the Personal Development Programmes pay a lot of attention to professional communication skills.

The tripartite model of Murray makes it clear that the difference between English medium programmes for non-native speakers lies mainly in the aspect of general proficiency. English speaking students in Newcastle who attend business school, have an advantage because their language skills are more than well-developed enough to enter, but the development they have to make in the field of academic literacy and professional communication might appear similar to the steps that Dutch and German students have to take when studying in an English medium programme in the Netherlands. In the words of Jenkins: "Native speakers and non-native speakers both start out as novice, a position of parity that the native/non-native dichotomy obscures" (Jenkins, 2014, p. 38).

From the perspective of second language acquisition, CLIL offers the best of several worlds. Students receive English input (books, lectures, workshops) and have the opportunity to train and use their language skills every day in a wide array of situations. These situations also include informal encounters with persons such as fellow students, student counsellors and catering staff.

The concept of CLIL has been introduced in several countries. Overall, the concept seems to be widely acknowledged and receives much support, although there are some opposing voices. A study carried out in Tanzania indicated that the use of English as a medium of instruction slowed down learning processes and had a negative impact on the students' self-esteem (Brock-Utne, 2007). However, in this case the study was carried out in secondary education, which in many aspects might be different from Higher Education, for example the level of English. Lau and Yuen (2011) conducted a study on computer programming courses in secondary education. They compared groups who received instructions in their native language (Chinese) and in English. Their findings showed that instruction in the native language provided better results in computer programming. They reasoned that computer programming in a foreign language involved too high a cognitive load and impaired students' acquisition of learning content. A critical reflection

on CLIL was also issued by Cenoz, Genesee & Gorter (2013). They call CLIL “an umbrella term” (p. 255) for different practices. They note that CLIL courses in general attract the higher performing students. Moreover, most of the teachers in CLIL education, are content teachers and not language teachers, which leads to the challenge of maintaining the balance between content and language teaching. It should be remarked that most of the criticism concerns CLIL applications of in secondary education, which in many aspects can be seen as different from Higher Education.

Nevertheless, a study carried out in Spain showed the possibilities CLIL offers in Higher Education. Business students appeared to achieve content learning objectives, regardless of whether taught in Spanish or English, with the English group having gained more language skills. (Hernandez-Nanclares & Jimenez-Munoz, 2015).

From a theoretical point of view, EMI seems to be the appropriate approach to create a bilingual learning environment, in which students are given the opportunity to develop a full range of English language skills, combined with learning the content of academic subjects on a bachelor level.

### 2.2.3 Labels of English in the context of Higher Education

When it comes to a description of English in educational contexts, many terms and abbreviations are used. The most commonly used term is English as a foreign language (EFL). A similarly frequently used term is English as a Second Language (ESL). In the context of Higher Education and science, the term English for Academic Purposes (EAP) (Jenkins, 2014, p. 11) is in use.

According to Jenkins (2014, p.8), the term English as a Lingua Franca (ELF) refers to the English used by the majority of English, non-native, speakers in their daily communication. This variation of English has its own linguistic features, which from the perspective of the average native speaker are considered ‘mistakes’:

- ‘dropping’ the third person present tense -s;
- ‘confusing’ the relative pronouns *who* and *which*;
- ‘omitting’ definite and indefinite articles where they are used by native English speakers and inserting them where they do not occur in the language of native speakers;
- ‘failing’ to use correct forms in tag questions (e.g., *isn’t it?* or *no* instead of *shouldn’t they?*);
- inserting ‘redundant’ prepositions as in *We have to study about ...*;
- ‘overusing’ certain verbs of high semantic generality, such as *do, have, make, put, take*
- ‘replacing’ infinitive constructions with *that*-clauses, as in *I want that*;
- ‘overdoing’ explicitness (e.g., *black colour* rather than just *black*) (Jenkins, 2014, p. 33).

In addition, Jenkins (2014) distinguishes English as a Lingua Franca in Academic Settings (ELFA). This variety has its own characteristics as well, such as the frequent use of the

present continuous where native speakers of English use the present simple.

Users of English as a lingua franca possess a wide array of linguistic negotiation skills in order to communicate their intentions, such as repetition, clarification, self-repairing, and paraphrasing (Jenkins, 2014, p. 34). In communication between users of English as a lingua franca, misunderstandings are less frequent than in conversations between speakers of English as a foreign language and native speakers. Users of English as a lingua franca are skilled in avoiding communication problems, but when they do occur, they solve those problems in such a subtle way, that the flow of conversation is not interrupted (Jenkins, 2014, p. 34-35.)

Systematic knowledge of another language besides one's native language, affects the first language, according to the multi-competence model (Cook, 2008, 1992), much like the influence of the first language on the second. Therefore, language teaching should aim towards the creation of multi-competent language users, people who know when to apply which language (skills) with efficiency and agility, instead of putting a lot of effort to the unachievable goal of raising "ersatz native speakers" (Cook, 1992, p. 558).

## 2.3 Internationalisation

### 2.3.1 Defining internationalisation

The term 'internationalisation' seems so self-explanatory, that many policy makers and experts deem it unnecessary to define the concept. However, Jane Knight proposed various definitions in the course of the years. In one of her first definitions she defined internationalisation as "The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p. 11). In 2015, she proposed the following definition: "Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2015b, p. 2).

In both definitions Knight uses the word 'process' in order to indicate that internationalisation is more an ongoing process in which several parties and stakeholders are included, than a onetime decision that results in a desired and permanent practice after implementation.

Teekens (2004) distinguishes two branches of internationalisation: the 'traditional internationalisation' versus 'internationalisation at home'. By the traditional internationalisation form she means the phenomenon of students going abroad, without any institutional support from the home country or specific facilities offered by the receiving university. By 'internationalisation at home' she means "any internationally related activity with the exception of outbound student and staff mobility" (Teekens, 2004, p. 60). Internationalisation at home places development in a broader context. Institutions that



practice internationalisation at home, link an international to an intercultural dimension in the curriculum for all students. Beelen & Jones (2015) distinguish a similar dichotomy. They state that internationalisation contains two interdependent streams. The first is internationalisation abroad, with which they mean all forms of cross-border aspects of education such as mobility of students, lecturers, scholars, programmes, courses, curriculum and projects. Internationalisation at home is described as all activities that help students develop international understanding and intercultural skills. The definition of internationalisation at home is “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015, p. 69). Jones (2013a) emphasises the value and importance of domestic intercultural experiences. These experiences contribute to the development of so-called transferable soft skills, or 21st century skills such as self-management, communication skills, collaboration and teamwork skills, personal and social responsibility, local and global citizenship (Binkley, Erstad, Herman, Raizen, Ripley & Rumble (2010). There is also a distinction made by Beelen & Leask (2011) between internationalisation at home and outgoing mobility, although they state that the two are related, since international experience at home promotes outgoing mobility and enhances the quality of a study related stay abroad.

Beelen & Leask (2011, p. 5) present the following characteristics of internationalisation at home:

- It aims at all students - not only the mobile minority - and is therefore part of the compulsory programme;
- It contains a set of instruments and activities at the home campus that focus on developing international and intercultural competences in all students;
- An important assumption is that although students might travel abroad for personal reasons, such as having a holiday, the majority of them will not study abroad.
- It may include short-term outgoing mobility in the form of study visits or research assignments that are a component of the compulsory curriculum;
- Individual experiences abroad of students only count if these are integrated into the home institution’s standard assessment tools.

Internationalisation and globalisation are closely connected to each other. Jones (2015) as well as Beelen & Leask (2011) see globalisation as the driving force behind internationalisation of Higher Education. Altbach & Knight (2007) define globalisation as “the economic, political, and societal forces pushing 21st century Higher Education toward greater international involvement” (p. 290). Coelen (2015; 2013) also acknowledges globalisation as the driving force and he foresees an ongoing internationalisation of Higher Education, caused by factors such as the growth of the global middle class.

According to several experts, economic motives are the main drivers of internationalisation of institutions for Higher Education (Jones, 2015; Jones & De Wit, 2012). Altbach & Knight

(2007) also acknowledge economic motives as important drivers, but they also see an intrinsically motivated desire among students and lecturers.

The necessity of internationalisation of Higher Education on state level, have also been formulated from the perspective of the economy, such as the government-issued report by Veerman (2010) which states that Higher Education in the Netherlands has no other option but to internationalise in order to ensure that graduates are equipped to deal with the globalised world. In the report, the importance of internationally comparable standards and the infrastructure for transferring credits is also stressed. The Dutch Social-Economic Council, a major and influential advising board, also approaches internationalisation from the economic point of view (SER, 2013). This council advocates the participation foreign students in Dutch Higher Education for several reasons. Firstly, it would lead to higher quality of education. Dutch students can acquire, develop and practice international competences in the international classroom. Secondly, it would lead to higher quality of research. Thirdly, it would have advantages for the labour market, especially for recruiting companies. Possible negative side-effects mentioned are that foreign graduates might be preferred over Dutch, and the likelihood that foreign students might stay in the Netherlands, causing a brain drain for, in many cases, developing home countries (SER, 2013, p. 15). Although the report makes harsh statements, most of them are hardly substantiated by evidence, such as the claim that the quality of education will be enhanced by talented foreign students results through peer group effects (p. 13).

Summarising, main factors in shaping the success of internationalisation at home are: staff, curriculum, and students. These aspects will be covered in the next three sections.

### **2.3.2 Staff**

The teaching staff plays an essential role in realising internationalisation. Lecturers are seen as the main drivers of the implementation and actualisation of internationalisation in practice; the role of lecturers is more important than that of administrators and students (Leask, 2016; Knight, 2003). The lecturer is the person capable of turning a classroom into an intense international and intercultural learning experience (Beelen & Leask 2011; Teekens, 2004).

Lecturers of an international classroom are supposed to have acquired a distinct attitude and a specific set of skills and competences, as well as awareness that the concept of teaching and learning might be entirely different for some students, or that the content of an academic subject might be different in other countries. Moreover, the willingness to grasp incoming students' use of English, linguistic conventions and especially their accents, plays a key role in making a connection with students from specific backgrounds. It is crucial that the intercultural skills students are supposed to acquire when participating in the international classroom, should be mastered by the lecturers themselves. In many

cases, but not all, lecturers are prepared for and receive training in dealing with students from different backgrounds, such as getting acquainted with Hofstede's dimensions of culture: the power distance index, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance index, long-term orientation versus short-term orientation, and indulgence versus restraint (Hofstede, Hofstede & Minkov, 2010). Moreover, acquiring knowledge of cultural differences and similarities should not only take place on an abstract level like Hofstede's dimensions, but should go hand in hand with getting familiar with practices and habits such as mealtimes, eye-contact, meaning of gestures (Berardo & Deardorff, 2012). Preferably, lecturers have experienced internationalisation themselves and have developed multicultural skills in practice (Van der Hoek & Hospers, 2017).

### 2.3.3 Curriculum

An internationalised curriculum is a pre-requisite in order to realise learning outcomes (Jones, 2013a) and is a critical component of a university's internationalisation strategy (Leask, 2016). The internationalised curriculum can be defined as:

*"Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professional citizens" (Leask, 2009, p. 209).*

Beelen & Leask (2011, p. 9) have formulated the following attributes of an internationalised curriculum: such a curriculum will engage students with internationally informed research and cultural and linguistic diversity; it will facilitate students to develop points of view from international and intercultural perspectives; an internationalised curriculum will assess multicultural learning outcomes and will move beyond traditional disciplinary boundaries and dominant paradigms. Moreover, the curriculum will be adapted to different contexts, which means that a curriculum developed on the main campus, will be adapted to the local situation when offered on an international branch campus.

These attributes make clear that an internationalised curriculum is entirely different from just offering an existent curriculum through the medium of English to a classroom with students from different countries. Leask (2016) presented the following design criteria for an international curriculum:

1. *Requirements of professional practice and citizenship: What international and intercultural knowledge skills and attitudes will be required of graduates as professionals and citizens?*

2. *Assessment of student learning: How and when will progress and achievement be measured? What feedback will students get along the way?*
3. *Systematic development across the program: Where and how will all students develop the identified knowledge, skills and attitudes across the program? (Leask, 2016, p. 3)*

Four layers of the context can be distinguished in which such a curriculum is developed: the institutional, local, national and regional, and global context (Leask, 2016; Jones, 2013a). However, studying in a well-designed international curriculum and participating in internationalisation activities, does not automatically result in students achieving learning outcomes in terms of internationalisation. This is especially significant for intercultural competences and skills, which are in themselves hard to measure (Coelen, 2013). An important realisation of the design criteria according to Arkoudis (2006) is that the international curriculum should create opportunities for students to participate actively in small groups, encouraging students' participation in and contribution to the class.

Students who have been engaged in international activities, benefit largely from their experience in terms of individual employability (Brandenburg et al. 2014; Crossman & Clarke, 2010; Ramaekers, 1998). In line with this, an international curriculum is widely regarded as essential for all students in Higher Education, since they all will live in a globalised world and will participate not only as professionals, but also as citizens (Leask, 2016).

### **2.3.4 Students**

Students involved in internationalisation of Higher Education are traditionally divided in two groups: international and domestic students. With the increase in students' mobility, the percentage of students who have experienced internationalisation at home and study abroad is growing. With the presence of international students, the importance and impact of internationalisation at home increases, as formulated by Ritzen (2004, p. 36): "An international university cannot be considered truly international if it does not recruit its students from a wide range of cultures and nationalities." According to Jones (2013b), the concept of 'international' and 'domestic student' is changing. She distinguishes domestic students who are going abroad for a part of their studies, for instance international work placement, or studying abroad at a branch campus of their home university. She defines internationally mobile students as those who follow a complete programme in a country other than their own. Another category is that of transnational students, who follow a programme in various countries. Finally, she describes domestic non-mobile students as those who stay in their home country, but are part of the international classroom. With 'international classroom' is generally meant a group of students from different nationalities. International students are distinguished from domestic students by the following aspects. Firstly, they learn and live in a foreign country and in a different culture. Secondly, they

study in a different educational tradition. Thirdly, in general their studies take place in a language other than their native tongue (Arkoudis, 2006).

Policy makers expect that the placement of students from different nationalities in one classroom, will automatically result in a mixed, international, even a cosmopolitan, happy community. However, in reality mixing of students in cross-national groups within academic and non-academic settings, is not unproblematic (Arkoudis et al., 2010; Leask, 2009; Prescott & Hellstén, 2005). The problematic integration of students from different cultures is caused by a complex of factors. Firstly, students have to deal with prejudices towards each other's culture of which they might be unaware, which will hinder spontaneous cross-national collaboration. Secondly, in many cases there is a misbalance between nationalities in the classroom, with one group being dominant (Van Gaalen, Hobbes, Roodenburg & Gielesen, 2014). Thirdly, there is a tendency for people to first seek connection with people with a similar cultural background, or in the words of Beelen & Leask (2011) "students in the international classroom tend to gravitate towards those who are like them" (p. 12). This phenomenon leads to "monocultural social networks that are hard to disrupt (Fincher & Shaw, 2009, p. 1895). Fourthly, formal structures and administrative practices may lead to the segregation of international and domestic students. An example is that of students arriving on the first day, when entering the venues of the universities for checking in, having to queue up for two separate desks: one for national and one for international students. Another example is that international students are separated from national students as a result of universities' housing policies (Fincher & Shaw, 2009).

Jenkins (2014) gives the example of a group of international students from Asia, Europe and the Middle East, who experienced difficulties collaborating with domestic British students. The international students found it easier to communicate with each other than with the domestic students. "One reason for this, they felt, is that they spend a lot of time studying and socializing with each other rather than with NES students, and therefore quickly became familiar with each other's L1-related way of speaking" (Jenkins 2014: 179-180). Knight (2011) does not mince her words when she describes the phenomenon of unintended segregation in the international classroom:

*"In many institutions international students feel marginalized socially and academically and often experience ethnic or racial tensions. Frequently, domestic undergraduate students are known to resist, or at best to be neutral about undertaking joint academic projects or engaging socially with foreign students - unless specific programs are developed by the university or instructor. International students tend to band together and ironically often have a broader and more meaningful intercultural experience on company than domestic students, without having any deep engagement with the host country culture" (Knight, 2011, p. 15).*

Solutions for this problem have been proposed by Fincher & Shaw (2009), who put forward ideas for mixing students through a deliberate housing policy. Leask (2009) proposes actions on the improvement of the formal and informal curricula, in order to stimulate and encourage cross-national and cross-cultural interaction.

### 2.3.5 The international curriculum and language development

Developing linguistic skills are often part of the set of intended learning outcomes of an international curriculum (Simons, Korevaar, Hindrix & Joris 2013). Although the European Commission has attempted to support multilingualism at Higher Education from the perspective of mobility, English has become the academic lingua franca in Europe (Doiz, Lasagabaster & Sierra 2011). There has been much emphasis on the effects of exchanges and studying abroad, with as the main assumption that students will develop language skills as a result of their daily contact with the target language. However, there are indications that the effect of a study abroad on the acquisition of language skills are limited, taking into account that in many occasions the stay in a foreign country lasts no longer than one semester or one academic year (Coelen, 2013). There are indications that certain aspects of linguistic competence do improve, such as gains in fluency, ease of engaging in conversation, and reduced insecurity (Llurda, Gallego-Balsà, Barahona & Martin-Rubió, 2016). No effects on grammar and limited effects on vocabulary were reported by Collentine (2009). A mixed picture is given by Segalowitz & Freed (2004), who report that study abroad might be helpful in some aspects, but not in all. However, language development may occur when exchange goes hand in hand with specific language instruction (Tanaka & Ellis, 2003). Several aspects contribute to the complexity of the role of language in an international complexity, such as individual differences between students, and differences in educational concepts, learning environment and learning objectives “all of which may interfere with the process and make language learning a complex matter” (Simons et al, p. 3).

It should be kept in mind that when students pursue a study abroad, language development is not always their objective. The same goes for intercultural skills. In many occasions, students do not study abroad in order to learn a language or develop intercultural skills, but come to study a specific subject, for instance bio-engineering, or just to have a good time.

Dearden (2014) suggests that many policy makers assume that improvement in English language proficiency will take place as a by-product of content lessons. However, EMI content lecturers are not primarily focussed on the development of students' English language skills. They say, for instance: “I'm not interested in their English, I'm interested in their comprehension of micro-biogenetics” or “I'm going to transfer basic knowledge, try to communicate in a correct way but I'm not going to correct or teach them English” (Dearden, 2014, p.28). The struggle of content teachers with their language teaching role was also reported in KNAW (2017, p. 61).

Beelen & Leask (2011) remark that when non-English speaking students go to an English speaking country, the local students have an advantage. In countries such as the Netherlands, neither the home students, nor the international students, are using their first language and “thus they are all, to some extent, more equal” (p. 12).

## 2.4 Academic Performance

### 2.4.1 Defining ‘academic performance’

The topic of academic performance touches on many aspects of Higher Education, such as quality of the lecturers, curriculum, facilities, admission policy. The phenomenon labelled as ‘academic performance’ in this dissertation, goes by many other names, such as academic success, study success, student retention, study progress, academic achievement, student attrition, progress rate, completion rate, persistence, study delay, non-completion, or drop-out.

In the Dutch context the common denominator is ‘studierendement’, which could be translated as ‘progress rate’ but also contains an element of ‘yield’, ‘returns on investment’ and ‘efficiency’. Another Dutch term is ‘studeerbaarheid’, which could be translated in ‘studiability’: the complex of facilities and regulations that are supposed to ensure that students’ study progress is not delayed by unnecessary obstacles.

The range in terminology and the differences between the English and Dutch terms, make clear that the topic of academic performance is connected with culture and educational systems. A vast body of literature is available and each study presents the subject from its own perspective, for instance a sociological, economical, political or psychological perspective. This divergence in approaches has been described by Tinto as follows: “Much of the research and theoretical work on student success generally has been carried out in isolation, with one area of work separated from another” (Tinto, 2010, p. 55). The differences in definitions and approaches, result in a mosaic of outcomes and recommendations. The complexity of this topic has been described by Tinto as “a struggle with competing, if not conflicting, definitions and measures” (Tinto, 2010, p. 55). It illustrates the fact that the topic of academic performance is mostly studied from the perspective of failure and loss. Most of the research on this topic focuses on the reasons why students do not perform optimally. Besides the phenomenon of delayed students, Voigt & Hundrieser (2008) distinguish drop-outs (students who quit and do not come back), stop-outs (students who leave for a period of time and re-enrol in order to complete the programme), opt-outs (students who leave because they have achieved their goal), and transfer-outs (students who switch to another programme or university).

### 2.4.2 Stakeholders

In this complex field, several stakeholders may be distinguished. Yorke & Longden (2004) distinguish three key stakeholders: the students themselves, institutions for Higher Education, and governments. It might be relevant when it comes to institutions, to make a distinction between the interest of institutions from a management perspective and from an employee perspective.

From the perspective of students and their relatives, obtaining a degree is important for their career perspective and their financial and psychological well-being. Dropping out is in most occasions damaging, in terms of reduced self-esteem and self-confidence, and in getting access to an appropriate position on the labour market. In addition, institutions may not receive complete funding for students who do not graduate within a given time span. Governments allocate vast sums of money to Higher Education in order to raise the average national educational level as an investment in human capital, making it possible for employers to recruit highly-educated and well-trained employees. Moreover, higher participation levels in Higher Education, in particular of under-represented groups and students from disadvantaged backgrounds, contribute to the cultural and economical development of a country. Bearing that in mind, it is entirely clear that governments have a significant interest in high retention and completion rates. In the United Kingdom, Yorke & Longden (2008) calculate a tentative loss of approximately £ 110 million per year caused purely by student attrition. In the Netherlands, Van Wieringen & Van de Rest (2008) calculate an annual loss of approximately € 180 million for universities of Applied Sciences alone.

Institutes also have an interest in high retention and completion rates, since these determine financial and educational conditions. Completion rates are important performance indicators. Moreover, universities' attractiveness and reputation among candidate-students and their parents, and among employers who are interested in young recruits that are quickly available, benefit from high completion rates. From the perspective of lean management (an approach aimed at raising quality and reducing drop-out), student attrition can be regarded as waste, which will negatively affect the financial performance of the institution (Slack, Chambers & Jonhston, 2010).

University staff members also have an interest in their students' performance. The average lecturer, teacher or tutor wants his students for perform well and to succeed. They deplore students' drop-out when their personal assessment is that the student has the capacity of achieving good results and completing the programme. Unexpected drop-out can negatively affect group dynamics and the study progress of other students.

### 2.4.3 Factors affecting academic performance

Students' success rates have been an ongoing concern in Dutch Higher Education (Van Asselt, 2016; Ganzeboom, Berkhout, Gomolka & Smits, 2015; Minocw, 2011). The average dropout rate after one year of studying at a university of Applied Sciences in the



Netherlands fluctuates around thirty per cent (HBO-raad, 2015; Van den Broek, Wartenberg, Brink, Kurver, Hampsink & Braam, 2013), with a completion rate of approximately fifty per cent after five years (Van Asselt, 2016; Van den Broek et al, 2013; Van Onzenoort, 2010). It must be remarked that several sources give different numbers. It is beyond the scope of this dissertation to establish exact figures on student attrition. Problems with establishing correct figures with regard to student attrition were also reported by Quinn (2013), Van Stolk, Tiessen, Clift & Levitt (2007) and Longden & Yorke 2004 who remark that ‘hard’ data are “softer than they might appear at first sight” (p. 60). The problem remains that huge numbers of students leave their studies, in many cases however not only due to their own study behaviour.

Models have been developed in order to bring all aspects and variables with regard to study success together. The most widely used is Tinto’s model of institutional departure (Tinto, 1975) which, since its introduction has served as the basis of several other models.

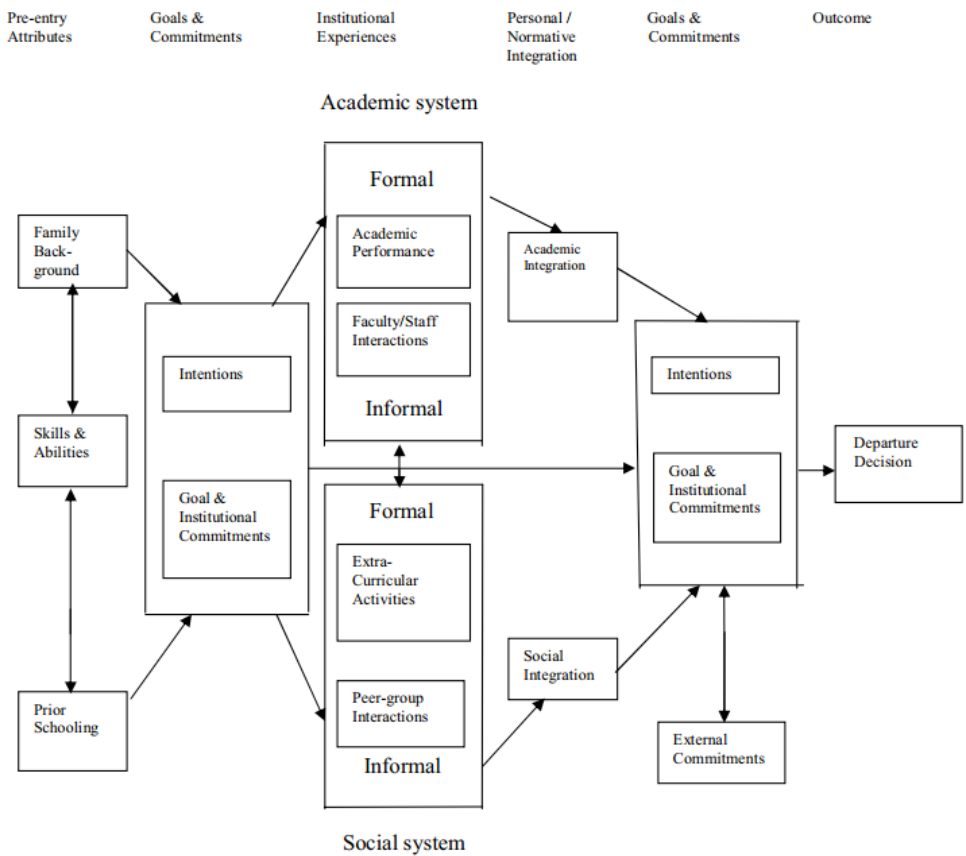


Figure 4. Tinto’s model of institutional departure (Tinto, 1975)

The model visualises the complexities of study success. The arrows suggest a kind of static cause-and-effect system. In reality, relationships will be two-way. For instance, expectations might have their effect on study results, but in reverse, study results will affect expectations as well. An important aspect of Tinto's model is the prominent role that it gives to social integration and academic integration, a stance that has been followed by researchers such as Yorke & Longden (2004) and Voigt & Hundrieser (2008). The importance of high quality interactions between lecturers and international students and the resulting sense of belonging was demonstrated in Glass, Kociolek, Wongtrirat, Lynch and Cong (2015). In the same tradition, Crosling, Heagney & Thomas (2009) stress the importance of students' and institutions' engagement with study progress. For Stenden University, the university of Applied Sciences that is the subject of this dissertation, it is worth noting that Severiens & Schmidt (2008) found higher levels of social and academic integration among students in a PBL (see chapter 1.4.2) based curriculum.

Tinto's model emphasises the role of institutions in students' efforts to perform well. It should be taken into account that several aspects of students' lives are beyond universities' powers, such as financial situation, physical and mental health, being a member of a disadvantaged group and quality of prior education. However, in many publications tools are mentioned that could support institutions' efforts to mitigate the impact of such personal issues. In Crosling, Heagney & Thomas (2009), for example, proposals are made for actions that institutions could carry out in order to facilitate students combining studying with family and work responsibilities. Other useful suggestions for institutions to improve study success are described in Longden & Yorke (2004), Tinto & Pusser (2006), Tinto (2010), Berkel, Jansen & Bax (2012) and Van Wieringen & Van der Rest (2008).

As stated previously, the overall focus when it comes to academic performance or student retention is on figures and success rates. Haarman (2015) seems to be an exception. She mentions other aspects, such as excellence and personal development as well.

In general, experts on student retention and study success seem to be unaware of the literature on language and academic performance. Hardly anywhere in the generally accepted literature, a link is made between linguistic skills and academic success. In some studies prior knowledge is regarded as a factor that might affect study success (Brandsma-Dieters, 2013; Van Asselt, 2016), and it is assumed that linguistic competence is regarded as part of that prior knowledge.

Studies on the relationship between language skills and academic performance are in general conducted by linguists who focus on the relationship between linguistic competence and academic performance as measured by Grade Point Average (GPA). However, results of academic performance as measured by GPA generally includes only students who completed a course, term, year or programme.

The issue of factors affecting academic success is best summarised by Yorke & Longden (2004):

*“Whilst there is often a desire to strip things down, to make them clear-cut and neatly linear in terms of cause and effect, our postmodernist experience tells us that we have to work with complexity and non-linearity as we grapple with the challenge of trying to help our students become successful” (p. 248).*

As stated in previous paragraphs, experts on the field of student retention and study success, often neglect the linguistic aspect, whereas research conducted on the relationship between language skills and academic performance, often neglect a multitude of other factors related to academic performance. In this study, the relationship between English language skills and academic performance of EMI students in Higher Education is set within a framework that takes many other and complex factors into account.

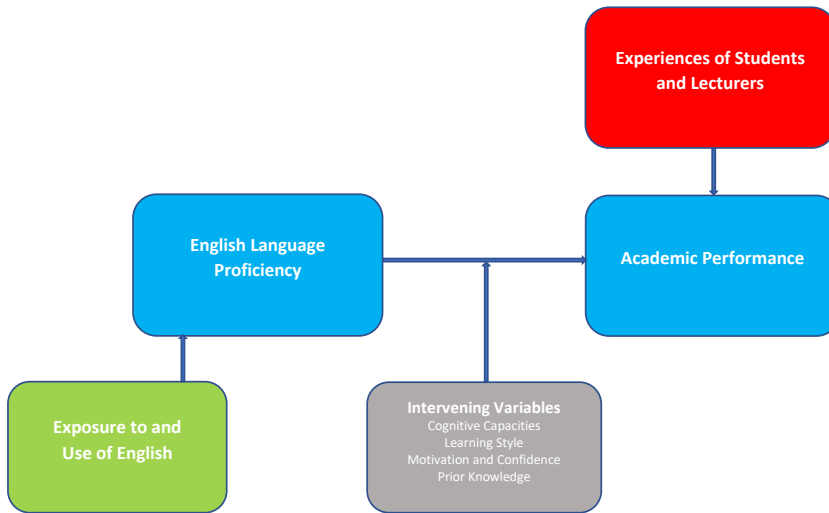
## **2.5 Research question and research model**

In chapter 1, as description was given of the rise of English as a medium of instruction in north-west Europe. Attention was paid to the concerns people have expressed about the consequences of the use of English as a medium of instruction for academic performance. In this chapter the concept of EMI was approached from three theoretical perspectives. Firstly, the relationship between EMI and multilingualism was described. Secondly, a description of the literature on internationalisation was given. Thirdly, the concept of academic performance was explored.

The research question of this dissertation is formulated as follows:

*What are the effects of the use of English as a medium of instruction in Higher Education on academic performance?*

This dissertation contains three studies. In the first study, the relationship between entrance levels of English and academic performance will be explored. In the second study, the use of English in academic and non-academic contexts will be explored. The third study investigates EMI students' and lecturers' experiences with the effects on academic performance of using English as a medium of instruction in the international classroom, with an internationalised curriculum. The topics are visualised in the following research model.



**Figure 5. Research model**

The main topic of this dissertation is the relationship between English language proficiency and academic performance, as indicated by the two blue boxes connected with a one-directional arrow. This aspect of the research will be presented in chapter 3. As can be seen in the grey box, the intervening variables cognitive capacities, learning style, confidence, motivation and prior knowledge will be taken into account.

The second topic that will be studied is the relationship between exposure to and use of English by EMI students in Higher Education in academic and non-academic context, indicated by the blue box that is connected to the first blue box with a one-directional arrow. This study will be presented in chapter 4.

The third aspect of this study is about students' and lecturers' experiences with the impact of English as a medium of instruction on language skills and on study behaviour in the Netherlands and Qatar. This will be presented in chapter 5.

## CHAPTER 3

# 3

# THE RELATIONSHIP BETWEEN ENTRANCE LEVELS OF ENGLISH AND ACADEMIC PERFORMANCE



### 3.1 Introduction

In this chapter the topic of the relationship between entrance levels of English Language Proficiency and Academic Performance in Higher Education will be explored.

Two cohorts of students of the International Business & Management Studies (IBMS) programme in Leeuwarden (The Netherlands) and Doha (Qatar) took the so-called Study Start Assessment (SSA) at the start of their studies. In this SSA, the students' English language skills were tested. Other topics in the SSA were cognitive capacities, motivation, learning styles, and knowledge of Economics. The results of the SSA were compared with the number of credits that the students acquired after one year and again after two years of studying, and with grades on the academic subjects Management Skills, Economics, International Business Law, Marketing, Accounting, Bookkeeping, English as offered in year 1.

### 3.2 Context

The International Business & Management Studies (IBMS) is a four year bachelor programme in which students are educated in the area of business administration. Students are trained for a career in for instance manufacturing industry, financial industry, international trade, service industry and government. Typical subjects in the IBMS programme are marketing, operational management, strategic management, accounting and bookkeeping, human resource management, economics, business research, and logistics. The programme is offered through the medium of English, which is also offered as a subject.

The IBMS programme of Stenden University of Applied Sciences (SUAS) is offered on the campuses in Leeuwarden (The Netherlands) and in Doha (Qatar). In accordance with SUAS's policy on internationalisation as written down in the Shared Responsibility Document (Stenden, 2017), the content, the structure and the course materials of IBMS in Leeuwarden and Doha are similar and completely interchangeable. Students in Leeuwarden and Doha are subject to the same tests and examinations. The IBMS programme of SUAS is subject to the Dutch Higher Education and Research Act and the accreditation system for the Netherlands and Flanders.

The IBMS programme in Leeuwarden attracts annually on average approximately 120 first-year students; the average number in Doha is approximately 40. Entrance requirements are formulated in the Teaching and Examination Regulation and are in agreement with the Dutch Higher Education and Research Act.

Candidate students are admissible to the IBMS programme when they have completed secondary education at a the level of HAVO or VWO or when they have completed vocational training at level 4. Non-Dutch EU students are admissible when they have



completed comparable secondary education or vocational training. Students who are admissible are supposed to have learned English comparable to IELTS 6. Non-EU students must have their diploma validated by a certified office, but in addition they must hand over a certificate which proves that their English language skills are on a level of IELTS 6. However, students who want to study the IBMS programme in Qatar, are admissible with IELTS level 5.5 which is in line with the end-level of English of secondary education in Qatar and with the general admission requirements in Qatar and the Gulf region.

In agreement with Murray's tripartite model (Murray, 2016), a certain level of general language proficiency is required in order to be able to develop academic literacy. The Dutch board of universities of Applied Sciences established in 2005 that non-EU students who wanted to participate in English medium programmes in the Netherlands must have an entrance level of at least IELTS 6 (HBO-Raad, 2005).

On a global scale, universities establish their own language entry requirements. There is a band ranging from some universities accepting students with an IELTS 4.5 level till 7. A vast majority accept only students with an established level of at least IELTS 6 or 6.5 (Epnuffic, 2016).

There are several ways to establish the level of general proficiency. In the Dutch context of Higher Education three ways of assessing the general proficiency level of English are used and accepted:

1. the International English Language Testing System (IELTS);
2. the Test of English as a Foreign Language (TOEFL);
3. Cambridge English Language Assessment.

IELTS en TOEFL have their own system of scores. Cambridge expresses the scores in terms of the Common European Framework of Reference for Language (CEFR). These certificates have a proven value within and outside the field of education. Furthermore, for some positions in several companies, a proof of language skills on a certain level is required.

The levels of CEFR, IELTS and TOEFL are described and compared in table 1.

The table shows the levels each test provides. The CEFR distinguishes six levels, IELTS 18, and TOEFL has a score running from 0-677 (Taylor, 2004; Verhelst et al, 2009; IELTS.org; ETS, 2010).

The use of worldwide accepted standardised language assessment tests has several advantages. Firstly, it makes students' results comparable. Secondly, it encourages students mobility by making language entry requirements explicit and transparent. Thirdly, it provides a framework for language teaching.

**Table 1. CEFR, IELTS and TOEFL scores compared**

CEFR		IELTS		TOEFL	
Level	Description	Level	Description	Level	Description
C2 Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent situation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	9	The test taker has fully command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.	666-677	The total score on the TOEFL test is the sum of four sub-tests: listening, speaking, reading and writing.
		8.5		650-633	
		8	The test taker has fully command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation as well.	637-647	
C1 Effective operational proficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of the patterns, connectors and cohesive devices.	7.5		610-633	
		7	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.	587-607	
		6.5		550-583	

Table 1. CEFR, IELTS and TOEFL scores compared (Continued)

CEFR		IELTS		TOEFL	
Level	Description	Level	Description	Level	Description
B2 Vantage	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	6	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings	500-547	The total score on the TOEFL test is the sum of four sub-tests: listening, speaking, reading and writing.
		5.5	Competent user	453-497	
		5	Modest user	420-450	
B1 Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	4.5	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communications in their own field.	400-417	
		4	Limited user	0-397	
		3.5			

**Table 1. CEFR, IELTS and TOEFL scores compared (Continued)**

CEFR		IELTS		TOEFL	
Level	Description	Level	Description	Level	Description
A2 Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	3 Extremely limited user	Extremely limited user The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.		
A1 Break-through	Can understand and use familiar every day expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided that the other person talks slowly and clearly and is prepared to help.	2 Intermittent user	The test taker has great difficulty understanding spoken and written English	1 Non-user	The test taker has no ability to use the language except a few isolated words.

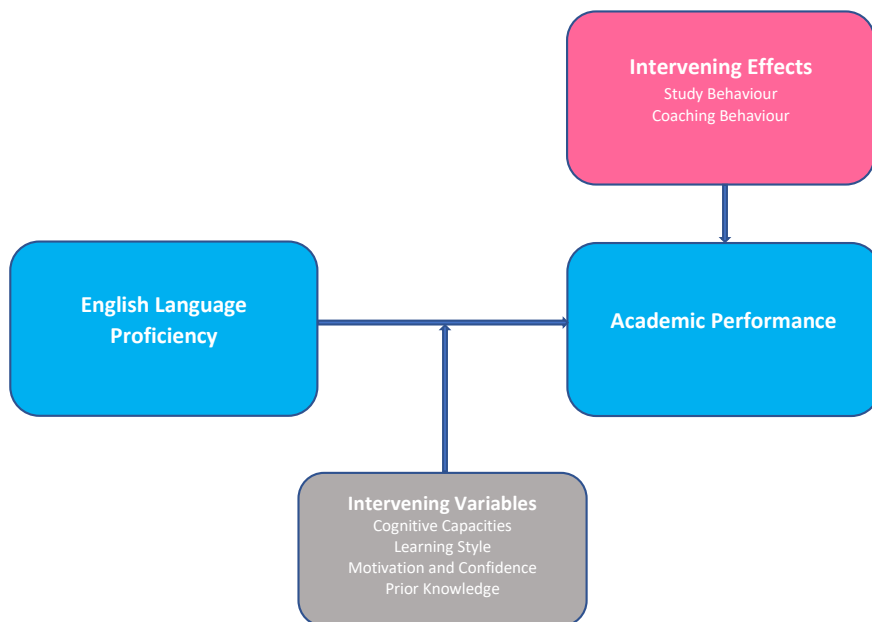
A disadvantage could be that the certificate provided gives a sharp distinction between 'admissible' or not. One wrong answered question too many on an extensive test can make the difference between IELTS 5.5 and IELTS 6, thus between admittance or rejection. Given the fact that in reality the lines between levels are blurred, the question can be raised to which extent succeeding in an English medium bachelor programme depends on the entry level of English.

The purpose of the present research is to establish to what extent the entrance level of English has its effect on academic performance.

The SSA is a part of IBMS's programme on study coaching and mentoring. Since a substantial amount of money and effort is put into the SSA, it would be useful to find out to what extent the SSA has a predictive value. In addition, it will be investigated to what the extent the outcomes of the SSA affects students' study behaviour and study coaches' coaching behaviour.

### 3.3 Research model

The research described in this chapter, has been visualised in illustration 6:



**Figure 6. Research model relationship between English Language Proficiency and Academic Performance**

The main question of this study is “What is the relationship between the entrance level of English Language Proficiency and Academic performance?” This question has been visualised through the central boxes with an arrow in the right direction. The left box represents the scores on the English part of the SSA. The right box represents academic performance, which will be measured by the number of achieved credits.

The sub-tests on cognitive capacities, motivation, confidence, learning styles, and prior knowledge will be treated as intervening variables.

Students who take the SSA, receive a report with the scores on the sub-test. They are supposed to discuss the report with their study coach and, if appropriate, alter their study behaviour. Therefore the report might cause intervening effects. A hypothetical example of such an effect might be that a student with a low score on the sub-test on Economics, might put more effort in this subject and attain a surprisingly high grade on subjects on Economics & Business Administration.

In order to answer the main question, the following sub-questions have been formulated specifically for this study:

1. What is the relationship between the entrance level of English, and academic performance as measured through achieved credits?
2. What is the relationship between cognitive capacities, and academic performance?
3. What is the relationship between motivation and confidence, and academic performance?
4. What is the relationship between learning style, and academic performance?
5. What is the relationship between prior knowledge of economics, and academic performance?
6. What are the effects of having taken the SSA on student’s study behaviour?
7. What are the effects of the outcomes of the SSA on study coaches’ coaching behaviour?

### **3.4 Research method**

The data used in this study were generated in the so-called Stud Start Assessment (SSA). The SSA is an extension from the Multicultural Capacities Test (MCT) that was developed by NOA, a consultancy and research institute in the field of selection, in collaboration with the department of Social and Organisational Psychology of the Vrije Universiteit in Amsterdam. The MCT has been approved by COTAN, which stands for the test approval committee of the Dutch Institute of Psychologists. An extensive explanation about the theoretical foundations, and reports on the validity and reliability of the MCT can be found in the manual by Bleichrodt & Van den Berg (2006).

On request of SUAS, sub-tests on English Language Proficiency, and Economics & Business Administration were added to the MCT. The sub-test on English was developed by an

accredited Cambridge English examiner. The sub-test on Economics was developed by a senior lecturer/examiner in Economics & Business Administration of SUAS. Initially, the combination of the MCT and the sub-tests on Economics and on English were used as admission tests for students who did not meet formal entry requirements. From the academic year 2014-2015 on, the test was administered to all students of the School of Business of SUAS for study coaching objectives.

In terms of Bryman & Bell (2015) and Baarda, Bakker, Julsing, de Goede, van der Hulst & Fischer (2017), in this study data are used that are collected by other researchers and another organisation. The use of existing data, or secondary data analysis, has some advantages. The first advantage in this case is the use of a validated and by expert bodies approved instrument. The second advantage is the quality of the data that are generated with this instrument. Another advantage is that using existing data saves time and costs. Fourthly, using existing data restrains the load on the population and thereby avoiding participants to refuse cooperation. Fifthly, approaching the data from a different perspective, may offer new interpretations and can lead to new insights.

The use of existing data can also have some limitations. The researcher who uses the data, might lack familiarity with the data, the purpose for which they were collected and the method of data collection. Other objections are that the researcher has no control over the quality of the data, that the level of measurements is not in line with what the researchers needs, therefore leading to recoding and loss of quality. Finally, some essential variables might be lacking, which will lead to additional research on a different sample or (slightly) changed population.

In this study, the advantages of the use of existing data apply. The limitations were reduced because the researcher received training in most aspects of the SSA, which led to familiarity with the data and the purpose for which they were collected. Moreover, the researcher received training in the protocol of test-taking and attended most test-sessions in Leeuwarden and all test-sessions in Doha. Furthermore, the other limitations that have been mentioned, are not applicable to this study.

### **3.5 Description and theoretical basis of the Study Start Assessment**

The MCT covers a continuum ranging from aptitude to outcomes of training and education. The developers aimed at developing a culturally unbiased test. However, it is impossible to develop an intelligence test that is completely independent of cultural factors, since it is impossible to test fluid intelligence solely (Bleichrodt & Van den Berg, 2006). Moreover, such a test would be useless, since the objective of a capacities test is making predictions about functioning in a distinguished cultural setting. This functioning is closely related to knowledge and skills, crystallised intelligence, achieved in the same cultural setting.

The primary objective of the SSA from Stenden's perspective, is to offer the student and his

coach a valid tool to make decisions on the student's course of studies. Potential qualities and shortcomings can be anticipated. Moreover, the results of the test should give a clear indication as to what extent the student can be expected to perform successfully in a bachelor programme in the field of business administration.

The SSA is a digital test. The average testing time is about two and a half hours. The test must be taken under test conditions: a quiet room with no distraction and under supervision of a trained instructor to guarantee standardisation. After the (digital) test manager has processed the results, a report of each student is made.

In the following paragraphs the sub-tests are described. Also the theoretical basis is described and critically reviewed.

### 3.5.1 Sub-test 1 Cognitive capacities

Cognitive capacities are tested using word analogies, number sequences and exclusion. The word analogy test assesses verbal reasoning, the number sequences test assesses reasoning with number, the exclusion test assesses logical reasoning. The results on word analogies, number sequences, and exclusion are each expressed on a 1 to 9 scale.

Examples of questions on cognitive capacities:

#### Word analogies

Every item is made up of three words and a question mark. There is a relationship or connection between the first and second word. Similar connections exist between the third word and one of the five words given:

finger – hand = toe - ?

a. **foot**                      b. head                      c. ankle                      d. arm                      e. leg

ship – water = plane - ?

a. fire                      b. **air**                      c. earth                      d. road                      e. Sea

#### Number sequences

Every sequence is made up according to a logical rule. That means that the sequence can be continued according to that rule. Find the number that should be in the place of the question mark.

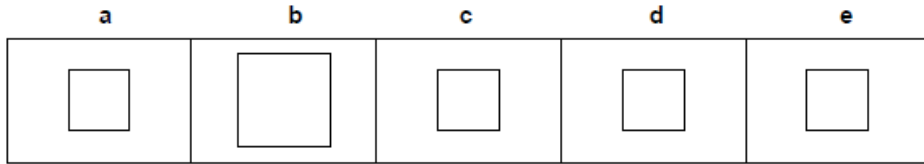
1                      3                      5                      7                      9                      ?  
a. **11**                      b. 8                      c. 6                      d. 13                      e. 10

4                      3                      8                      7                      16                      ?  
a. 14                      b. 9                      c. **15**                      d. 23                      e. 24

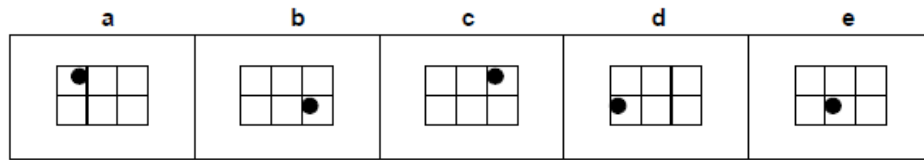


### Exclusion

Each items is made up of five shapes. The candidate has to identify which one does not fit with the others.



Shape b is the odd one out because of its size.



Shape e is the odd one out because of the fact that the dot is not in one of the corner boxes.

The developers of the MCT indicate that the word 'intelligence' can be used in two ways (Bleichrodt & Van den Berg, 2006, p. 3). The first meaning define intelligence in the sense of intelligent actions and skills, such as solving more or less complicated problems. The second meaning concerns underlying mental processes. However, the effects of those mental processes can only be established indirectly by means of the outcomes of intelligent actions. Other definitions of intelligence which Bleichrodt & Van den Berg (2006) have taken into account when developing the MCT are:

- the ability to learn;
- the ability to carry on abstract thinking;
- the ability to adapt oneself adequately to relatively new situations in life;
- the capacity to do well in an intelligence test;
- the efficiency of new learning, couched in terms of the ability to profit from incomplete instruction, and the intimately related ability to transfer old learning to new situations;
- the ability to adapt oneself adequately to relatively new situations in life.

Bleichrodt & Van den Berg (2006) distinguish four aspects of these definitions:

1. adaptation to adapt oneself to new situations;
2. logical reasoning;
3. ability to solve new problems;
4. learning from new information.

In general, two categories of theories on intelligence can be distinguished. The first category concerns hierarchical theories. These theories revolve one single aspect: the so-called g-factor. This general factor dominates all other aspects of intelligence; all manifestations of intelligence are dependent on it. The second category of theories on intelligence are non-hierarchical or multifactor theories. These theories revolve around

the notion that intelligence is made up of a number of factors that are to a certain extent related to each other.

In general, a combination of both theories is used. The existence of the g-factor is derived from correlations between scores on several tasks from a smart test battery. However, since the overlap is incomplete, there must be more distinctive factors. Important is the distinction between fluid intelligence and crystallised intelligence. Fluid intelligence is associated with the ability to abstract reasoning and flexible thinking, necessary for problem solving, and is to a high extent inherited. Fluid intelligence is affiliated with the g-factor. Crystallised intelligence is the result of the effects of fluid intelligence in a particular cultural setting: the aggregate of knowledge and skills acquired, dependent on cultural and educational environment.

Neither end of the spectre, intelligence potential versus educational progress, can be tested separately, since learning experiences and environment on the one hand, versus aptitude and genetical heredity on the other end, are always interacting.

### 3.5.2 Sub-test 2: Motivation

In the SSA the following aspects of motivation are tested: extrinsic motivation, intrinsic motivation, achievement motivation and confidence.

Examples of questions about motivation:

#### **Extrinsic motivation**

*Following a course means that I can earn more money later on.*

Completely disagree - Disagree - Neutral - Agree - Completely agree

#### **Intrinsic motivation**

*I think that the contents of the course of study I have chosen are very interesting.*

Completely disagree - Disagree - Neutral - Agree - Completely agree

#### **Achievement motivation**

*I always want to do everything as best I can.*

Completely disagree - Disagree - Neutral - Agree - Completely agree

#### **Certainty/confidence**

*I am sure that the course will be exactly as I expect.*

Completely disagree - Disagree - Neutral - Agree - Completely agree

Motivation is seen as a strong driver of behaviour. Van den Berg, Luken, Newton & Breeveld (2012) state that motivation is a stronger predictor of academic success than intelligence. Not only is motivation a strong force when it comes to academic success, it is also thought to be a strong driver of, for instance, employee behaviour.

Van den Berg et al. (2012) describe extrinsic motivation as the drive of people to work for a reward that is not connected to the effort, for instance higher income, status, avoidance of sanctions. People with high extrinsic motivation, are motivated by things outside themselves. Extrinsically motivated students are driven by marks, certificates or diplomas. People who are intrinsically motivated are driven by the satisfaction performing the task itself gives. Intrinsically motivated students want to learn because they like mastering the content and/or they are interested in the content. Achievement motivation can be described as the desire to perform well and to achieve certain self-set goals.

Those three dimensions of motivation are not a three-piece pie in which a larger size of one slice automatically reduces the size of the other two dimensions. Moreover, intrinsic and extrinsic motivation are not two ends of one dimension in which a higher score on one end results automatically in a lower score on the other hand. The developers of the SSA treat the dimensions as independent from each other and, therefore, measure them separately.

The categorisation in intrinsic, extrinsic, achievement motivation is widely accepted in the field of learning in Higher Education (Fry, Ketteridge & Marshall, 2009; Phye, 1997) and in the discipline of psychology (Gazzaniga & Heatherton, 2015; Franzen, 2008).

Van den Berg et al. (2012) distinguish a fourth element of motivation: confidence. This aspect is about to which extent students have self-reliance and are confident about having made the right choice about the study programme and have a realistic self-image of themselves and their prospects.

According to Van den Berg et al. (2012) the four dimensions of motivation might show some overlap; the categories are not mutually excluding.

Features of the four dimensions of motivation are presented in table 2:

**Table 2. Overview of dimensions of motivation (derived and adapted from Van den Berg et al., 2012, p. 5)**

Intrinsic motivation	Extrinsic motivation
<ul style="list-style-type: none"> <li>- Derive pleasure from the effort itself</li> <li>- Personal interest in the topic, show curiosity, desire for deeper understanding of the matter</li> <li>- Process and objective are connected and are each worth the effort</li> </ul>	<ul style="list-style-type: none"> <li>- Make efforts to satisfy a need that is unrelated to the content of the task (title, compliments)</li> <li>- Motivated by other people or situations, for instance avoidance of sanctions</li> </ul>
Achievement motivation	Confidence
<ul style="list-style-type: none"> <li>- Desire to execute tasks as well as possible</li> <li>- Engage in challenges and desire to outperform other people</li> <li>- Exert oneself, strive for success</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence in having chosen the right study</li> <li>- Looking forward to studying with confidence</li> <li>- Confidence in own qualities</li> </ul>

### 3.5.3 Sub-test 3: Learning styles

In the SSA three learning styles are distinguished: learning through understanding, learning through memorising, learning through application and practising.

Examples of questions on learning styles:

#### **Learning through understanding**

*I regularly think up questions that I want to answer.*

Completely disagree - Disagree - Neutral - Agree - Completely agree

#### **Learning through memorising and reproducing**

*I like to hear in advance what I have to know exactly for a test.*

Completely disagree - Disagree - Neutral - Agree - Completely agree

#### **Learning through application and practice**

*I will always choose those subjects which are useful in practice.*

Completely disagree - Disagree - Neutral - Agree - Completely agree

Students' learning styles are important predictors of study success according to Van den Berg et al. (2012). They define learning style as a combination of characteristic cognitive, affective, and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Van den Berg et al., p. 5); a definition they derived from NASSP (1979).

A learning styles test is part of the SSA. Van den Berg et al. (2012) mention that there are several ways of testing learning styles. Two of the most widely used tests are Kolb's Learning Style Inventory (LSI) and Vermunt's Inventory of Learning Styles (ILS) (Vermunt, 1996).

Kolb's inventory (Kolb, 1984; Kolb & Kolb, 2011) distinguishes two dimensions of learning. The first continuum is the way information is perceived and processed (abstract or concrete); the second continuum is the way information is internalised (reflective or active). This leads to four categories:

1. Accomodator (concrete and active);
2. Converger (abstract and active);
3. Diverger (concrete and reflective);
4. Assimilator (abstract and reflective).

The developers of the SSA state that Kolb's theory is based upon differences in learning styles when it comes to functional learning, which they define as learning for a purpose or application. Vermunt, however, approaches the concept of learning styles from the angle of learning at school and is therefore a learning style test that should establish which learning style of an individual is most suitable to learn school content in a school context. Therefore Vermunt's Inventory of Learning Styles (ILS) is more appropriate to the goals of the SSA.

Vermunt distinguishes four learning styles:

1. Reproduction directed learning style;
2. Meaning directed learning style;
3. Application directed learning style;
4. Undirected learning style.

Vermunt's learning style test is made up of combinations of cognitive processing, regulation of learning, affective processes, mental models of learning, and learning orientations. Four aspects are taken into account when measuring students' learning styles:

1. Processing strategies

A processing strategy is a way of processing knowledge. Some people process new knowledge step by step, other people are looking for concrete examples, while other people try to connect new knowledge with old knowledge.

2. Regulation strategies

Regulation strategies are meta cognitive processes that regulate learning experiences. Vermunt distinguishes self-regulation, external regulation and lack-of-regulation.

3. Learning orientations

Learning orientations are determined by the reasons for learning, for instance out of personal interest or for acquiring a diploma.

4. Mental models of learning

The mental models of learning are the student's ideas about learning, for instance his opinion about the use of knowledge, or the importance of stimulating education.

Van den Berg et al. (2012) claim with Vermunt (1996) that the learning style of individuals, along with motivation, is an important predictor of study success. It should be taken into account that in addition Vermunt explicitly states that learning styles are not fixed, but can change. A learning style is the result of interplay between personal and contextual influences (Vermunt, 1996, p. 29).

The learning style of a student can be seen in students' study behaviour. Students with a reproduction oriented learning style share the following characteristics: they tend to restrict the sources they study to those that are given by the teacher, they underline important words and phrases in the texts they have to study and they expect teachers to inform them exactly and correctly about the form and the content of the test (Vermunt, 1996; Van den Berg et al., 2012). Students with a meaning directed learning style, select parts that they find important, they try to understand the bigger picture and want to relate topics within a chapter to a coherent whole, and in line with that, they want to relate the chapters of a book to each other. Furthermore, they pay little attention to details (Vermunt 1996; Van den Berg et al., 2012). Students with an application directed learning style approach content and information from the angle of usefulness. They try to make concepts more concrete by looking for examples from daily life (Vermunt, 1996; Van den Berg et al., 2012). Students with an undirected learning style have problems making

distinctions between important and less important content. They read and re-read, trying to memorise all content, also when the content is too voluminous (Vermunt, 1996). Van den Berg et al. (2012) describe the undirected learning style as lack of other learning styles and they state that a low score on any of the three other learning styles is the result of low confidence and low motivation. Therefore, the undirected learning style is not included in the SSA.

Van den Berg et al. (2012) expect students with a meaning directed learning style to perform better in Higher Education. However, they have not found evidence that this group outperforms students with a reproduction directed or an application directed learning style. They explain this phenomenon by the structure of education and the testing policies which demand that students acquire credits.

The use of learning style tests is a widespread aspect of study coaching. As stated before, the most used learning style tests in Higher Education are those of Kolb and of Vermunt. In Dutch handbooks on teaching in Higher Education (Kallenberg et al., 2014, Van Hout et al., 2006), descriptions of learning styles, learning style tests, and their application is given, suggesting that it is a common, undisputable and recommendable practice. In Kallenberg et al. (2014) the focus is on the learning style tests of Kolb and Vermunt. Claims are made about the consequences of learning styles for learners, but also for teachers and for the educational system; a claim that is substantiated by Vermunt & Verloop (1999) and Loonen (2005). It is stated that learners should be aware of their individual preferred learning style, make use of the benefits a particular learning style offers and try to apply other methods in order to overcome the weaknesses of their learning style. Teachers should be aware of their own learning style and of the students' learning styles; teachers should design their classes and workshops in a way that it addresses students' different needs that are the result of their learning style. Moreover, the education concept should address the consequences of several learning styles.

The same treatment of learning styles as inescapable phenomena can be found throughout the handbook of Fry, Ketteridge & Marshall (2009). However, in one chapter a critical remark is made: "Learning styles is one of the most widely used terms in relation to student learning. However, the notion of learning styles is problematic. There are several categorisations of 'styles'; research-based evidence of their existence is sparse; the term is sometimes misused to mean approaches to learning, or the two are conflated" (Fry et al., p. 18).

A systematic and critical description can be found in Coffield, Moseley, Hall & Ecclestone (2004). They describe no less than 71 systems of learning styles and present a thorough assessment of the 13 most used systems. Their overall conclusions on learning styles are quite critical. In general, the providers of learning style tests fail to deliver evidence on the existence of learning styles at all and of their effects on academic performance. About Vermunt's ILS they remark: "Despite its face and factorial validity and multidimensional

structure, it has not been confirmed through independent research that the ILS is a good predictor of examination performance” (Coffield et al., 2004, p. 114). Similar remarks are made by Coffield et al. (2004) about the predictive value of Kolb’s LSI.

Kirschner & Merriënboer (2013) qualify the phenomenon of learning styles as an “urban legend in education”. Their main objections are that in those cases where people favour different approaches in learning contexts, the difference is gradually and not dichotomous, and that there are multiple dimensions involved. People cannot be assigned to a limited number of labels. Moreover, they reject the notion of aligning teaching practices to supposed individuals’ learning styles. “A learning style that might be desirable in one situation might be undesirable in another situation due to the multifaceted nature of complex skills” (Kirschner & Merriënboer, 2013, p. 175). The field of researchers with substantiated objections against thinking in learning styles and their consequences for teaching practices, is growing. Newton (2015) calls learning styles a “neuromyth”. Furthermore, in studies such as Gudnason (2017), Willingham, Hughes & Dobolyi (2015), and Rohrer & Pashler (2012) the topic of learning styles is also regarded with scepticism. There is not much evidence for the claim of Van den Berg et al. (2012) that learning styles are important predictors of study success. They found a very low correlation ( $r = 0.07$ ,  $p < 0.05$ ) between the reproduction directed learning style and the average mark. The correlations between meaning directed learning style and average mark ( $r = 0.05$ ), as well as between application directed learning style and average mark ( $r = 0.02$ ) are even smaller and not significant. Therefore, there is an unexplained gap between their statement that learning styles are important predictors of academic performance, and the evidence Van den Berg et al. (2012) present.

#### **3.5.4 Sub-test 4: Knowledge of Economics**

In this test the basic knowledge of Economics is tested at a level that is in line with the assumed starting level in the programmes of the School of Business. This sub-test is made-up of twenty four-item multiple choice questions.

Examples of questions on Economics:

When the real demand exceeds the capacity of production, the prices of goods and services will rise. In this situation we speak of ...

1. Cost-push inflation
2. Demand-pull inflation
3. Imported inflation
4. Inflation as the result of money making

The owner of Dexter Books is concerned about changing costs and the inability to increase prices. During 2006, the average selling price per book was \$14.50, the average variable costs were \$5.60, and the fixed costs totalled \$270,000.

1. The breakeven point in books sold for 2006 yields around 30,000 books
2. The breakeven point in books sold for 2006 yields around 40,000 books
3. The breakeven point in books sold for 2006 yields around 50,000 books
4. The breakeven point in books sold for 2006 yields around 60,000 books

Since the sub-test on knowledge of Economics was developed by an IBMS lecturer and added on request of SUAS, there is no description, no theoretical foundation of it included in the manual. The management of the bachelor of business administration programmes that use the SSA, consider a certain level of knowledge of Economics and Business Administration as a prerequisite for studying in the area of business administration, since subjects as Economics, Bookkeeping and Accounting are considered as key subjects and potential 'stumbling blocks'. That means, that some students pass many subjects of the first year, but get stuck on for instance Accounting.

Although there is a body of research on the predictive value of prior knowledge on academic success, no research on the predictive value of key subjects has been found. However, there is a vast body of literature on the relationship between secondary school grades and academic performance in Higher Education. In general, a strong relationship was found between secondary school grades and academic performance in Higher Education. Vallmuur & Schweitzer (2001) state that on average that academic achievements from secondary education correlate for 0.5 with academic results in Higher Education. Although not expressed in correlation rates, secondary school rates were repeatedly found as the most powerful predictors of academic success in Higher Education (Atkinson & Geiser, 2009; DeAngelo, Franke, Hurtado, Pryor & Tran, 2011; McKenzie, Gow & Schweitzer, 2004; Geiser & Santelices, 2007). The relationship between secondary school grades and academic performance in Higher Education was also found in the Netherlands (Van Berkel, Jansen & Bax, 2012; Bruinsma, 2004; Jansen, 1996).

### **3.5.5 Sub-test 5: English Grammar and Reading**

The sub-test on English Language Proficiency is a test that was developed by an accredited Cambridge examiner and was based upon the standards of the Cambridge courses leading to the C1 and 2 level. The test has been used extensively in Stenden university and seems to reflect language proficiency levels in an adequate way. However, the sub-test lacks extensive psychometric analysis. Therefore, the outcomes should be interpreted with caution.

The sub-test on English Language Proficiency is divided in two aspects: grammar and reading. The test consist of fifty multiple-choice questions. Thirty multiple-choice questions are concerning grammar. The reading test is made-up of two short reading texts with each ten questions with three answering options: true, false, not given.



Two examples of questions about grammatical skills:

4. John enjoys music, so he ..... of taking up the piano.
  - a. thinks
  - b. are thinking
  - c. think
  - d. is thinking
  
10. The office staff ..... a pay rise by the managing director last month.
  - a. was given
  - b. were given
  - c. gave
  - d. is given

Several studies have been carried out investigating the predictive validity English language proficiency, mostly measure through IELTS or TOEFL tests, on academic performance in Higher Education. An overview is presented in table 3.

The majority of research on entrance levels of English and academic performance has been conducted among non-English students in inner circle countries (see chapter 4.2), such as the United Kingdom, the United States of America and Australia. There are not many examples of similar studies carried out in outer circle countries, nor in expanding circle countries. As can be seen in table 3, the r-values found range from 0.05 to 0.53. The majority of studies found a weak correlation. In four studies, however (Daller & Yixin, 2017; Feast, 2002; Yixin & Daller, 2014, Avdi, 2011), a moderate correlation was found. It should be taken into account that those studies mainly concerned South-East Asian students. It is not unlikely that cultural differences in those studies are more decisive than language skills (Jenkins, 2013; Ruqaishi, Zeng & Iedema, 2016).

An example of a study conducted in an expanding circle country is the research conducted by Kaliyadan, Thalamkandathil, Parupalli, Amin, Balaha & Ali (2015) among students ( $n = 103$ ) in the Medical Preparatory year in Saudi Arabia. They found a significant correlation ( $r = 0.42, p < 0.01$ ) between entrance level of English and the mark for oral presentations and written exam ( $r = 0.62, p < 0.01$ ). However, they found no correlation between English entrance levels and grades for assignments and for portfolios. Moreover, this study was conducted in a preparatory year, which is supposedly not belonging to the area of Higher Education.

**Table 3. Studies on the relationship between English entrance levels and GPA**

Name researcher(s)	Country	Number of participants	Level of education	Outcomes	Remarks
Abunawas 2014	USA, international	17,495	Undergraduate graduate	$r = 0.21$	Meta-study of 41 studies
Cho & Bridgeman 2012	USA	2594	Undergraduate, graduate	Undergraduate students: $r = 0.18$ Graduate students: $r = 0.16$	
Fass-Holmes & Vaughn 2015	USA	651	Freshmen	$r = 0.10$	
Light, Xu, Mossop 1987	USA	376	Graduate	$r = 0.14$	
Daller & Yixin 2017	UK	107	Undergraduate, graduate, Academic Success Programme	$r = 0.38$	Asian students only, mainly Chinese (87%)
Yixin & Daller, 2014	UK	60	Undergraduate and graduate	$r = 0.53$	Only Chinese students
Yen & Kuzma 2009	UK	77	Undergraduate	$r = 0.25$	Only Chinese students
Avdi	Australia	40	Master	$r = 0.36$	South-East Asian students
Kerstjens & Nery 2000	Australia	113	Undergraduate	Reading $r = 0.26$ Writing $r = 0.20$	
Dooley & Oliver 2002	Australia	89	Undergraduate	$r = 0.05$	South-East Asian students
Woodrow 2006	Australia	82			
Oliver, Vanderford & Grote 2012	Australia	5675	Undergraduate, postgraduate	Listening: not significant Speaking: $r = 0.16$ Reading: $r = 0.29$ Reading: $r = 0.18$	
Feast 2002	Australia	101	Undergraduate, postgraduate	$r = 0.39$	South-East Asian students

An example of research on the relationship between English entrance levels and academic performance carried out in the Netherlands is that of Vinke & Jochems (1992). They found in their studies among Indonesian postgraduate Engineering students ( $n = 90$ ) a significant

correlation of 0.51 between TOEFL entrance scores and academic performance. However, the age of the participants varied from 25 to 48 years. There was also a significant negative correlation found between TOEFL scores and age, and between age and academic performance. As with the study of Kaliyadan et al. (2015), the level of Higher Education studied in this research falls outside regular, initial, Higher Education.

Jochems, Snippe, Smid & Verweij (1996) found a moderate correlation ( $r = 0.36$ ,  $p < 0.01$ ) between English language proficiency and academic performance among Indonesian students ( $n = 148$ ) in Electrical Engineering, Computer Science, and Mechanical Engineering. But they also found that the academic scores of that specific population was negatively affected by ineffective study behaviour such as postponing examinations and follow a different order of courses and examinations from the recommended one.

The outcomes of Jochems et al. (1996) combined with those of others (Feast, 2002; Daller & Yixin 2017; Yen & Kuzma, 2009; Yixin & Daller, 2014; Avdi, 2011) suggest that South-East Asian students might encounter more problems with academic performance than students from other parts of the world, although the results of Dooley & Oliver (2002) do not support such a claim.

All in all, the outcomes of previous research on the relationship between entrance levels of English and academic performance, suggest a weak to moderate affiliation.

### 3.5.6 Summary of the SSA

The basis of the SSA is the MCT, an instrument that was developed with the purpose of predicting the chances of students successfully completing bachelor studies. At Stenden the test was initially used for students who did not meet the formal entry requirements, but wanted to start a bachelor studies in the area of business administration. The management team of the School of Business of Stenden decided to have all starting first year students taking the test for coaching purposes. The components of the test are: cognitive capacities, motivation and confidence, learning styles, knowledge of Economics, English language skills.

## 3.6 Testing procedure

In October 2014 all first year students of the International Business & Management Studies programme of SUAS took the Study Start Assessment (SSA). At the location Leeuwarden in the Netherlands 93 students participated; in Doha in Qatar 44, making a total of 137 students.

In general a group of students who start studying in a certain programme at a given time, is called a 'cohort'. The term cohort assumes that all students start at the same time, preferably 1 September of the academic year. However, the reality is different. Some students enrol and are expected to start their studies from the start of the academic year

onward, but they never turn up. Other students turn up, without having enrolled. Some students turn up, but have to leave after a while because they haven't paid their tuition fees. Some students turn up, but switch after a couple of weeks, and reverse, some students enter unexpectedly after a few weeks. Some students start, drop out after a few months, change their minds and return the same year or next year. These phenomena make it hard to establish exactly who do belong to a certain cohort and who do not. Therefore cohort is a fluid term. In this research, the SSA was administered in the month October 2014. This means that late arriving students were included in the test and, therefore, that the cohort of the academic year 2014-2015 was most complete at that time.

After completion of the academic year 2014-2015, the participants' study results were collected. In this study 'academic performance' is defined by the number of credits achieved. Academic Performance could also have been expressed in terms of Grade Point Average (GPA) or weighted average. However, since 86.1 per cent of the students had not yet passed all subjects of the first year, it is very hard to compare results in another way than using the number of credits. In addition, approximately 60 per cent of the credits are achieved through group work, which would have skewed individual students' GPA and make it hard to compare the outcomes of the SSA with students' individual study results.

### 3.7 Results

Since Academic Performance in this study is expressed in achieved credits, first table 4 presents the average number of achieved credits:

**Table 4. Achieved credits**

	Leeuwarden		Doha		Both	
	N	%	N	%	N	%
0-47 credits	39	41.9	17	38.6	56	40.9
47-59 credits	42	45.2	20	45.5	62	45.3
60 credits	12	12.9	7	15.9	19	13.9
Total	93	100	44	100	137	100.1

On average, students in Leeuwarden achieved 42.2 credits in year 1, students in Doha achieved 43.4 credits in year 1. An independent-samples t-test revealed that the difference in the number of achieved credits between Leeuwarden and Doha was not significant ( $t = -0.407$ ,  $df 135$ ,  $p = 0.69$ ).

As described in Chapter 1, Stenden issues a binding study recommendation at the end of the first year. Students who achieve all 60 credits in year 1, receive a positive study recommendation. Students who achieved 48-59 credits, receive a conditional positive study recommendation. Students who achieved less than 48 credits, are not allowed to continue their studies, except in case of extenuating circumstances.

As can be seen in table 4, in the academic year of 2014-2015 a surprisingly large minority of the students, 40.9 per cent, has not fulfilled the requirements for being allowed to continue studying in the IBMS programme.

### 3.7.1 What is the relationship between the entrance level of English, and academic performance?

The results on the sub-test English Language Proficiency are presented in table 5:

**Table 5. Descriptives results on the pre-test English**

	Leeuwarden n = 93			Doha n = 44			Both n = 137		
	Grammar	Reading	Total	Grammar	Reading	Total	Grammar	Reading	Total
Mean	21.20	13.03	34.34	21.15	12.45	32.02	21.15	12.45	33.52
SD	2.94	2.23	3.90	3.27	2.74	4.576	3.27	2.74	4.67
Skewness	-0.44	-0.78	-0.55	-0.45	-0.91	-0.32	-0.45	-0.91	-0.66
Kurtosis	-0.08	0.62	0.21	-0.05	0.79	-0.72	-0.05	0.79	0.15

The results on the English test show a normal distribution. An independent-samples t-test revealed that the difference between Leeuwarden and Doha on the score on English (total) was not significant ( $t = 2.6$ ;  $df = 135$ ).

In this study, academic performance is expressed in achieved credits. A correlation analysis revealed that there was a weak but significant correlation between scores on English and achieved number of credits after one year ( $r = 0.18$ ,  $p < 0.05$ ). However, there was no significant correlation between score on English and number of achieved credits after two years of studying ( $r = 0.15$ ,  $p = 0.08$ ). When zoomed in on grammar and on reading, there is a weak significant correlation between reading and achieved credits after one year ( $r = 0.17$ ,  $p < 0.05$ ). However, no significant correlation was found between grammar and the number of achieved credits.

There is also a weak correlation between score on English and results on English as a subject ( $r = 0.17$ ,  $p < 0.01$ ).

A moderate correlation was found between scores on English and the subject Management Skills ( $r = 0.38$ ,  $p < 0.01$ ), a weak correlation between scores on English and the subject Economics ( $r = 0.22$ ,  $p < 0.01$ ) and a weak correlation between scores on English and the subject Bookkeeping ( $r = 0.20$ ,  $p < 0.05$ ). No significant correlation was

found between scores on English and the subjects International Business Law, Marketing, and Accounting. As explained in section 3.5.5, there is no extensive psychometric analysis available. Therefore, the outcomes should be treated with caution.

### 3.7.2 What is the relationship between cognitive capacities and academic performance?

The results on the cognitive capacities test are presented in table 6:

**Table 6. Descriptives Cognitive Capacities**

	Leeuwarden n = 93				Doha n = 44				Both n = 137			
	Number Sequences	Exclusion	Word Analogies	Cognitive Capacities	Number sequences	Exclusion	Word Analogies	Cognitive Capacities	Number Sequences	Exclusion	Word Analogies	Cognitive Capacities
Mean	4.70	5.34	3.90	4.58	2.98	3.50	3.27	2.68	4.15	4.75	3.70	3.98
SD	1.93	2.04	1.89	2.50	1.98	1.95	1.77	2.00	2.10	2.18	1.87	2.51
Skewness	0.25	0.23	0.26	0.266	0.78	0.50	0.38	1.07	0.27	0.23	0.31	0.49
Kurtosis	-0.78	-0.75	-0.42	-1.046	-0.53	-0.19	-0.36	0.17	-0.84	-0.60	-0.42	-0.89

On average, the students in Leeuwarden scored 4.58 out of 9 on the cognitive capacities test, whereas the students in Doha scored on average 2.68. An independent-samples t-test revealed that the differences were significant ( $t = 4.78$ ;  $p < 0.01$ ; equal variances not assumed).

A correlation analysis revealed that there was no significant correlation between cognitive capacities and number of acquired credits after one year ( $r = 0.09$ ,  $p = 0.30$ ), nor between cognitive capacities and number of acquired credits after two years ( $r = -0.05$ ,  $p = 0.60$ ). There were neither correlations between the scores on number sequences, exclusion, word analogies, and the number of acquired credits after one or after two years.

No correlations were found between cognitive capacities and grades on the subjects Economics, International Business Law, Marketing, Accounting, and Bookkeeping. Only a weak correlation was found between cognitive capacities and the subject Management Skills ( $r = 0.21$ ,  $p < 0.05$ ).

A correlation analysis between the scores on cognitive capacities and on English language proficiency revealed a significant moderate association ( $r = 0.43$ ,  $p < 0.01$ ). Consequently

a partial correlation analysis was run to determine the relationship between English language proficiency and acquired number credits after year 1 whilst controlling for cognitive capacities, which resulted in a weak correlation between English language proficiency and acquired number of credits after year 1 ( $r = 0.19$ ,  $p < 0.05$ ). The result of a zero order correlation analysis was only a little lower ( $r = 0.18$ ,  $p < 0.05$ ). Therefore, it can be concluded that cognitive capacities had negligible influence in controlling the relationship between English and acquired number of credits. A partial correlation analysis in order to determine the relationship between cognitive capacities and acquired number of credits after year 1 whilst controlling for English, did not result in a significant correlation ( $r = -0.07$ ,  $p = 0.42$ ).

### 3.7.3 What is the relationship between motivation and confidence, and academic performance?

The results on the sub-test on motivation and confidence are presented in table 7.

An independent-samples t-test revealed that the differences between Leeuwarden and Doha on intrinsic motivation, extrinsic motivation, achievement motivation, and on confidence were not significant.

A correlation analysis gave no significant correlations between intrinsic motivation, extrinsic motivation, achievement motivation, confidence, and achieved credits after one year and after two years.

In table 8 the results of an analysis of the correlation between motivation and confidence, and achieved credits after one year are presented.

**Table 7. Descriptives Motivation and Confidence**

		Intrinsic motivation	Extrinsic motivation	Achievement motivation	Confidence
Leeuwarden n = 93	Mean	4.09	6.27	5.38	4.52
	SD	1.61	1.82	1.80	1.62
	Skewness	0.03	-0.63	-0.28	0.31
	Kurtosis	-0.35	0.20	0.58	0.12
Doha n = 44	Mean	5.00	6.84	6.75	5.23
	SD	2.36	1.57	2.01	2.14
	Skewness	-0.18	-0.44	0.36	-0.73
	Kurtosis	-0.96	-0.11	-0.26	-0.54
Both n = 137	Mean	4.38	6.45	5.82	4.74
	SD	1.93	1.76	1.9	1.82
	Skewness	0.17	-0.63	-0.62	0.17
	Kurtosis	-0.45	0.26	-0.37	-0.26

**Table 8. Correlation analyses between motivation and confidence, and number of achieved credits after one year**

Item	Achieved credits after 1 year	
	<i>r</i> -value	p-value (2-tailed)
Intrinsic motivation	0.07	0.44
Extrinsic motivation	-0.09	0.28
Achievement motivation	0.06	0.51
Confidence	0.00	0.98

No significant correlations were found between motivation and confidence, and grades on the subjects Management Skills, Economics, International Business Law, Marketing, and Bookkeeping. Only a weak correlation ( $r = 0.20$ ,  $p < 0.05$ ) was found between intrinsic motivation and Accounting.

### 3.7.4 What is the relationship between learning style and academic performance?

The results of the sub-test on learning styles are presented in table 9.

An independent-samples t-test revealed that the difference between Leeuwarden and Doha with regard to learning through understanding was not significant ( $F = 0.28$ ,  $df 135$ ,  $p < 0.01$ ), nor with regard to learning through memorising and reproducing ( $F = 3.19$ ,  $df 135$ ,  $p < 0.01$ ), nor with regard to learning through application ( $F = 0.06$ ,  $df 135$ ,  $p < 0.01$ ).

A correlation analysis gave no significant correlations between any of the three distinguished learning styles, and achieved number of credits after one year and after two years. In line with that, no significant correlation was found between learning style and achieved credits after two years of studying.

No significant correlations were found between learning styles, and grades on the subjects Management Skills, Economics, Marketing, Bookkeeping, English. Only a weak correlation ( $r = 0.17$ ,  $p < 0.05$ ) was found between 'learning through understanding' and International Business Law. However, this result was only found when the data were analysed for both locations together; when the data were analysed separately for Leeuwarden and Doha, no significant correlation was found between any of the learning styles and any of the subjects.



**Table 9. Results Learning styles test**

		Learning through understanding	Learning through memorising and reproducing	Learning through application
Leeuwarden n = 93	Mean	5.19	4.28	5.38
	SD	1.99	1.95	2.10
	Skewness	0.01	0.16	-0.2
	Kurtosis	-0.74	-0.66	-0.57
Doha n = 44	Mean	6.43	5.32	6.59
	SD	2.05	2.41	2.05
	Skewness	-0.57	-0.23	-0.81
	Kurtosis	-0.23	-0.87	-0.10
Both n = 137	Mean	5.59	4.61	5.77
	SD	2.08	2.16	2.15
	Skewness	-0.12	0.13	-0.23
	Kurtosis	-0.78	-0.76	-0.74

### 3.7.5 What is the relationship between prior knowledge of economics, and academic performance?

The results on Economics are presented in table 10:

**Table 10. Results pre-test on Economics**

	Leeuwarden n = 93	Doha n = 44	Both n = 137
Mean	4.99	3.39	4.47
SD	2.12	1.74	2.14
Skewness	-0.14	1.06	0.22
Kurtosis	-0.86	1.92	-0.84

The level of prior knowledge in the field of Economics is considerably higher in Leeuwarden (mean 4.99) than in Doha (mean 3.39). An independent-samples t-test revealed that the difference was significant ( $t = 4.68$ ,  $df = 101.12$ ,  $p < 0.01$ , equal variances not assumed).

A correlation analysis revealed that there was no significant correlation between score on Economics in the pre-test and achieved credits after 1 year ( $r = -0.05$ ,  $p = 0.54$ ) and after year 2 ( $r = -0.07$ ,  $p = 0.42$ ).

In table 11 the correlations between the score on Economics in the pre-test and the subjects Management Skills, Economics, International Business Law, Marketing, Accounting, Bookkeeping and English are presented:

**Table 11. Correlations between score pre-test Economics and subjects in year 1**

		Management Skills	Economics	International Business Law	Marketing	Accounting	Book-keeping	English
Economics	Pearson Correlation	0.11	0.09	-0.09	-0.08	-0.14	-0.08	-0.01
	Sig. (2-tailed)	0.20	0.83	0.30	0.10	0.38	0.38	0.92

There are no significant correlations found between the score on Economics in the pre-test and the subjects mentioned in the table. Quite unexpected is the absence of any significant correlation between the score on Economics in the pre-test and the scores on the subjects Economics, Accounting, and Bookkeeping, of which the contents are all part of the pre-test on Economics.

### 3.7.6 What are the effects of the SSA on study behaviour?

Of the first and second year IBMS students in Leeuwarden, 86 filled out the questionnaire about the effects of the SSA on their study behaviour. The division of the participants is presented in table 12:

**Table 12. Gender and year of participants**

	Male	Female	Total
Year 1	39	24	63
Year 2	10	12	22
Total	50	36	86/85*

\* Of one participant it is unknown to what study year he/she belongs

The students were asked whether they remembered having taken the SSA. Their answers are presented in table 13:

**Table 13. Recollection of having taken the SSA**

	Per cent	Number
Yes, I remember	43	37
I'm not sure I took the assessment	14	12
I have not taken the assessment	43	37
Total	100	86

A minority of 43 per cent of the students ( $n = 37$ ) remember having taken the test, 14 per cent is not sure, and 43 per cent of the students say they did not the test. Participants who said not having taken the SSA, did not have to answer more questions.

The outcomes of the SSA are presented in a personal report that is automatically generated by the computer programme and is sent to the participants' e-mail account. When asked whether students remember that they received a report, the responses were as presented in table 14:

**Table 14. Having received a report**

	Per cent of people who remember having taken the SSA or are not sure n = 49	Number	Per cent of all participants n = 86
Yes, I received a report	51.0	25	29.1
I'm not sure if I received a report	22.4	11	12.8
I have not received a report	24.5	12	14.0
Total	97.9*	48*	55.8

\* One respondent did not answer this question and subsequent questions

Approximately half of the students remember having received a report with their scores on the SSA, approximately one fifth is not sure. Almost a quarter of the students answer they have not received a report, which is hard to explain, since participants receive a report automatically on the e-mail address that they filled out twice.

Students are supposed to keep a log, in Stenden's terms 'portfolio', in which they register and reflect on events that contribute to their personal development. A written reflection after studying the report should be part of the personal development portfolio. In table 15 an overview is presented to what extent students studied the report:

**Table 15. Did you study the report?**

	Per cent of the students who took the SSA or are not sure n = 48	Number
Yes, I studied the report	41.7	20
I'm not sure if I studied the report	10.4	5
No, I did not look at all at it	47.9	23
Total	100	48

\* One student did not answer this question and subsequent questions

In addition to studying the content of the report, students were supposed to discuss the outcomes with their personal study coach. To what extent students discussed their results on the SSA with their coach is presented in table 16:

**Table 16. Was the report discussed with the coach?**

	Per cent of the students who took the SSA or are not sure	
	n = 48	Number
Yes, we discussed the report	33.3	16
I'm not sure if we discussed the report	16.7	8
My coach did not discuss the report with me	50	24
Total	100	48

A minority of 33 per cent of the students discussed the report with their coach, 16.7 per cent of the students is not sure of having discussed the report, while half of the students say not having discussed the report with their coach.

The remaining question is whether the SSA had any effect on the students' study behaviour. Students' view on to what extent the SSA had an effect on their study behaviour is presented in table 17:

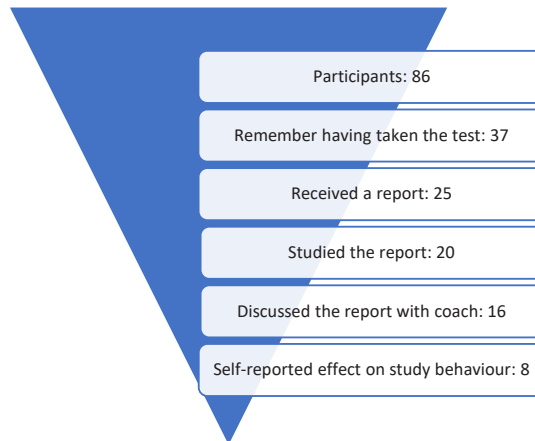
**Table 17. Reported effect the SSA on study behaviour**

	Per cent of the students who remember they took the SSA or are not sure		Per cent of all participants
	n = 48	Number	n = 86
Yes	16.7	8	9.3
I'm not sure	25.0	12	14.0
No, it hasn't had any effect	58.3	28	32.6
Total	100	48	55.8

Only 16 per cent of the students report that the SSA has had an impact on their study behaviour; nearly 25 per cent is not sure, 58.3 per cent report the SSA has not had any impact on their study behaviour.

The goal of the SSA was to provide students with a tool that gives them insight into their knowledge and skills at the start of their studies. The assumption was that the outcomes of the SSA, as described in a personal report that every participant received, would be used by students to regulate their study behaviour. For example: if the test shows that the knowledge of the subject of economics is below the required level, students are expected to make effort in order to bridge the gap. Less than ten per cent of the students report that they did use the report to regulate their studies. However, there is no information about the nature of that regulation. In addition, the team leader of IBMS informed the researcher that students with deficits that were mentioned in their personal report, did not make use of facilities, for instance extra classes on economics, offered to that target group. From the programme's point of view, the limited effect of the SSA on study behaviour is

disappointing. From the perspective of this research, it is safe to say that the SSA had a very limited effect on students' study behaviour.



**Figure 7. Funnelling the SSA**

### 3.7.7 What are the effects of the SSA on coaching behaviour?

The study coaching of first and second year students in the IBMS is taken care of by seven lecturers. These coaches filled out a questionnaire and they were interviewed about the effects of the SSA on their coaching behaviour.

All lecturers confirmed they received reports with their students' score on the SSA. All coaches studied the reports, although one of them browsed through the reports only. All coaches filled out that they had discussed the reports with their students, although one of them reported she had not discussed the report with every single student. Five of them reported that the SSA had had an effect on their coaching behaviour; two of them said there were no effects. When asked, the coaches reported the following effects of the SSA on their coaching:

- "I pointed out the consequences of the scores";
- "I discussed points for improvement";
- "We reflected on the results";
- "I saw things that were really useful";
- "I discussed the outcomes of the learning styles test. A high score of one student on extrinsic motivation, was for one student reason to leave the programme".

The information provided by coaches, is not in line with the information provided by students. On one side, of the students, less than ten per cent of the students remembered having discussed the outcomes of the SSA with their coach. On the other side, five out of seven coaches indicate that they discussed the reports with their students.

### 3.8 Conclusion and discussion

The main question of this study is “What is the relationship between the entrance level of English Language Proficiency and Academic performance?”

In order to find the answer to the main question, first the answers to the sub-questions will be discussed.

#### 3.8.1 What is the relationship between the entrance level of English, and academic performance as measured through achieved credits?

As explained in section 3.5.5, there is no extensive psychometric analysis available, therefore the outcomes should be treated with caution. In this study, a very weak correlation was found between the entrance level of English and achieved credits after one year studying ( $r = 0.18, p < 0.05$ ). However, after two years of studying, the correlation between the entrance level of English and achieved credits was gone.

Closer analysis revealed that this weak effect was mainly caused by the students' reading skills ( $r = 0.17, p < 0.01$ ).

The correlation of 0.18 that was found in this study, falls within the range of correlations found by Abunawas (2014), Kerstjens & Nery (2000), Dooey & Oliver (2002), and Light, Xu & Mossop (1987) as presented in table 3. It must be taken into account that in those studies, academic performance was measured through GPA, which consequently does not include drop-outs. In this dissertation, academic performance is measured through the number of achieved credits, which includes those of students who have abandoned or interrupted their studies. The findings of this study are in accordance with the outcomes reported in the literature. This can be seen as a validation of the test used in this study.

Previously conducted research on the relationship between entrance levels of English and academic performance was mainly conducted in inner circle countries. The research described in this dissertation, was carried out in an outer circle country (Qatar) and an expanding circle country. It seems that there are no differences between inner circle, outer circle, and expanding circle (see chapter 4.2) countries when it comes to the effects of entrance levels of English on academic performance.

Daller and Yixin (2017) explain the low correlations between entrance level of English and GPA from a mathematical point of view. They point out that the magnitude of the correlation is low because of the limited range of the test scores. This explanation seems plausible when it comes to the using of the end grade on the IELTS test score. In that case there are very limited opportunities to express English language proficiency in a number, to be complete, only seven opportunities: 6, 6.5, 7, 7.5, 8, 8.5, 9. When assumed that the mean score will be something like 6.5 or 7, it is clear that the variances are very low. In this research, in order to run correlation analyses, the number of correctly answered questions on the English test were used. As can be seen in table 5, this resulted in a normal

distribution with normal variances, which means that the statistical limitations observed by Daller & Yixin (2017) are not applicable to this research.

When we zoom in on the relationship between entrance level of English and results on academic subjects, a few noteworthy remarks can be made. To start with, there was a very weak relationship between the entrance level of English and the scores on English as a subject ( $r = 0.17$ ,  $p < 0.01$ ). One might expect that a high level of English, might result in high grades on English as a subject, but apparently, entrance levels do not necessarily determine further language development.

A moderate correlation was found between the entrance level of English and the score on the subject Management Skills ( $r = 0.38$ ,  $p < 0.01$ ). Other correlations, although weak, were found between the entrance level of English and the subject Economics ( $r = 0.22$ ,  $p < 0.01$ ), and the subject Bookkeeping ( $r = 0.20$ ,  $p < 0.05$ ). No significant correlations were found between entrance level of English and Accounting. Also, two subjects that rely heavily on English language skills, especially reading skills, the subject of International Business Law, and the subject of Marketing, showed no correlation with the entrance level of English.

The moderate correlation between the entrance level of English and the subject Management Skills, could be explained by the fact that Management Skills is a subject in the first period of the programme and that the importance of the entrance level of English, decreases in the course of the year. This also explains the absence of a significant correlation between entrance level of English and academic performance after two years of studying. These findings are in line with those of Yen & Kuzma (2009), who found a higher correlation between the entrance level of English of the first semester ( $r = 0.46$ ,  $p < 0.01$ ) than after the second semester of the first year ( $r = 0.25$ ,  $p < 0.05$ ). Likewise, Fass-Holmes & Vaughn (2015) find a higher correlation between entrance levels of English and GPA after the first semester ( $r = 0.14$ ) than after the second semester ( $r = 0.10$ ). So, a higher level of English, might initially give the student a head start, but the effect wears off in the course of the first year. Therefore, once a student has been admitted, the level of English is not a decisive factor for study success any longer. That does not mean that entry requirements are not necessary, maybe the opposite. Students who have passed IELTS 6 or a comparable level, might have crossed the threshold of minimum linguistic skills necessary for participating successfully in Higher Education. A similar conclusion was drawn by Daller & Yixin (2017), who conclude that “the predictive validity of IELTS for students who pass this cut-off point is very limited” (p. 367) and Vinke & Jochems (1992) who state “to a certain extent an improvement of English proficiency increases the chance of being academically successful only with TOEFL scores of about 450 and about” (p. 23). Some evidence that there might be a stronger correlation between English language proficiency and GPA below a certain threshold can be found in Vinke & Jochems (1992) and Graham (1987), but this finding is rebutted in Kerstjens & Nery (2000).

The studies on the relationship between English language proficiency and academic results also suggest that results might vary with respect to academic discipline. The relationship between English and academic performance is claimed to be weaker in technological studies than in subjects that are supposed to be more linguistically demanding, such as education and business studies (Daller & Phelan, 2013; Cho & Bridgeman, 2012; Bayliss & Ingram, 2006; Dooley & Oliver, 2002; Vinke & Jochems, 1992; Light, Ming & Mossop, 1987). Daller & Phelan (2013) found a significant correlations between entrance levels of English and academic performance in programmes for Humanities, Fine Arts and Social Science, but no significant correlations between entrance levels of English and academic performance with students in Science, Mathematics, or Business programmes. However, in Jochems et al. (1996) the relationship between entrance level of English and academic performance in Engineering programmes, was with 0.36 among the highest correlations found in previous studies (see table 3).

In this study no correlations were found between entrance level of English and scores on more or less linguistically demanding subjects. The notion that language skills contribute more to performing well on subjects such as Marketing or International Business Law, than more mathematical subjects such as Bookkeeping or Accounting, was not confirmed in this research. It is debatable whether a distinction between more or less linguistically demanding subjects can be made at all. Where acquiring knowledge on subjects such as Marketing and International Business Law might depend more on written texts, the acquisition of knowledge on subjects such as Bookkeeping might more depend on listening comprehension skills, which are linguistically demanding in their own way.

The overall conclusion on the relationship between the entrance level of English and academic performance is that English language skills are not a decisive factor in EMI programmes when students have met the admission requirements and possess language skills comparable to IELTS 6 at the start of their studies. The threshold set by the university, IELTS 6, seems to be appropriate.

### **3.8.2 What is the relationship between cognitive capacities, and academic performance?**

In this research, no correlations were found between the cognitive capacities with which the students entered the programme, and the number of achieved credits after one year ( $r = 0.09$ ,  $p = 0.30$ ). Nor was any correlation found between cognitive capacities and number of achieved credits after two years of studying ( $r = -0.05$ ,  $p = 0.60$ ).

There was no correlation found between cognitive capacities and grades on the subjects International Business Law, Marketing, Accounting, and Bookkeeping. Only a weak correlation was found between cognitive capacities and the subject Management Skills ( $r = 0.21$ ,  $p < 0.05$ ).



Although the absence of any correlation between cognitive capacities and academic performance in Higher Education might be counter intuitive, it is in line with studies such as Furnham, Chamorro-Premuzic & McDougall (2003) who also found no correlation between cognition and academic performance among British University students, and Farsides & Woodfield (2003) who also found no correlation between cognition and academic performance among undergraduates.

This might be a difference between secondary education and Higher Education. In contrast with studies conducted in the field of Higher Education, significant correlations between cognition and academic performance were found in secondary education in studies such as Laidra, Pullman & Allik (2007) and Deary, Strand, Smith & Fernandes (2007).

An explanation for the absence of a correlation between cognitive capacities and academic performance could be found in the before mentioned threshold theory. Students who enter Higher Education, are admissible on the basis of their secondary education diploma. Apparently, students who are admissible, have reached a certain level of cognition which enables them to participate in Higher Education successfully.

### **3.8.3 What is the relationship between motivation and confidence, and academic performance?**

In this study, no correlation was found between motivation and confidence, and academic performance. Neither correlations were found between each of the four dimensions of motivation and confidence, and academic performance.

There were also no significant correlations found between motivation and confidence, and grades on several subjects. Only a weak correlation ( $r = 0.20$ ,  $p < 0.05$ ) was found between intrinsic motivation and Accounting.

These outcomes are not in line with general expectations. Several handbooks on learning in Higher Education (for instance Fry, Ketteridge & Marshal, 2009; Phye, 1997) treat the topic of motivation as a general accepted theory. A possible explanation of the general acceptance can be that a relationship between motivation and academic performance has repeatedly been established in secondary education (Mega, Ronconi & De Beni, 2014; Giraldo & Meggiolaro, 2014; Taylor, Jungert, Mageau, Schattke, Dedic, Rosenfield & Koestner (2014). However, it must be taken into account that in those instances the construct 'motivation' is defined differently from Van den Berg et al. (2012). In recent instances of research on motivation and academic performance, aspects of respondents' implicit theories of intelligence, self-efficacy, self-regulation and confidence in one's personality, are included in the way the construct was operationalised.

Taylor et al. (2014) mention that motivation is not an isolated aspect that might have an effect on academic performance, but is - when it comes to secondary education - also the result of prior experienced academic success. Moreover, they are aware of the complexity of motivation, as they mention inconsistent results in their meta study.

A possible explanation for the absence of a relationship between motivation and academic performance in this research could be found in the fact that starting students in Higher Education already have proven their motivation. They have completed secondary education, in other words, they already have experienced academic success. Moreover, they have oriented on studying in Higher Education, made a choice, enrolled, arranged funding, and in many occasions moved to another city or even to another country have completed secondary education, have enrolled, in many occasions have moved, therefore, they are already motivated to a certain level, motivated enough to start. It is likely that when students have passed all those hurdles, differences in motivation simply do not matter any longer.

### **3.8.4 What is the relationship between learning style and academic performance?**

For more than twenty years, it has been common practice at Stenden University of Applied Sciences, to measure students' learning style for coaching purposes. The assumption is that, if a student is aware of his learning style, he might be able to modify his study behaviour. Since Stenden has a so-called constructivist educational concept, it is commonly assumed that learning through understanding, and learning through application and practice, are favourable learning styles.

In this study, no significant correlations were found between any of the three defined learning styles, and academic performance, as measured through achieved number of credits.

Moreover, there was no correlation between learning style and grades on several subjects. Only a very weak correlation ( $r = 0.17$ ,  $p < 0.05$ ) was found between learning through understanding and the grade on International Business Law. This is odd, since that specific academic subject depends also largely on the ability to memorise and reproduce information.

The results of the sub-test on learning styles in this study as presented in 3.6.4, confirm the latest developments on this topic. In line with Coffield et al. (2004), Kirschner & Merriënboer (2013), Newton (2015), Gudnason (2017), Willingham et al. (2017), Rohrer & Pashler (2012), it is safe to conclude that the topic of learning styles is problematic. Firstly, there is no coherent framework with regard to learning styles. Secondly, categorising students can lead to unjustified assumptions and thereby affect motivation and study behaviour negatively. Thirdly, there is hardly evidence that adapting teaching practices to learning styles has a positive effect on academic performance. In an op-ed published in The Guardian in March 2017, thirty UK professors, call learning styles a neuromyth that is "detrimental to learning in general" (Hood et al., 2017).

### **3.8.5 What is the relationship between prior knowledge of economics and business administration, and academic performance?**

No correlation was found between the scores of the sub-test on Economics and academic performance as measured through achieved number of credits. Moreover, no significant correlation was found between the scores of the sub-test on Economics and grades for subjects offered in year 1. Quite surprising is the absence of any correlation between the scores of the sub-test on Economics and grades on the subjects Economics, Bookkeeping, and Accounting, which were the topics covered in the sub-test.

The absence of any correlation is even more unexpected, since there is a huge, significant, gap in entrance level of Economics between Leeuwarden (4.99) and Doha (3.39). Dutch and German students have had subjects in the area of Economics in their prior education. Some of the non-Dutch and non-German students in Leeuwarden have some knowledge of economics, but not all of them, since they can be admitted to the IBMS programme without prior knowledge of economics. Several students in Doha said, after having taken the SSA, that they had no experience with Economics as a subject in prior education.

The absence of any correlation could be explained by the nature of the course materials and the teaching practices. In the course, the basics of Economics are refreshed, serving probably as a first introduction for them for whom the subject is new.

### **3.8.6 What is the effect of the SSA on study behaviour?**

The outcomes of the SSA were sent in a report to the students. The objective of the programme was that the report would help students to make right decisions with regard to their study behaviour. For instance, if a student showed a low score on intrinsic motivation, he and his coach might try to find a way to enhance intrinsic motivation. Another example: a student with a low entrance score on English, might put extra effort in learning the language.

In that way, the predictive value of the SSA was supposed to be zero: the outcomes enable students to modify their study behaviour in order to study successfully.

However, the effect of the SSA on study behaviour seems to be very limited. Only 44 per cent of the students who took the test, have recollection. Only 10 per cent of the students report an effect of the SSA on their study behaviour. We don't know the nature of that effect, but apparently there has not been a buzz among the students about the report.

Since the SSA had a very limited effect on students' study behaviour, the data of the SSA can be used to see to what extent the outcomes have a predictive value on academic performance.

### 3.8.7 What is the effect of the SSA on coaching behaviour?

Students reported a very limited effect of the SSA on the study behaviour, as far as they were aware of any. Regardless of that, there is a possibility that students' study coaches use the result to 'nudge' the students' study behaviour. In that way, the SSA could have, as intended, affect students' study results positively.

All seven lecturers with coaching duties in year 1 and year 2 were interviewed and filled out a questionnaire. Five of them reported that the outcomes of the SSA had an effect on their coaching behaviour; two of them reported no effects. When asked, the coaches used general terms to describe that effect. However, one coach gave a concrete example of coaching behaviour as a result from the SSA. This study coach reported that one of his students left the programme because of a high score on extrinsic motivation. Apparently this coach and this student adhere to the general belief that intrinsic motivation is good and that extrinsic motivation is bad. It must be taken into account, that most lecturers are not educated in study coaching. Moreover, study coaching has to 'compete' for the lecturers' attention with other duties, such as teaching their subject (which most of them regard, logically, as their core business), preparing lessons, developing courses, devising tests, marking examinations, attending presentations, tutoring work groups, tutor thesis students, visit students during their placements. In short, lecturers at universities of Applied Sciences have to keep many plates spinning. Their duties as a coach are not always their first priority, or their second or third. It is not unlikely that when the researcher asked them about their use of the outcomes of the SSA, their answers were skewed by an inclination of giving social desirable answers. Regardless of that, discussing the outcomes of the SSA with students, requires understanding of the purpose of the SSA, of the instrument itself and the theories behind it. The case of the coach who let a student go because of a high score on extrinsic motivation, illustrate that these conditions are not met. It should be kept in mind, that in the regularly scheduled meetings between coach and student, the issue of motivation is a regular topic. It is not unlikely that without the outcomes of the SSA, the student would have made the same decision.

This leads to the conclusion that it is highly unlikely that the outcomes of the SSA indirectly, through the coaches, have an effect on the students' study behaviour and subsequently on their academic performance. In addition, there are no studies known about the effect of study coaching in general, to which in the Netherlands at universities of Applied Sciences, quite some resources are allocated.

## 3.9 Summarising the discussion

The purpose of the study was to establish to what extent there is a relationship between entrance levels of English language proficiency and academic performance. With regard to the limitations mentioned in section 3.5.5, the use of the SSA made it possible to include

intervening variables, cognitive capacities, motivation and confidence, learning style, and prior knowledge, into account. In addition, it was investigated to what extent the outcomes of the SSA, as reported to the students and their coaches, caused a modification of students' study behaviour.

Correlation analyses revealed that there was a weak significant correlation ( $r = 0.18$ ,  $p < 0.05$ ) between the entrance level of English language proficiency and academic performance as measured through the number of achieved credits after one year. No correlation was found between entrance levels of English and the achieved number of credits after two years. This means that the effect of English on academic performance, which is already limited, decreases over time. Evidence for that can also be found in the fact that the strongest correlation was found between the entrance level of English and the subject Management Skills ( $r = 0.38$ ,  $p < 0.01$ ), which is offered in the first module period of the programme.

Several authors remark that other factors interfere and might be of a greater importance on academic performance than solely language (Phakiti, Hirsch & Woodrow, 2013; Bayliss, 2007; Oliver & Dooley, 2002; Light, Xu & Mossop, 1987; Graham, 1987). Those factors could be: cognitive capabilities, motivation, personality traits, previous knowledge of the field of studies, study skills, support from friends and relatives, home sickness, financial security, age among others.

Above mentioned studies look into the relationship between the level of English at the moment of entrance and the GPA after completion of the course or after a certain period or year. Apparently, drop-outs are omitted from the studies, which seems logical because no GPA can be calculated of them. One of the few studies that defined academic performance in term of acquired credits is that of Light, Xu & Mossop (1987). They found a weak correlation ( $r = 0.19$ ,  $p < 0.01$ ) between acquired credits after the first semester and the entrance level of English. This is different from the correlation ( $r = 0.14$ ,  $p < 0.05$ ) between entrance level of English and GPA after one year. Their results contribute to the notion that the level of English is most decisive in the initial stage of studying in Higher Education, a notion that is supported by the outcomes of Yen & Kuzma (2009).

Although vast body of literature on the relationship between entrance levels of English and academic performance of students in EMI programmes is available, the notion that English language skills are only important in the beginning stage, has not received much attention from experts.

It is unknown to what extent including drop-outs would alter the current ideas on the relationship between entrance levels of English and academic performance. The approach of Light, Xu & Mossop (1987), who looked at both GPA and acquired number of credits, deserves more followers, since including drop-outs gives a more complete picture of the relationship between entrance levels of English and academic performance.

With regard to the variables that were marked as possible intervening variables, it can be said that there were no significant correlations between cognitive capacities and academic performance, nor between motivation and confidence, learning styles, prior knowledge of Economics, and academic performance.

Moreover, the outcomes of the SSA had a negligible effect on students' study behaviour directly, as well as indirectly through their coaches. The question can be raised to which extent the SSA, which was devised as an selection instrument and proved its use for that purpose, is suitable as a tool for the coaching of students.

Several studies tried to establish a relationship between one variable and academic success. In many occasions a significant correlation, however often quite small, is found. An example of such an approach can be found in De Vries, De Vries & Born (2011), in which a correlation is established between the personality traits Conscientiousness, and Humility, and academic success. Another example is the study of Parker, Summerfeldt, Hogan & Majeski (2004) who explored the relationship between emotional intelligence and academic success. An example of a study that looks into more factors, can be found in Kappe and Van der Flier (2012), who combined intelligence, personality and motivation.

There are many factors that have an influence on academic success. To sum up a few: gender, age of entrance, experienced success in previous education, being a first, second or third generation Higher Education student, financial situation, housing, relationship with family, friends, physical health, mental health, affiliation with fellow-students, affiliation with teachers, students' expectations, attendance, cognitive capacities, motivation, confidence, learning style (although it was concluded in this study that this is a problematic notion), personality traits, prior knowledge, educational concept of the university, quality of the induction period, testing policy among others. For an extensive description of factors affecting academic success and student retention, see Tinto (2012), Van Stolk, Tiessen, Clift & Levitt (2007), Yorke & Longden (2004).

Concluding: of all the factors measured in the SSA, only the sub-test on English, with the limitations mentioned in section 3.5.5, has shown a significant correlation of 0.18, which is usually called a weak correlation. This finding is in line with findings of other studies, as presented in table 3. However, with so many factors interacting with each other and which all contribute to some extent to study success, English Language Proficiency is likely to play a role, but the effect of proficiency as such is hard to assess, especially when taken into account that students enter Higher Education after having passed the IELTS 6 threshold. The entrance level upon which the Dutch universities of Applied Sciences agreed, IELTS 6, has turned out to be adequate. If the threshold were lowered, probably more students would experience problems due to insufficient language skills; a higher threshold would deny access of students with good perspective of completing the programme.

**CHAPTER 4**

# 4

# EMI STUDENTS' USE OF ENGLISH IN ACADEMIC AND NON-ACADEMIC CONTEXTS





## 4.1 Introduction

The main subject of this dissertation concerns the effects of English as a Medium of Instruction (EMI) on academic performance in Higher Education. This research project is made up of several sub-studies.

The first sub-study (chapter 3) contains a description of the relationship between English language proficiency and academic performance as measured with two cohorts of students from the International Business & Management Studies (IBMS) programme at Stenden University of Applied Sciences (SUAS) in Leeuwarden in the Netherlands (SUN) and in Doha in Qatar (SUQ).

In this sub-study the use of English by students in academic and non-academic contexts is presented and discussed. The data are collected with a specifically designed Language Use Registration App (LAURA). The objective of this study is to give a description of exposure to and use of English by EMI students at SUN and SUQ. In addition, the relationship between exposure to and use of English, and the grades on English as a subject will be investigated.

## 4.2 Context

In non-English speaking countries in North-Western Europe approximately 10 per cent of the bachelor programmes is taught through the medium of English, which is not the native language for nearly the entire student population.

In this chapter the exposure to and the use of English of students in Bachelor of Business Administration (BBA) programmes of Stenden University of Applied Sciences in Leeuwarden in the Netherlands (SUN) and in Doha in Qatar (SUQ) is explored.

Stenden University of Applied Sciences (SUAS) is a state funded university with approximately 11,000 students which is situated in the north of the Netherlands. Its main location is situated in Leeuwarden. The university has also international campus sites in South Africa, Indonesia, Thailand and Qatar. On these sites several English taught BBA programmes are offered which are formally, in accordance with the official policy of the university, similar to and completely interchangeable with the programmes offered in the Netherlands. This policy is written down in the so-called Shared Responsibility Document (Stenden, 2017) and for daily use summarised and expressed in the phrase: *Here is there* (Van der Hoek & Hospers, 2017). The structure of the programmes, the content, and the academic outcomes are supposed to be entirely similar.

Although the content, composition and the educational approach of the programmes offered in the Netherlands and Qatar are similar, the linguistic context of society is different. In terms of Kachru (1985, 2006), the Netherlands can be classified as belonging to the expanding circle (Gerritsen, Van Meurs, Planken & Korzilius, 2016; Zenner, 2016),

whereas Qatar can be classified as an outer circle country. This means that people in Qatar in daily life and when in contact with other people, are considerable more exposed to English than people in the Netherlands. The difference in the linguistic situation between the Netherlands and Qatar is clearly visible in the so-called linguistic landscape (Shohamy & Gorter, 2009; Cenoz & Gorter, 2008; Gorter, 2006), the use of written language on signs in public space.



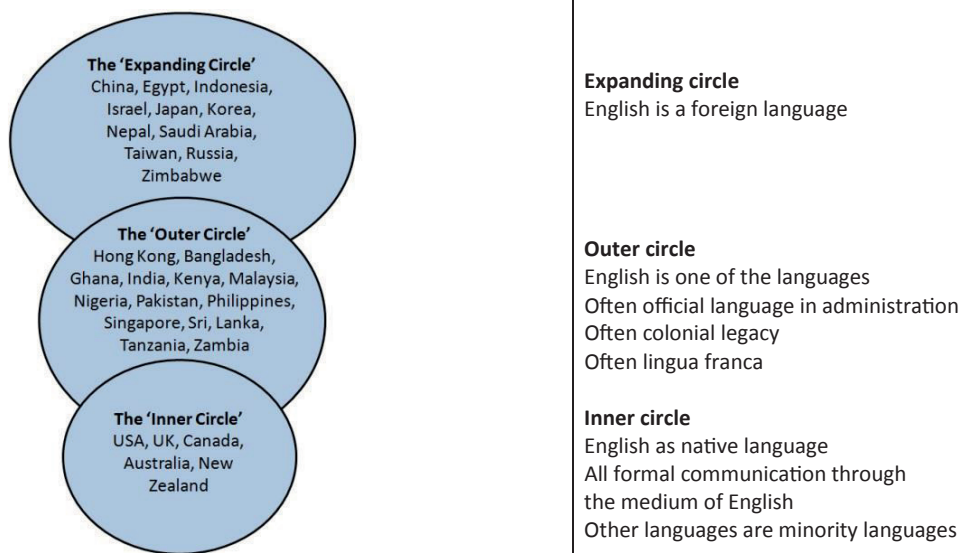
*Photo left: an impression of the linguistic landscape in Qatar; photo right: an impression of the linguistic landscape in the Netherlands.*

The photo to the left shows a bilingual, Arabic/English road sign. All official road signs in Qatar are written in two languages, English and Arabic. The photo to the right shows a monolingual road sign just outside Leeuwarden, the Netherlands. As a rule, official road signs in the Netherlands are written in Dutch only, with the exception of the bilingual province Friesland, where local authorities are entitled to apply monolingual or bilingual road signs, place names, and street names.

Several of the features of outer circle countries as described in Kachru (1985; 1990; 2006), can be applied to Qatar. Although Qatar was never an official colony of Great Britain - it had the status of protectorate between 1916 and 1971 when independence was declared - there is an undeniable colonial heritage (Fromhertz, 2017; Exell & Rico, 2013). The former British empire still has an effect on Qatar. This can be observed by phenomena such as the position of the English language, the fact that it is common for the royals to have their children educated at prestigious universities in England and is visible by concrete objects such as the shape of wall sockets and power plugs.

English is the most used language in public administration. Legislation is published in Arabic and English; in case of conflict in interpretation, the Arabic version is leading. Many people without workable knowledge of Arabic, have an essential position in public administration.

Finally, the population in Qatar is made up of several nationalities. Approximately 11 per cent of the inhabitants have the Qatari citizenship; the other 89 per cent are expats, the largest groups coming from countries such as India, Nepal, Philippines, and Bangladesh. English is used as a lingua franca in the communication between those groups (CIA, 2017).



**Figure 8. Kachru's three concentric circles (Adapted from Kachru, 1990)**

The linguistic situation in the Netherlands is entirely different from the one in Qatar. Formally, English has no place in Dutch legislation and public administration. It is unthinkable that a civil servant working at the urban planning department of a governmental body, can do his work without a high level of proficiency in Dutch. Likewise, the position of English in the private sector is rather limited, with a few exceptions, for instance at the Research & Development departments of a few multinational companies (Meulen et al., 2016). Moreover, although in general the Dutch speak English quite well (Edwards, 2016; EF, 2016; Berns et al., 2007), "for immigrants who want to take their place in Dutch society, the acquisition of Dutch is an absolute necessity" (Booij, 2001, p. 4). This observation from 2001, was confirmed in a longitudinal study in 2016 (Meulen, M. van der, Hinskens, F., Cucht, F. van der, Caluwe, J. de, Heeringa, W., Peet, M. van der. (2016). In general, Dutch inhabitants are exposed to English on a daily base because of the international pop music (de Bot, Evers & Huibregtse, 2007) that is being played on the radio, and by watching television shows and series from other countries that are subtitled instead of dubbed. Moreover, many commercial slogans are made up partly in English (Gerritsen, Nickerson, Hooft & Meurs, 2007; Smakman, Korzilius, Meurs & Neerven, 2009). Nevertheless, the vast majority of the Dutch population would be unable to follow a crime series such as

Broadchurch, without subtitles. The only domains where people use English actively and receptively on a daily basis are Higher Education and scientific research (Gerritsen et al., 2016).

The comparison of the linguistic situation of Qatar and the Netherlands results in a paradox. In terms of Kachru's classification, Qatar can be classified as an outer circle country and the Netherlands as an expanding circle country. Nevertheless, when it comes to English language proficiency, the English language skills of the Dutch - along with other Northwest European non-English speaking countries - are often qualified as the best of the world (EF, 2016), whereas Qatar has a much lower ranking. This might be an indication that the concept of 'expanding circle' might need to be redefined (Rajadurai, 2005).

### 4.3 Research topic

As stated earlier, the vast majority of the students in EMI programmes are taught through a language that is not their mother tongue. Research on language learning has shown that a considerable part of the skills in the foreign language are acquired through contact and use of the target language.

Within the context of the policy on internationalisation of Stenden University of Applied Sciences and its consequences for student acquisition and curriculum development, it is therefore essential to establish to which extent students make use of and are exposed to English in academic and non-academic contexts. In addition, also from a student's perspective, it is hugely relevant to which extent use of and exposure to English, has an effect on language acquisition and probably consequently, on academic performance.

By academic contexts is meant all contacts between students and other people that are related to their studies. Examples of academic contexts are: attending class, working on the university's venues on a group assignment with fellow students, making homework, discussing content with a fellow-student over the phone or by the use of social media, having a meeting with an individual lecturer and so on. So, a student can be outside the university's premises and still be in an academic context. With non-academic contexts is meant all other situations outside the university's venues when students are not occupied with school work.

The value of the study will increase considerably if differences and similarities in use of and exposure to English between academic and non-academic contexts in different countries is analysed. In this study the focus is on English as a Medium of Instruction of students in International Business programmes at Stenden University Qatar (SUQ) in Doha and Stenden University the Netherlands (SUN) in Leeuwarden. The fact that the IBMS programme in the Netherlands and Qatar are completely alike, allows for a comparison between the academic and non-academic contexts.

For either context it is unknown to what extent EMI students use English outside the class rooms. It is also unknown to what extent students are immersed in English during school times. There is no picture of students' linguistic patterns 24 hours a day/7 days a week.

In the present study, the aim is to find out to what extent there is a relationship between exposure to and use of English in academic and non-academic contexts of students and their grades on English as a subject, which is also part of the curriculum.

### **Objective**

The objective of the study described in this chapter, is to get a picture of students' language use, especially the use of English, and to establish the relationship between exposure to English and use of English and grades on English as a subject English. Since the data were collected with a specially designed Language Use Registration App (LAURA), it is also an objective to establish how respondents perceive the phenomenon of registering language use with application like LAURA and how they validate the outcomes.

## **4.4 Theoretical background**

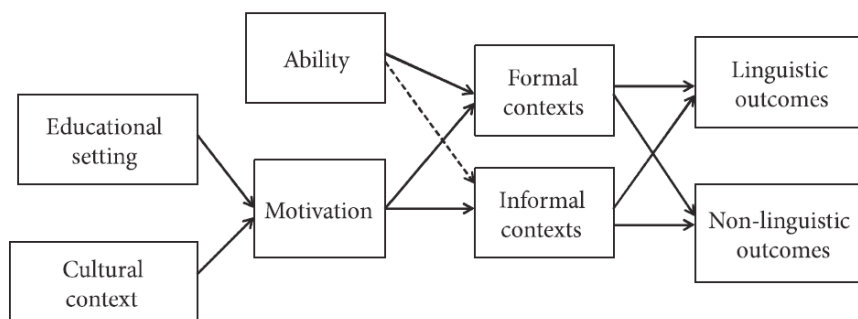
In this literature review three topics will be discussed. Firstly the role of exposure and use of a second language in the process of language acquisition will be discussed. Secondly, the concept of translanguaging will be described. Thirdly, an overview will be given of methods of registering use of language.

### **4.4.1 Effects of exposure to and use of on learning English**

The acquisition of a second language depends largely on the quality of input and the opportunities for a second language learner to practice and apply acquired language skills. The importance of the amount of exposure to and use of a language in a natural setting on second language acquisition has been established repeatedly (Lightbown and Spada, 2013; Ellis 2008; MacKey, 1999). As described in chapter 2, EMI programmes provide the best of both worlds: the target language is taught and used in meaningful and authentic situations. The use of English as a medium of instruction increases the amount of input, the variety and quality of input and provides ample opportunity for practicing language skills in a range of settings, thereby enhancing practicing time tremendously.

Gardner's fundamental model (2008) is a visualisation of the second language learning process. Two factors are decisive for individuals' levels of language acquisition: ability and motivation. The educational setting and cultural context have a large effect on motivation of second language learners. Second language acquisition takes place in formal contexts and informal contexts and will lead to linguistic outcomes and non-linguistic outcomes. With non-linguistic outcomes Gardner means individual variables

such as language attitudes, motivation, language anxiety, willingness to communicate, self-confidence with the language. As with every visual representation, the fundamental model is a simplification. Gardner acknowledges that although the visualisation suggests a static and straightforward, one-directional process, in reality it represents a dynamic and on-going process. In a visualisation of real dynamic processes, arrows would indicate bi-directional effects (Bot, Lowie, Verspoor, 2007). The fundamental model serves as a foundation for Gardner's socio-educational model (Gardner, 2008, p. 244), in which the aspect of motivation has received a more prominent position. However, for the purpose of the study described in this chapter, Gardner's fundamental model gives a useful distinction between formal and informal contexts, which has been modified in this study into academic and non-academic contexts. EMI programmes offer a context that cannot be characterised as a formal context since this concept is restricted to teaching English as a subject, but neither as solely an informal context, since lectures, workshops, trainings, assignments, are carefully designed components of the formal curriculum. Instead, EMI provides a blend of formal and informal contexts.



**Figure 9. Gardner's fundamental model (Gardner, 2008, p. 241)**

Krashen's input and output model, although not undisputed (Lightbown & Spada, 2013, p. 107), presents a description of the essential role that input plays in the process of language learning. Students' second language acquisition develops rapidly with the increase in input that is provided by EMI programmes. However, students may reach a point where they need further structured support and education in order to make the next step (Lightbown & Spada, 2013, p. 107).

There seems to be an incongruity between the input provided in EMI and Krashen's comprehensible input theory. According to this theory, language learning happens when the students are exposed to a level of language that is coined as "i + 1". With that concept Krashen means: "language that contains input containing structures that are a bit beyond the acquirer's current level" (Krashen, 1981, p. 58). However, the linguistic environment that is provided by EMI, cannot offer language input on a customised i + 1 level for every

student. In some cases the input can be way below the  $i + 1$  level, in other instances the level of input can be much higher. In any case, studying at a university implies content with a certain degree of abstraction. The language level used at universities and therefore the level of input, will be in line with that degree of abstraction. As a consequence, universities have established entry requirements for English, as described in chapter 3.

In language learning, the amount of time spent using the target language actively is essential, especially in interaction with other people. EMI programmes provide students with ample opportunities to engage in conversations and discussions, and to write papers in English. This is the main difference between EMI business programmes and business programmes taught through the national language which offer English as a subject only. In EMI programmes in non-English speaking countries, the input of English might be confined to academic contexts mainly. It is unlikely that EMI students in non-English speaking countries, use English outside the premises of the university in daily situations and will be engaged in contacts with native speakers and thereby get the opportunity to experience more colloquial speech. In other words, although EMI offers students ample opportunity to practice and extend their language skills, not all registers of the target language will be covered.

One of the goals of the international classroom (see chapter 2.3.4) is to provide students with the opportunity to establish and maintain cross-national contacts. The implicit expectation is that cross-national friendships will develop and that personal contacts will not only be restricted to the classrooms, but that students will meet each other in cross-national groups outside school hours as well. This expectations might be wishful thinking, since students tend to cluster in groups that are more or less familiar to them. There are several reports of clustering of students, for instance of Chinese or Korean students (Shvidko, Evans & Hartshorn, 2015; Ranta & Meckelborg, 2013; Jenkins 2013; Haines, 2008) or national versus international students.

Besides the fact that students tend to cluster and thereby reduce the amount of language input outside school situations, it is unclear to what extent out-of-school input contributes to language acquisition. In Spada (1985) and Baker-Smemoe et al. (2012) overviews are given of previously conducted studies on the effects of out-of-class use of English. Both Spada (1985) and Baker-Smemoe (2012) conclude that there might be a weak positive relationship, a neutral relationship or even a weak negative relationship between out-of-class use of English and English language skills. Spada (1985) presents the following explanations. Firstly, there is the problem of measurement of the number of informal contacts. Secondly, it is hard to measure any effect that out-of-class use might have on language acquisition. Thirdly, the amount of out-of-class contacts does not give much information about the quality of the language used during those contacts. Fourthly, too many individual and personal variables are intervening. Finally, the periods described in



previously conducted studies, might be too short to find any effect of informal contacts on L2 acquisition (Spada, 1985). Notwithstanding the complicating factors mentioned, Spada (1985) sees positive effects of out-of-class use of English on the ability to initiate and conclude conversations, and on everyday communication tasks such as making appointments on the telephone. Moreover, students who use more English in out-of-class situations “may also possess a greater variety of strategies for getting their message across, negotiating meaning, avoiding linguistic traps and maintaining a higher level of fluency” (Spada, 1985, p. 57). Another interesting finding of Spada (1985) is the “contact saturation point” (p. 59). This concept stands for the phenomenon that language learners have such intense instruction, that out-of-class contact doesn’t add much more to language acquisition.

In the study of Baker-Smemoe et al. (2012) many limitations of prior studies were tackled. In the first place, there was a longer period (31 weeks) between the pre-tests and post-tests, than was done in prior studies. The wider time span was meant to make it possible to find more gains in language acquisition. Also, the sample of 61 participants was more than twice as large as the samples in prior studies. Moreover, the sample was non-homogeneous both in terms of language level and linguistic background. Thirdly, an Elicited Imitation proficiency test was employed that was sensitive enough to measure subtle distinctions in language proficiency. The researchers also used the Language Contact Profile, in order to make comparison between previously conducted studies possible. A last difference between the study of Baker-Smemoe et al. (2012) and previously conducted studies, was the use of post-survey qualitative interviews, for the purpose of discovering factors behind language use patterns. Baker-Smemoe et al. (2012) found weak but significant positive correlations between out-of-class use and language gains. They ascribed their results to the design of the study: more time between pre-test and post-test, the size of the sample and the use of a proficiency test that allowed more fine grained measurements of language gain. Baker-Smemoe et al. (2012) found by analysing the data from the Language Contact Profile, that students who deliberately applied what was taught in class and who worked seriously on improving their English, made the largest gains in proficiency. Next to that, Willingness to Communicate was established as a decisive factor, leading to the conclusion that “it is not enough to simply reside in a foreign-speaking country” (p. 34). Finally, the researchers pointed out that it is unclear whether the relationship between out-of-class use of English and language proficiency development is a causal one.

In many cases (Spada, 1986; Freed, 1990; Yager, 1998; Segalowitz & Freed, 2004; Baker-Smemoe et al., 2012) the researchers used the Language Contact Profile as a tool to measure out-of-class use of English. A feature of this tool is that it is self-reporting and that participants reconstruct general patterns of their out-of-class use of English in retrospect. Lack of results in establishing a definite and undeniable relationship between out-of-class use of English and language gain, can be explained by the short time span of the studies, the small sample sizes and the limitations in tools used for measuring language

gain. Moreover, in the studies described in the previous paragraphs, several factors that influence language acquisition of ESL learners in an L2 setting were not taken into account. An overview of these factors as presented in Shvidko et al (2015) is listed in table 19.

**Table 18. Factors influencing use of English outside the classroom (Shvidko et., 2015, p. 19)**

Factors	Sub-factors
Socio-cultural	Peer pressure
	Fear of negative evaluation by compatriots
	Cultural communication patterns
	Need for cultural bonding
Linguistic	Low language proficiency
	Translating habits
	Differences between English and L1
Individual	Intensity of motivation
	Personality type
Affective	Lack of confidence
	Stress from speaking English
	Fear of losing L1 identity when speaking English

There are many indications that use of English outside school contributes to some extent to language acquisition. Nevertheless, it is evident that there are several other factors that to some extent also have an effect on language proficiency. One attempt to establish the effect of one isolated factor is described in Verspoor, De Bot & Van der Heiden (2007). They compared the level of English of students of two secondary schools. The students of one of the schools were, because of religious reasons, hardly exposed to English through media such as television and computer games. The exposure to English through media of the students of the other school was not restricted. The researchers found significant differences in listening skills between the students of both schools.

Summarising: the value of Krashen's fundamental model for this study is his distinction between formal and informal contexts, which have blended in one 'academic natural context' in EMI. As a result, for the purpose of this study, those concepts were modified into academic and non-academic contexts. In this way it might be possible to measure the effects of exposure to and use of English in non-academic contexts, since the amount of exposure in academic contexts, should be the same for all students, given the *Here is There* policy.

#### 4.4.2 Translanguaging

In the nineties of the twentieth century the term 'translanguaging' was coined by Cen Williams for the concept of planned and systematic use of two languages inside the same lesson (Baker, 2015, p. 288). Since then, the term has turned out to be so appealing that numerous scholars have used it and in many cases provided it with new, idiosyncratic, content. So, first there was this concept and it was labelled as translanguaging. Later, several people used the label for other concepts related to bilingualism and/or multilingualism. This practice led Garcia and Wei to remark that each scholar tends to define translanguaging differently (Garcia & Wei, 2014, p. 20). Jones (2017) states that there is not a single definition of translanguaging and that both the term and concept are still developing. And even more, authors like Garcia and Wei seem to have altered their meaning of translanguaging over time. Furthermore, Lin & He (2017) report that there "remains great puzzlement regarding the nature of translanguaging" among linguists. Therefore, it seems appropriate to present some definitions and descriptions of translanguaging.

Garcia (2009) describes translanguaging as "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (p. 140). Every person in a bilingual or multilingual environment will in one way or another engage in translanguaging. In Garcia's opinion, translanguaging goes beyond code-switching and hybrid language use. Garcia's 2009 article has mainly a didactic approach. She states that code-switching simply does not exist anymore ("loses meaning", p. 148) when translanguaging practices are accepted and adopted as classroom practices. She also foresees that the concept of diglossia - the role division between languages in the classroom - will evolve to a state of what she calls 'transglossia'.

Wei (2010) elaborates on the work of Garcia and defines translanguaging as "both going between different linguistic structures and systems and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information and the representation of values, identities and relationships (p. 1222). In addition, Li creates the term 'translanguaging space', which is defined as "a space for the act of translanguaging as well as a space created through translanguaging" (p. 1222). So, in Wei's view translanguaging is a language producing act by multilingual people. The venues in which it takes places, as well as the social environment, are labelled as translanguaging space. In the examples in Wei's study, translanguaging often occurs in the shape of language mixing: for example a mix of Cantonese and English among young Chinese in Great Britain.

Canagarajah (2011) characterises translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire

as integrated system" (p. 401). She sees code-switching as language alternation and switching between two systems, but proposes a system that treats languages as part of a "single integrated system" (p. 403). Canagarajah defines translanguaging as "the general communicative competence of multilinguals". She coined the term 'codemeshing' to refer to the realisation of translanguaging in texts (p. 403). Velasco & Garcia (2014) refine Canagarajah's model and see translanguaging in writing-as-an-academic-skill as a stage in language development and in the writing process.

Lewis, Jones & Baker (2012) see a strong link between code-switching and translanguaging. They describe several instances of planned and unplanned code-switching by teachers in Wales, who respond to their pupils "utilising both their languages to maximise understanding and performance" (p. 658). However, according to Lewis et al. (2012), translanguaging goes beyond code-switching. In the opinion of Lewis et al (2012) code-switching is more a linguistic term, while translanguaging takes the context and functions of languages into account. Finally, they state that the conceptualisation of translanguaging is ideological. "Thus, translanguaging is simultaneously symbolic of a change in ideology about bilingualism and bilingual education, and in itself provides a conceptualisation that promotes new ideology" (p. 667). Lewis et al. (2012) are not the first to connect the concept of translanguaging with ideology. Garcia (2009) also places this concept within a world view of social justice through multilingual education.

Otheguy, Garcia & Reid (2015) explicitly reject code-switching as a realisation of translanguaging since according to them code-switching implies two separate linguistic systems. In line with scholars such as Cummins (2000), Baker (2015), Lightbown & Spada (2013) and Cook (2013), they see the use of more languages as an expression of one's general linguistic proficiency. Otheguy et al. (2015) define translanguaging as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (p. 283). In this view, every individual, monolingual and multilingual, has his own idiolect. The idiolect of multilingual people has this extra 'gadget' of the capacity of applying more lexical and probably pragmatic features. The definition of Otheguy et al. (2015) has consequences for language assessment and teaching practices. With regard to language assessment, the authors make clear that they advocate assessment practices that take general linguistic proficiency into account. With regard to teaching practices, the authors advocate a pedagogy that enables multilingual students to deploy their idiolects. MacSwan (2017) agrees with Otheguy et al. (2015) that multilingual people have, like monolingual people, a single linguistic repertoire. However, he disagrees when it comes to the mental grammar. He contests the unitary and dual competence models and puts forward his 'integrated multilingual model of individual bilingualism'. In this model, multilinguals possess grammar that enables them to apply "language-particular differentiation" (p. 179). Moreover, he makes a distinction between 'grammar' and 'repertoire', the latter being "a catalogue of the ways we each can talk in different social

contexts" (p. 188). In contrast with Otheguy et al. (2015), MacSwan sees phenomena such as code-switching, borrowing and other features in the language of multilinguals as instances of translanguaging. Notwithstanding all the objections MacSwan raises against the school of thought as visible in Otheguy et al. (2015), he sees translanguaging as an important pedagogical innovation that "emphasizes the dynamic use of multiple languages to enhance learning and make schools more welcoming environments for multilingual children, families, and communities" (p. 191).

Examples of translanguaging as a pedagogical approach can be found in Duarte (2016), in which allowing linguistic diversity (in this case encouraging migrant children to confer with fellow minority language speakers in their native language) in the classroom in secondary education has important positive effects. Another example of translanguaging as a pedagogical approach is Alamillo, Yun & Bennet (2107) who describe a dual-language immersion programme and its impact on children's identity within the context of the Reggio Emilia education, a form of self-directed and experiential learning, with help of activities such as painting, sculpting and drama. A third example is the study of García-Mateus & Palmer (2017) who found that language and identity development were positively influenced by applying translanguaging pedagogies in dual-language bilingual education. An example of a study that approaches translanguaging more from a didactic than a pedagogic point of view can be found in Jones (2017).

The definitions, content descriptions, and explanations of translanguaging, can be divided into four categories. The first category approaches translanguaging from a pedagogical perspective. In this approach, identity development and self-image are the central issues. The second category approaches translanguaging from a didactic perspective. In this approach, the effects of using two languages in the classroom on language learning are the central issues. The third category approaches translanguaging from the mental grammar(s) perspective. The fourth category approaches translanguaging from the perspective of performance of language users. The concrete use of two or more language are the central issues.

Quantitative data on the use of multiple languages are scarce. The issue of translanguaging is essential for this study, since LAURA will register use of language in multilingual environments. In several stages of the research, for instance when establishing the language background of participants or when interpreting the data collected, the categories of translanguaging might be helpful in providing explanations.

#### **4.4.3 Literature about registering language use**

From the beginning of the study of bilingualism onward, researchers have sought for the most appropriate method of registering bilingual behaviour (Hoffman, 1934; Baker 1997). In many cases the focus of attention was on sociological dynamics: how do individuals use which language in which environment or in Fishman's word "Who speaks what language to whom and when?" (Fishman, 1965, p. 67; Fishman, 1970).

Nowadays a wide array of methods of data collection has been developed for registering use of language in several situations. These methods can be divided into three main categories:

1. Large scale surveys, census like questionnaires;
2. Logging methods such as diaries, daily or weekly questionnaires; computerised logging;
3. Real-time recording.

These methods are all examples of a quantitative approach. Qualitative methods such as participant observation, case studies, matched guise are more focussed on in-depth descriptions of language use in specific situations than on providing exact quantitative data.

### **Large scale survey**

Large scale surveys can be described as a method of collecting data by using questionnaires to investigate a sample of the population. They are supposed to give a complete description of the linguistic behaviour of the entire population. An example of such a survey is Gorter et al (1984) which intended to cover the entire population (N = 583,954, n = 1126) of the bilingual province of Fryslân in the Netherlands. Examples of questions: *Which language(s) do you speak with your parents? Which language(s) do you speak with your children. Which language do you use when speaking to a doctor?* A major disadvantage of this method of retrospective and self-reporting data collection is that respondents' answers are not always reliable and accurate (Holmes, 1997). Another major issue, among many others is the question to what extent a sample can cover all spectres of a bilingual society (Baker, 1997). Regardless of the shortcomings mentioned, surveys have provided researchers and policy makers with valuable data. Several questionnaires have been developed and are frequently applied tools, for instance the Language Contact Profile (Freed et al., 2004) and the Language Background Questionnaire (Metz et al., 1997).

### **Logging**

Another way of registering linguistic behaviour is logging. Logging can take place on a daily or weekly basis. One benefit of logging is that it registers behaviour more specifically, in contrast to general linguistic behaviour questionnaires. A disadvantage is that answers are given in retrospective. The answers are self-reported and might therefore, as with surveys, not always be reliable. There will always be a form of time delay which might affect accuracy in recalling events. Participants' reports might also be affected by 'selective bias'. Moreover, keeping diaries and logs require thorough instruction and a high level of commitment and dedication and might be too demanding for participants (Bolger, N., Davis, A., & Rafaeli, E. (2003). Cundick (2007) reports two cases of fellow-researchers who found that their participants were not consistent enough in keeping logs and therefore

dismissed the data their participants collected; these data turned out to be unreliable (Cundick, 2007, p. 40).

An example of using diaries as a way of logging linguistic behaviour is the research conducted by Miller & Ginsberg (1995). A more recent example of daily logging, in this case with the aim of a pre-structured, computerised logging, the Language Activity Log, can be found in Ranta & Meckelborg (2013).

### ***Real-time registering***

In order to overcome the problem of less reliable outcomes due to the limitations of self-reported behaviour and time delay, the Electronically Activated Recorder (EAR) was developed (Mehl et al., 2001). This device records speech utterances by the participant. In the research by Mehl et al., the choice was made for time-sampling. At several times during the day random recordings with a time span of 30 seconds were made. Although EAR seems at first sight an appropriate way to overcome limitations of surveys and logging, it has in reality even more shortcomings. Besides the inadequacies in sound control, the many times that participants were not using any language at all, and confidentiality of interlocutor issues, it was hard for transcribers to understand the context and therefore hard to make adequate transcripts and codings of speech utterances.

Another way of registering real-time language use was developed and applied by Zhuravleva et al. (2015). After having filled out a Language Background Questionnaire (LBQ), participants received the following three questions during a period of the weeks through Facebook's message service:

1. *What language (s) are you using?*
2. *How? (Interaction, class, film, book, music etc.)*
3. *If interaction, with whom?*

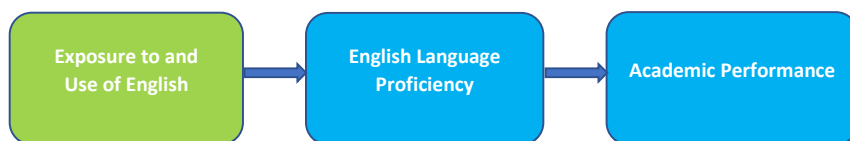
The researchers concluded that their Social Media Method (SMM) provided a wealth of data concerning the frequency of use of several languages, but also about the domains and activities where those languages were used. Moreover, comparison of the SMM data with the outcomes of the LBQ revealed strengths and limitations of both methods and confirmed the value of triangulation. The researchers also mentioned privacy issues. Many participants were reluctant to add the researcher as a friend, not wanting to share their private information. They objected to the use of social media for research purposes since they saw it as interference in their private lives.

Summarising, there are three main categories of registering language use. Firstly, use of questionnaires by which participants reconstruct their overall language behaviour. Secondly, ways of logging. Thirdly, real-time registration of language use. The first two categories are widely used and are most easy to apply. The third category is not applied widely.

In this section three topics were discussed. Firstly, the effects of exposure to English and use of English on English language acquisition was discussed. Secondly, the topic of translanguaging was discussed. Thirdly, the topic of registering language use was discussed.

Within the framework of this dissertation, the impact of students' exposure to and use of English on their English Language Proficiency is part of the research on the relationship between English language skills and academic performance.

In figure 10, the relationship between exposure to and use of English, and English Language Proficiency, and ultimately its effect on Academic Performance is visualised.



**Figure 10. Conceptual model of the effects of exposure on English Language Proficiency**

Figure 10 represents a linear and causal model: more exposure to and use of English leads to a higher level of English Language Proficiency. In this model, a higher level of English Language Proficiency leads to higher academic performance. Within the framework of the Dynamic Systems Theory (DST) this conceptual model looks like an oversimplification of a complex and dynamic reality. The claim can be made that a higher level of knowledge, here included in the box 'academic performance', leads to a higher level of English language proficiency, and that this will lead to more use and exposure (Bot, de, Lowie & Verspoor, 2007). However, for the purpose of this study, the choice has been made to use exposure to and use of English as a starting point.

#### 4.3.4 Research question, sub-questions

Given the objective to obtain an inventory and overview of EMI students' exposure to English, the relationship between exposure and English language proficiency, and the validation of registering language use with a dedicated app, with reference to the context and theoretical framework, the following research questions and sub-questions can be formulated:

What patterns of exposure to and use of English can be distinguished among EMI students in Leeuwarden and Qatar and to what extent does exposure to and use of English have an effect on the grades for English as a subject?

In order to answer the research question, the following sub-questions have been formulated:

1. What is the amount of exposure to and use of English over a period of six weeks?
2. What is the relationship between moment/day and exposure to and use of English?



3. With whom do the students have contact and what is the relationship between the persons who they have contact with and exposure to and use of English?
4. What is the relationship between location and use of English?
5. What is the relationship between exposure to and use of English, and the grades on English as a subject?
6. To what extent are the outcomes of language registration validated by respondents' perception?
7. What are the participants' opinions about and experiences with the language registration tool LAURA (see next paragraph)?

## 4.5 Method of data collection, population, respondents

In order to collect data about students' exposure to and use of English, a dedicated app was developed. The app was called Language Use Registration App (LAURA). The following design criteria were given to the software developers:

1. Participants must be able to respond on any digital device: computer, tablet, or smart phone;
2. It must be made easy to use and easy for participants to respond quickly;
3. It must be made attractive for participants to respond by means of a funny picture that appears on the screen after having answered the questions;
4. The researcher must be able to programme the content of the questions;
5. The researcher must be able to programme multiple option questions, follow-up questions, and open questions;
6. The researcher must be able to programme the timing of the questions;
6. Participants' answers must be stored in a way that it is possible to process the data with a statistical computer programme;
7. The security protocol must guarantee the privacy of the participants and the integrity of the data.

The programmers developed a programme that enabled the researcher to send a message to any e-mail address. By opening the message, the first question appears on the screen. As soon as one of the options is ticked, the next question appears. When all questions are answered, a funny picture appears on the screen as a kind of reward.

The participants were first year, second year and third year students in Bachelor of Business Administration (BBA) programmes. They were invited to participate by an announcement on the intranet. Participation was awarded with one credit.

Prior to the data collection for this study, a pilot study was carried out in Leeuwarden. Ten first year students of the International Applied Business Administration programme

participated in the pilot as part of their first course in Business Research. Use of English was measured six times in three consecutive days. Participants responded in total to 139 of 180 messages that were sent out, resulting in a response rate of 77 per cent. The pilot study confirmed expectations with regard to the formulation of the questions and the frequency of measurements. The researcher met some technical problems that were solved in the final research.

The three questions and answering options that were sent to the participants were:

Question 1

*- Have you been using English last 30 minutes?*

- a. No
- b. Yes, mainly receptive (such as watching television, internet, reading from screen etcetera)
- c. Yes, in interaction with other people (such as class mates, friends phone conversations, Whatsapp et cetera)
- d. Other

Question2

*- Who did you have contact with last 30 minutes?*

- a. No contact
- b. Mainly contact with co-students
- c. Mainly with friends and/or relatives
- d. Other

Question 3

*- What was your location last 30 minutes*

- a. Home
- b. University
- c. Travelling
- d. Other location

#### **4.5.1 Population and respondents**

First and second year students of the International Business & Management Studies (IBMS) bachelor programme at Stenden University of Applied Sciences in Leeuwarden and Doha were invited to participate in the research through an announcement on the intranet. Participation was rewarded with a so-called Elective Credit. In the IBMS programme students have to obtain an Elective Credit in year 1 and in year 2 by serving the university, for instance by participating in a students' advisory board, organising company visits, organising guest lectures, and participating in recruiting activities.

Students who showed interest, were invited for a first meeting with the researcher. In the meeting the researcher explained what was expected from the students. The privacy regulations were discussed. Participants were explicitly told that in accordance with the Dutch regulations and standards on research, their privacy was strictly guaranteed, and that no one but the researcher and his two supervisors would have access to the data. Also in accordance with the ethical standards on research, respondents were told that they would by no means suffer from participating in the research project. Moreover, they were told that they could withdraw from participation in the project any time and that subsequently the data would be destroyed (appendix I).

After students had signed the consent form, they filled out a Language Background Questionnaire (LBQ). When the LBQ was filled out, the participant's e-mail address was entered into LAURA and a test run was done to ensure that there were no technical barriers and that participants were familiar with the tool.

In table 19 an overview of the participants is presented.

**Table 19. Overview participants Leeuwarden and Doha**

	Total	Male	Female	Nationals	Internationals
Leeuwarden	22	10	12	12	10
Doha	18	9	9	2	16
	40	19	21	14	26

In total 40 students participated in the research with LAURA, 22 in Leeuwarden, 18 in Doha. In Leeuwarden 12 national and 10 international students participated; in Doha 2 national students and 16 international students participated.

#### 4.5.2 Linguistic background

The two locations of Stenden University of Applied Sciences show a similar pattern when it comes to the linguistic background of the students. The students who speak the national language make up the largest group, although they are a minority. The second largest group is a relative substantial minority. In Leeuwarden, German speaking students form the second group; in Doha, the Hindi speaking students.

Three questions were aimed at establishing the language background of the students:

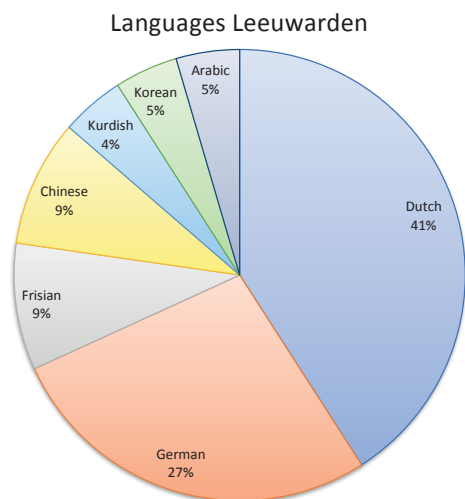
1. *What is the language or are the languages you speak with your parents or the people who raised you?*
2. *What is the language or are the languages you speak with your friends at home?*
3. *Which language do you regard as your first language?*

In addition, students were asked to list the languages they knew and indicate the level of their speaking, listening, writing and reading skills.

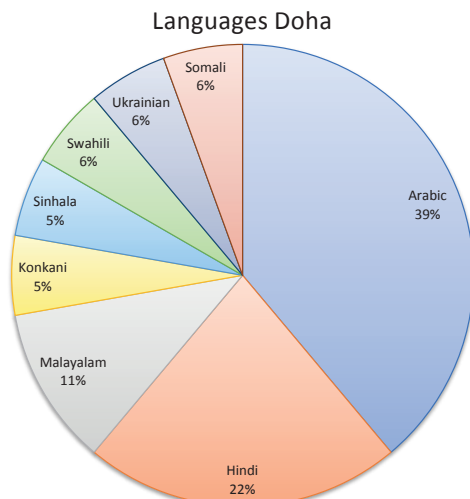
In many cases in Doha a mosaic of languages made up the language background of respondents. Hardly any of them has a monolingual background. A few examples: a female respondent in Doha wrote on the language background questionnaire that she spoke Somali with her parents, English with her friends at home, but that she regarded Arabic as her first language. Another respondent registered three languages (English, Arabic, Tigrinya) used with the parents, alongside with Arabic and English as language with friends, while she registered English as her first language.

Students in Leeuwarden reported (with three exceptions) monolingual backgrounds. When deciding on the background, in some cases the researcher took a tentative decision.

The distribution of language in Leeuwarden and Doha is visualised in figures 11 and 12.



**Figure 11. Pie chart language background participants Leeuwarden**



**Figure 12. Pie chart language background participants Doha**

The two locations are similar when it comes to the distribution pattern of the students' language background. Students who speak the national language make up the largest group, followed by the largest minority.

### 4.5.3 Response rate

Participants received messages over a period of six weeks. Of the six weeks, three weeks were dedicated to language registering. So the pattern was: one week of registering, two weeks off, one week registering, one week off, one week registering. In total 40 messages were sent. The reasons for this pattern were the following. Firstly the registration of

language use should cover a nine-week module period. Secondly, two weeks with classes were included, and one test week. Thirdly, the choice was made to register language use intensely in separate weeks instead of spreading it out over a longer period, in order to increase response rate. The details concerning the moments of language registration can be found in appendix II and III.

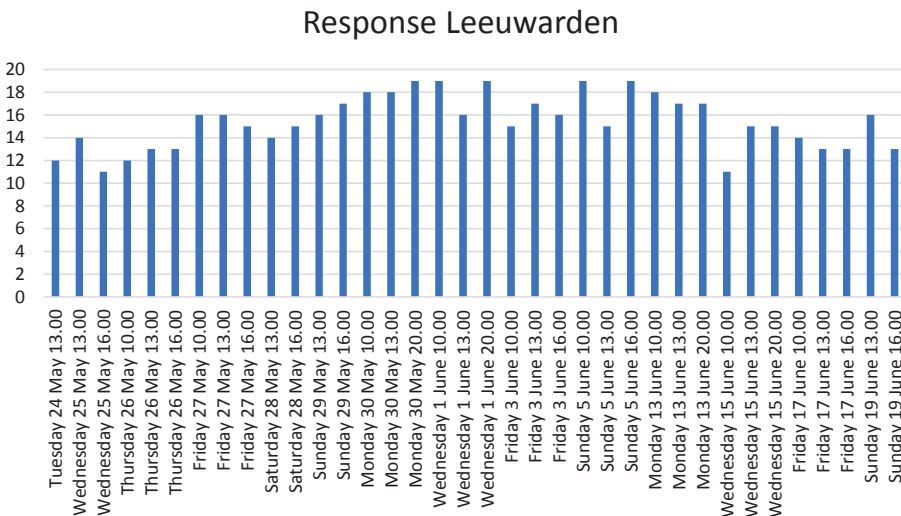
The response rate is presented in table 20:

**Table 20. Overall response rates LAURA Leeuwarden and Doha**

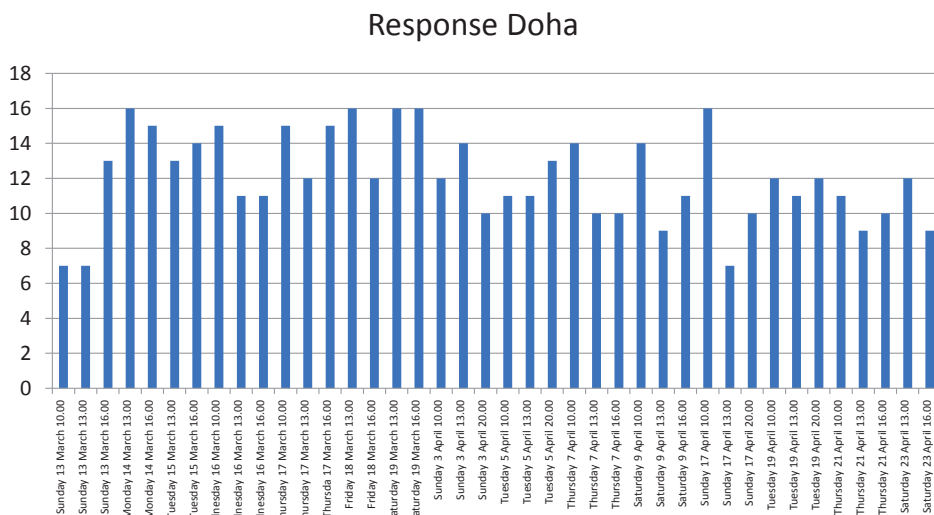
	Leeuwarden		Doha		Both	
	n	percent	n	percent	n	percent
Responded	557	70.3	477	66.3	1034	68.3
Not responded	235	29.7	243	33.8	481	31.7
Total	792	100	720	100.1	1515	100

On average, overall response to the measurements with Laura was 68.3 per cent. With 70.3 %, the student population in Leeuwarden had a higher response rate than the student population in Doha (66.3 per cent).

The response rate per moment are presented in figure 13 and 14.



**Figure 13. Response rate in numbers LAURA Leeuwarden**



**Figure 14. Response rate in numbers LAURA Doha**

As can be seen in figures 12 and 13, the response rates show a pattern of increase in the first days and decrease in the final days. Apparently, students need some time to get used to the system and they get a little less motivated as the end of the registration approaches

#### 4.5.4 Qualitative interviews

After collecting data with LAURA, six students, three in Leeuwarden and three in Doha were interviewed about their experiences with the tool and its outcomes. The interviews were recorded and transcribed in Otranscribe. The interviews served the following purposes. Firstly, the interviews were used to check if the outcomes of the data collected with LAURA, were in line with the students' experiences. Secondly, the interviews might provide indications about the interpretation of the data. Thirdly, the interviews should give information about participants experiences with and opinions about LAURA.

For the sake of readability, the citations from the interviews in the results section have been provided with punctuation and thereby to some extent edited, although no language corrections were made. The transcripts are included in appendix IV.

## 4.6 Results

In this section the results of the data collection will be presented. The data will be presented in the order of the sub-questions.

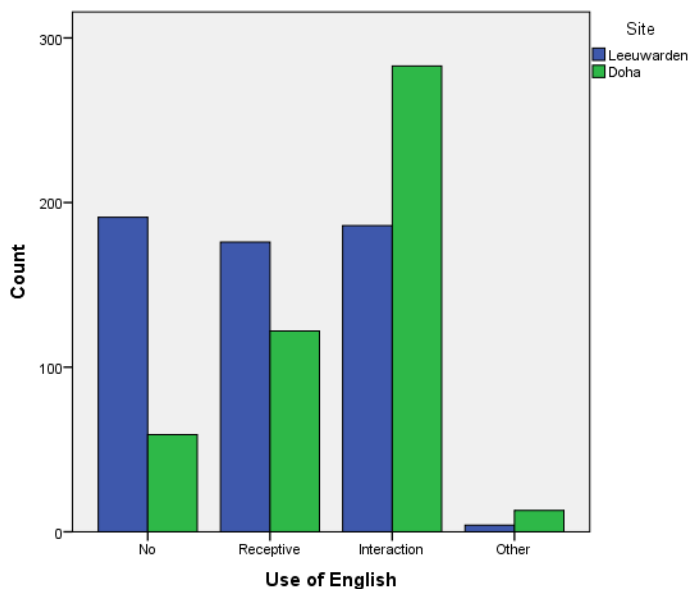
#### 4.6.1 Amount of exposure to and use of English over a period of six weeks

Over a period of six weeks, business students in Leeuwarden and Doha reported on 75.8 per cent of the moments of measurement that they were exposed to or made use of English. Students in Doha reported a considerably higher use of English in interaction than the students in Leeuwarden. The exposure to and use of English is presented in table 21:

**Table 21. Exposure to use of English in Leeuwarden and Doha**

	Leeuwarden		Doha		Both	
	n	Percent	n	percent	n	percent
No	191	34,3	59	12,4	250	24,2
Receptive	176	31,6	122	25,6	298	28,8
Interaction	186	33,4	283	59,3	469	45,4
Other	4	0,7	13	2,7	17	1,6
Total	557	100	477	100,0	1034	100,0

Table 21 shows the overall pattern of exposure to and use of English by students in Leeuwarden and Doha. Students in Leeuwarden report that they are not exposed to or do not use English during 34.3 per cent of the measured moments; in Doha students report no exposure to or use of English during 24.2 per cent of the measured moments. The differences in exposure to and use of English between Leeuwarden and Doha are visualised in figure 15:



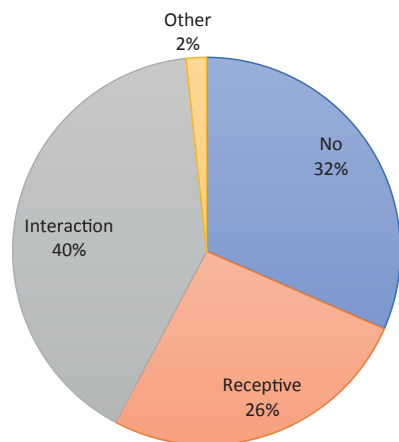
**Figure 15. Bar chart language use Leeuwarden and Doha**

In figure 15 can be seen that students in Leeuwarden reported considerably more often that they were not exposed to or were not making use of English. Students in Doha reported more often that they used English in interaction. A chi-square analysis revealed that there was a significant difference between Leeuwarden and Doha, relationship between Leeuwarden and Doha, with regard to the use of and exposure to English  $X^2(3) = 98.71, p < 0.000$ .

#### 4.6.2 The relationship between moment, and exposure to and use of English

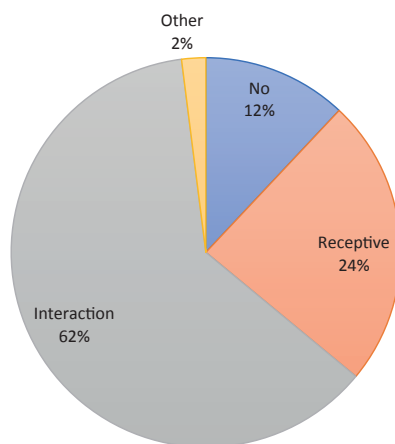
In this section the relationship between day and exposure to and use of English will be discussed.

Use of English, Leeuwarden, workweek



**Figure 16. Pie chart use of English, workweek, Leeuwarden**

Use of English, Doha, workweek



**Figure 17 Pie chart use of English, workweek, Doha**

During the workweek, students in Doha use English considerably more than students in Leeuwarden. In Leeuwarden English is used in interaction 40 per cent of the time; in Doha English is used in interaction 62 per cent of the time. Students in Leeuwarden reported no use of English during 32 per cent of the registered moments, Doha students did not use English 12 per cent of the time.

Figures 18 and 19 show that there is less use of English in interaction in the weekend than during the workweek. In Leeuwarden the active use of English during the weekend is much lower than in Doha.



Use of English, Leeuwarden, weekend

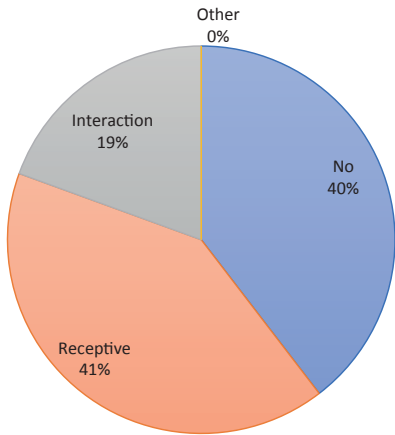


Figure 18. Pie chart use of English in the weekend, Leeuwarden

Total Use of English weekend

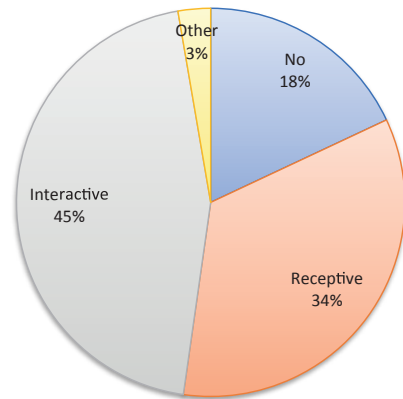


Figure 19. Pie chart use of English in the weekend, Doha

A chi-square analysis revealed that there was a significant relationship between the moment of the week, and the use of and exposure to English for both locations together  $X^2(117) = 160.26, p = 0.005$ . However, the relationship between moment, and use of and exposure to English, was not significant for Doha  $X^2(117) = 138.13, p = 0.09$ .

Summarising: the data collected with LAURA show that students in Doha use significantly more English in interaction than students in Leeuwarden.

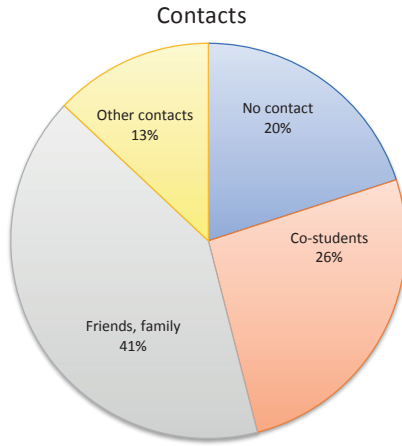
### 4.6.3 Contacts and exposure to and use of English

The second question participants had to answer was whom they had contact with. The results in table 22 show that the majority of the contacts took place in a private setting. Students have contact most often with friends and relatives. In Leeuwarden students report more often than students in Doha that they hadn't had contact.

Table 22. Contacts students Leeuwarden and Doha

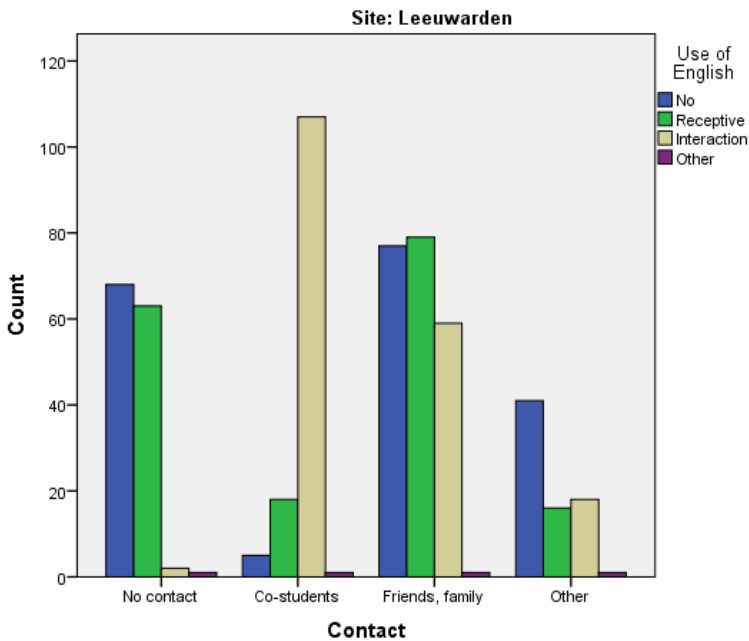
	Leeuwarden		Doha		Both	
	n	percent	n	percent	n	percent
No contact	134	24.1	75	15.7	209	20.2
Co-students	131	23.5	136	28.5	267	25.8
Friends, family	216	38.8	211	44.2	427	41.3
Other	76	13.6	55	11.5	131	12.7
Total	557	100	477	100	1034	100

The distribution of students' contacts has been visualised in figure 20.



**Figure 20. Pie chart of students' contacts**

The purpose of identifying students' contact patterns is to show to what extent there is a relationship between contacts and use of English. This relationship is visualised in figures 21 and 22.



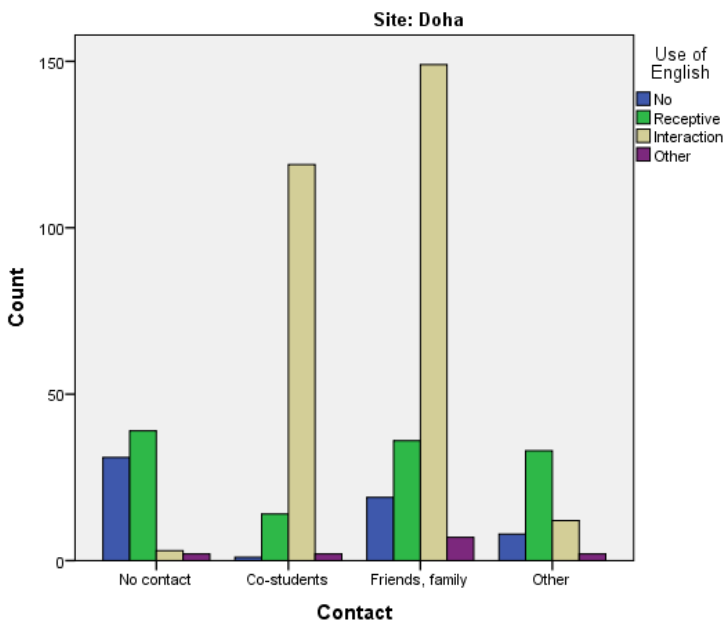
**Figure 21. Clustered bar chart of contact and use of English Leeuwarden**

Figure 21 shows the patterns of contact and use of English of students in Leeuwarden. Quite noticeable is the cluster of bars about the contacts with fellow-students, in which the (inter)active use of English has a prominent place.

Figure 22 shows the patterns of contact and use of English of students in Doha. Quite prominent is the position of English when students have contact with friends and/or family. As can be seen in figures 21 and 22, there are striking differences between Leeuwarden and Doha when it comes to the relationship between contact and use of language. Firstly, the bar charts make clear that students in Doha are more exposed to and make more use of English than students in Leeuwarden. Secondly, students in Doha make more use of English when interacting with friends and/or family, than the students in Leeuwarden. Students in Leeuwarden use English mainly in interaction when they are engaged in contacts with their fellow students.

A chi-square analysis revealed that the association between contact and use of English was significant for the entire population  $X^2(9) 361.19, p < 0.00$ , but also for each location separately: Leeuwarden  $X^2(9) 219.82, p < 0.00$ , Doha  $X^2(9) 207.94, p < 0.00$ .

Summarising: there is a relationship between contacts and use of English. In Leeuwarden, exposure to and use of English is more confined to contacts with fellow students. In Doha the exposure to and use of English takes also place in private settings when the students are in contact with friends and/or family.



**Figure 22. Clustered bar chart of contact and use of English, Doha**

#### 4.6.4 Relationship between location and use of English

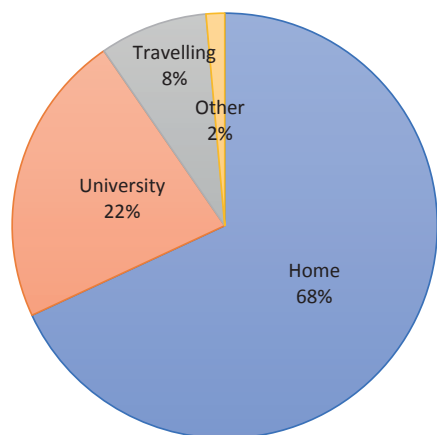
The third question participants had to answer concerned the location. The results in table 24 show that all students spend more than half of their time at home. Students in Doha, however, spend more time at the university's venues than students in Leeuwarden.

**Table 23. Locations of students in Leeuwarden and Doha**

	Leeuwarden		Doha		Both	
	n	percent	n	percent	n	percent
Home	313	56.2	227	47.7	540	52.2
University	105	18.9	183	38.4	288	27.9
Travelling	55	6.9	22	4.6	77	7.4
Other	84	15.1	45	9.4	129	12.5
Total	557	100	477	100	1034	100

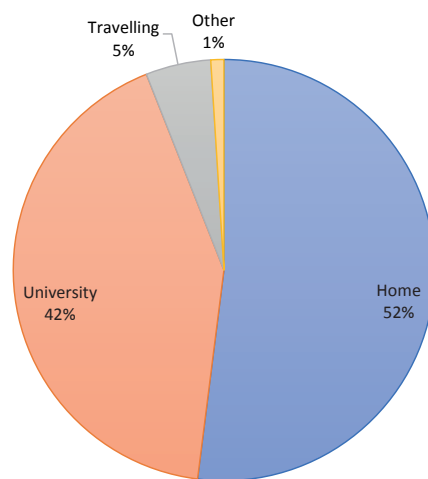
The distribution of students' location has been visualised in figures 23 and 24.

Students' locations, Leeuwarden



**Figure 23. Pie chart students' locations, Leeuwarden**

Students' locations, Doha



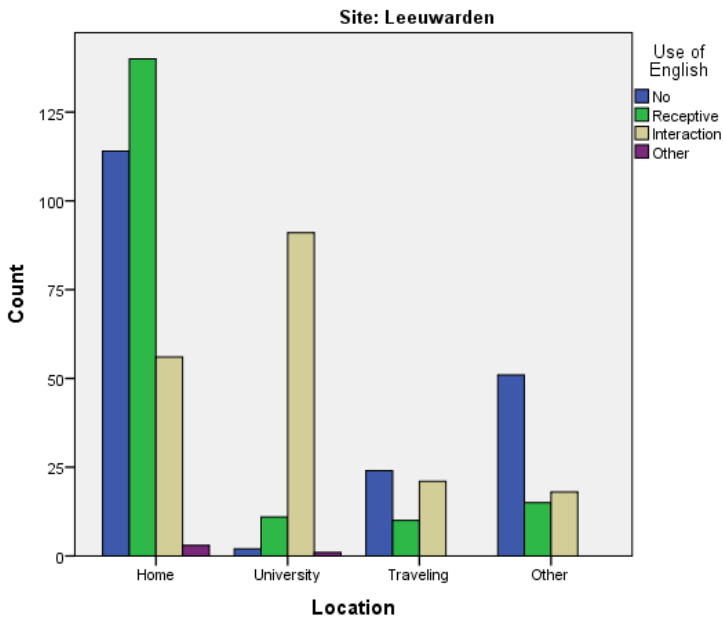
**Figure 24. Pie charts students' locations, Doha**

The purpose of identifying students' locations is to see to what extent there is a relationship between locations and use of English. This relationship is visualised in figures 23 and 24. There are some striking differences between students' locations in Leeuwarden and Doha.

Firstly, students in Doha spend considerably more time at the venues of the university. This is remarkable, since the time tables in Leeuwarden and Doha provide for the same number of teaching hours.

Secondly, students in Leeuwarden indicate that they spend considerably more time which can be categorised as 'other'.

Figure 25 shows that English has a prominent place at the venues of the university in Leeuwarden. The bar chart shows a high incidence of receptive use of English at home.



**Figure 25. Clustered bar chart students' locations and use of English**

Figure 26 shows that students in Doha use English to a large extent at home. Similar to Leeuwarden, English is the most used language in interaction at the university.

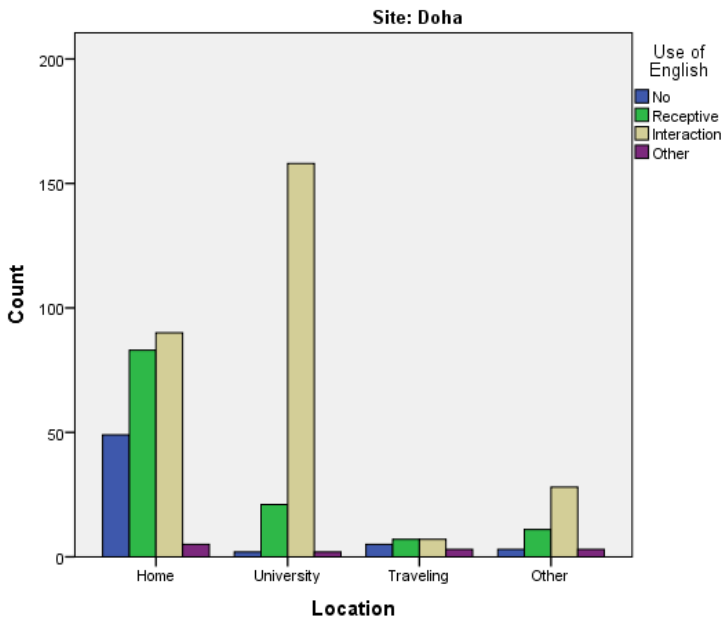
A comparison between Leeuwarden and Doha reveals some striking differences and similarities. Firstly, the position of English at home is in Doha much stronger than in Leeuwarden. Secondly, when the students are at a location that is categorised as other, English has a minor function in Leeuwarden but a dominant position in Doha. When it comes to the position of English on the university premises, Leeuwarden and Doha are similar: English is the dominant language.

A chi-square analysis revealed that the association between contact and use of English was significant for the entire population  $\chi^2(9) 312.21, p < 0.00$ . The association between

contact of use of was also significant in Leeuwarden  $X^2(9) 208.16, p < 0.00$ , as well as in Doha  $X^2(9) 117.18, p < 0.00$ .

There is a significant relationship between the locations of the students and the language they use.

Summarising, in Leeuwarden and Doha English is largely used on the university premises. Outside the university premises, Leeuwarden and Doha show different patterns of use of English. English has a major position in public life in Doha, whereas in Leeuwarden the use of English is limited.



**Figure 26. Clustered bar chart students' locations and use of English, Doha**

#### **4.6.5 Relationship between exposure to and use of English, and the grades on English as a subject**

In order to establish to what extent there is a relationship between use of English in daily life, and grades on English as a subject, the amount of English used by participants was compared with their results on English as a subject.

The data collected with LAURA were compared with the grades of the participants on English as a subject. Two participants were left out. One of them was an exchange student of whom no grades on English as a subject were known. The other student was left out because he had only responded once to LAURA. Therefore including his non-response would have skewed the results.

The first step was to calculate the percentage of English used by the participants in Leeuwarden and Doha. The results are presented in table 25.

Table 24 should be read as follows. The overall use of English (receptive, in interaction, other) by students in Leeuwarden, was on average 66.4 per cent. The use of English in interaction by students in Leeuwarden, was on average 34.1 per cent. Students in Doha reported an overall use of English of 85.9 per cent. The use of English in interaction by students in Doha was 59.4 per cent of the time. An independent samples t-test revealed that the differences were significant ( $F 2.44 (35.18)$ ,  $p < 0.00$ , equal variances not assumed).

**Table 24. Overall use of English, use of English in interaction**

	Leeuwarden n = 20		Doha n = 18		Both n = 38	
	Mean	SD	Mean	SD	Mean	SD
Overall use of English	66.4	18.2	85.9	14.0	75.6	18.9
Interaction	34.1	14.1	59.4	23.4	46.1	22.8

The next step was to calculate the average grades on English as a subject for each participant, because for some of them were more marks available on English as a subject than for other students. There were participants who had completed two years and had therefore four grades registered. Other students were first years students, of who only two marks were available.

The students' grades on English as a subject are presented in table 25:

**Table 25. Grades on English as a subject**

	Leeuwarden n = 20		Doha n = 18		Both n = 38	
	Mean	SD	Mean	SD	Mean	SD
Grades on English as a subject	6.7	1.6	7.6	0.9	7.1	1.4

Table 25 shows that the mean grade on a ten-point scale on English as a subject was in Leeuwarden 6.7 and in Doha 7.1. An independent samples t-test revealed that the differences were significant ( $F 6.11 (29.90)$ ,  $p < 0.05$ ).

Based on the results collected with LAURA, the percentage of time the participant made use of English was calculated. These percentages were correlated with the average grades on English as a subject. Two calculations were made. Firstly the average marks on English as a subject were compared with the total use of English as registered by LAURA. Secondly, the average marks on English as a subject were compared with the percentage of respondents' use of English in interaction (see table 24).

Correlation analyses gave diverse results. A correlation analysis between overall use of English and the grades on English as a subject for both Leeuwarden and Doha, resulted in a significant moderate positive relationship ( $r = 0.43$ ,  $p < 0.01$ ). However, when each location was analysed separately, the relationship between use of English and grades was not significant in Leeuwarden ( $r = 0.26$ ,  $p = 0.36$ ). The relationship between use of English and grades was much stronger in Doha ( $r = 0.56$ ,  $p < 0.05$ ).

A correlation analysis between use of English in interaction and the grades on English as a subject, did not result in significant relationships. The results of the correlation analyses are presented in table 26:

**Table 26. Correlations between use of English and grades on English as a subject**

	Leeuwarden	Doha	Both
Overall use of English	$r = 0.26$	$r = 0.56^*$	$r = 0.43^{**}$
	$p = 0.36$	$p = 0.02$	$p = 0.008$
Use of English in interaction	$r = 0.20$	$r = 0.15$	$r = 0.25$
	$p = 0.93$	$p = 0.55$	$p = 0.13$

\* Correlation is significant at the 0.05 level (2-tailed)

\*\* Correlation is significant at the 0.01 level (2-tailed)

Summarising, when correlated with the grades on English as a subject, the data collected with LAURA do not generate unambiguous results. On the one hand, the results from Doha indicate that there is a moderate correlation between grades on English as a subject with overall exposure to and use of English. On the other hand, the results from Leeuwarden do not show such a correlation. In addition, when the grades on English as a subject are correlated with the use of English in interaction, no relationship is found on either site.

#### 4.6.6 Validation of the tool

After the data collection with LAURA, students were interviewed in order to retrieve information from the participants' perspectives. They reflected on their own linguistic behaviour, as well on that of their fellow-students.

When they were shown their individual outcomes on language use, students reacted with approval. A male student from Leeuwarden said: "That's me" and "It's pretty obvious."

In the interviews students also indicated that they recognised the patterns of contact, both of themselves as well as of their fellow -students. The same goes for the patterns of location. A Dutch female student from the Netherlands said when confronted with the difference between use of English at home and at the university: "It's a big difference, but it's so logical".

The difference between Leeuwarden and Qatar concerning time spent on the premises of the university (see pie charts 22 and 23), was explained by a Dutch student and later



confirmed by students in Doha. Between the scheduled classes there can be gaps of two to six hours. A Dutch female student said, when confronted with the pie charts: "I think we hop quickly on the bicycle (between classes) to study at home". The differences between the places of living and the differences in the traffic situation between Leeuwarden and Doha are large. In Leeuwarden students usually live in a rented room in the city; in Doha students live with their parents. In Leeuwarden all students have a bicycle and the average travelling time from home to school is approximately ten to fifteen minutes. Students in Doha confirmed the explanation about time spent on the premises: "We don't go home because of traffic and stuff and it's quite far away."

Students were also asked in which occasions they chose the option 'other use of English' instead of 'receptive' or 'interaction'. A German student in Leeuwarden answered that he meant with 'other use' singing, listening to music and writing in English. With 'other location' students indicated that they were at a friend's house, in a bar, at a sport club, or working. The latter only happened in Leeuwarden. In the Netherlands it's quite normal that students have a side job. Students in Doha said that none of them and no-one they knew had a side job. When the researcher told the students that it is quite common for students in the Netherlands to have a side job, they reacted with amazement. When they heard that even students from well-off families, even from the royal family, have side jobs such as waiting tables, they reacted with disbelief.

With 'other people' students meant: people working in shops, people at sport clubs, colleagues, bus drivers, among others. One student reported that she found it sometimes hard to make a choice between 'co-students' and 'friends' because some of her classmates were also her friends, but overall students said they were able to immediately pick the right answer.

According to the interviewees, the data collected with LAURA reflect their personal linguistic situation adequately. The respondents also recognise the overall linguistic situation at the sites in Leeuwarden and Doha. They confirm that active use of English occurs mainly in academic contexts, that is to say, in situations related to their studies, for instance when they are at the university venues or are in contact with class mates.

#### **4.6.7 Participants experiences with the tool**

Students said in the interviews that the design of LAURA made it easy to answer questions. Moreover, they said the questions could be answered quickly by just ticking the options on the smart phone or the computer screen. The estimated answering time ranges from 30 seconds to one minute.

Students appreciated the fact that the same questions were asked every time. They said that this repetitive patterns increased the speed of answering and enhanced the reliability of the answers. A Dutch female student reported: "It became a habit". Respondents did

not consider the timing and the amount of messages obtrusive, nor did they find the questions intrusive upon their personal lives.

The participants enjoyed the picture that popped up on the screen when the last questions was answered. One Dutch female student in Leeuwarden declared: "The pictures were nice, it helped answering all three questions, because I was curious about the picture." A German female student in Leeuwarden said that she compared the picture she received with that of a fellow-student who was also participating in the research with LAURA. Students in Doha reported the same. They saw the picture as an incentive. A male German students regarded the picture as a token of appreciation. All students started smiling or even laughing during the interview when the researcher raised the issue of the picture. It was a fun factor that enhanced their pleasure in responding.

Students were happy with the frequency and the number of messages. They said it felt as though the messages were received randomly. The researcher provided the students with a schedule with the dates and times when they could expect messages, but most of them lost that schedule or put it aside. A female Indian student in Doha said: "It was not too often and it was the right amount". One German student in Leeuwarden reported that Friday 10.00 AM was not a convenient time because at that time many students were still sleeping after going out on Thursday night.

One student gave the researcher the tip to make it clear when the last message had been sent and that the data collection with LAURA was completed.

As causes for non-response were mentioned: being occupied with other activities, having silenced the phone, for instance when attending class, and not being connected with the internet, for instance when travelling. One student told the researcher to advise participants to switch on push notifications, so no messages would be missed unnecessarily.

Students answered nearly all messages on their smart phone. In a few cases students were working on the computer with their mail opened when the message with the questions came. In these cases they answered the questions on the computer. They said they experienced no difference between replying on the phone or on the computer.

According to the participants, it seldom happened that they ticked an incorrect option. Only one student said she might have ticked an incorrect option twice.

Most of the interviewed students enrolled for participating in the research project because of the credit that was offered. However, one student did not need the credit and formulated her motivation as follows: "It was nice helping someone do something and like maybe in the future I will want to carry out research and it would be nice if someone you know did it for me and me do it".

Summarising participants' experiences with LAURA: The respondents say that the app is user friendly, that repetition of the same questions makes it easy to answer quickly. The respondents say it is fun to respond because of the 'reward' given or the appreciation shown when the questions are answered.

#### **4.6.8 Unexpected outcomes of the qualitative interviews**

One of the advantages of open interviews or in-depth interview is the possible occurrence of unexpected findings. In this section, an overview of unexpected findings related to the main topic of this dissertation will be given.

##### ***Translanguaging***

In several interviews, students described situations that fit one of the categories of translanguaging as presented previously in this chapter.

A student with a German nationality in Leeuwarden, with German, Chinese and Thai ancestors, born in Singapore, having had a Malaysian passport in the past, described his situation as follows: "I can adjust to several situations. One day I have a family diner and I know how to act in Chinese culture, but later that night I meet my friends and I'm a totally different person. I really customise myself to the circumstances. Unconsciously I switch". The same student lives with his brother in Leeuwarden. When asked what language he speaks with his brother this student answered: "We call it Denglish. Deutsch and English. We speak English, but we use some German words".

A female Indian student in Doha told that she was raised in Konkani by her parents. When she was a child, she and her sister were taken care of by a nanny who spoke English with them. She visited an Indian primary school in Qatar, therefore she speaks Hindi as well. With her sister she speaks English, with her friends, also her Konkani friends, she speaks English and with her parents Konkani, but "sometimes it's like a mixture of Konkani and English, it's not Konkani all the time".

Two Arabic speaking students in Doha, one from Lebanon, the other from Egypt, said in the interview that they used "sometimes Arabic, sometimes English, it's a mix of both".

Another female student from India explained that she speaks English with her cousins, a mix of English and Hindi with her younger aunts and uncles, but a more pure form of Hindi with her grandparents and her older aunts and uncles.

These examples of translanguaging fit in the fourth category as established section 4.4.2: in their performance, speakers apply features from different linguistic sources.

##### ***Instance of selective bias***

In one of the interviews, an example of selective bias by the respondent was given by student A: "I think that if I recall correctly, most of the messages I received was at a very bad time because it was in the morning. At that time I was at home not talking English. Very often I had to say no at the use of English because I was at home speaking German with

my girlfriend."The student wanted to please the researcher, assuming that the researcher was interested in the use of English only.

Also another participant remarked in the hallway that she was sorry that she often had to report 'no use of English'. In both cases the researcher made clear that he was interested in the real situation and that he had no particular interest in outcomes one way or another.

### ***Eagerness to improve English***

One student explicitly mentioned that, although he was partly raised in English, he wanted to improve his English language skills. At the time of the interviews, he was doing that by reading the Harry Potter books.

### ***Clustering***

All three students interviewed in Leeuwarden reported instances of clustering: the fact that students of a nationality have most contact with students of their own country. A male German student reported that "German people prefer working with German people" in order to get the highest grades. A female German student also 'confessed' that she worked a lot with fellow-Germans, although she deliberately chose for an international university in order to develop her multicultural skills. A female Dutch student also told that at the time of the interview she participated in the international minor 'Beyond Better Business' with a mixed international population, but that she tended to hang out and collaborate with fellow-Dutch students.

### ***English language skills of the Dutch***

A female German student in Leeuwarden told that one of her goals was to immerse herself in Dutch society and learn to speak Dutch fluently. However, she encountered the fact that many Dutch people switch to English as soon as they hear a foreign accent: "We are very fortunate that the Dutch speak such good English, but that's also a disadvantage, because it's super hard to learn it (Dutch), because whenever you go to the supermarket and they realise you don't speak fluent Dutch, they immediately switch to English without a problem. In Germany you would be forced to learn German because nobody speaks, well they do speak English, but they're really reluctant to speak English and here the people even if I see 75 year old in the café and they ask me something and I don't understand immediately, they immediately switch to English like it's nothing and that's great on the one hand, because I will never have communication problems, but on the other hand you're not forced to learn the language".

### ***Similarity between UAE and Qatar***

A female student from Egyptian descent in Doha lived in Saudi Arabia for several years, after that in the UAE. At the time of the interview she had lived in Qatar for nearly two years. She told that she experienced many similarities between Qatar and UAE: "I think

Emirates is very similar to Qatar. Even like the road structure and everything, it reminds me so much of Emirates here, like the road structure. The way people react and the culture, it's very similar to Emirates. Like Qatar is a small copy of Emirates”.

## 4.7 Conclusions and discussion

In previous sections, the research problem was analysed, the literature on the topic was studied, the methods of data collection were described and the results were given. In this section, conclusions will be drawn and presented.

### Exposure to and use of English

The data collected with LAURA give a clear picture of exposure to and the use of English by students in Leeuwarden and Doha. Participants validated the outcomes during interviews, and provided important information about the interpretation of the data.

Students in Doha are exposed to English significantly more, and they make significantly more use of English in interpersonal interactions than students in Leeuwarden. In Leeuwarden, students report that they use English 66 per cent of the time; in Doha students report that they use English 88 per cent of the time. It is safe to conclude that in daily life, English has a very strong position in Doha.

In Leeuwarden students use more English in interaction during the workweek than in the weekend. In Doha no significant difference was found between moment and exposure to and use of English.

In Leeuwarden students use English in interaction mainly in contact with fellow students. In Doha students use English in interaction with fellow students, as well as with friends and family, and when in contact with other people. In Leeuwarden students report that they have no contact with anyone 24 per cent of the time; in Doha students report no contact 16 per cent of the time. This difference can be explained by the fact that students in Leeuwarden live on their own in a room they rent in the city; in Doha students live with their family.

It seems that location is a distinctive factor when it comes to the use of English. In Leeuwarden, students use mainly English in interaction when they are on the university premises. In Doha there is no relationship between location and use of English. There are some differences between Leeuwarden and Doha when it comes to the time spent at different locations.

The first difference is that students in Leeuwarden spend more time at home and less time on the university premises than Doha students. At first sight this seems odd, since Leeuwarden and Doha use the same time tables. On average, approximately fourteen

contact hours are scheduled in a lesson week, so a logical assumption would be that students in Leeuwarden spend the same amount of time on the university premises. The difference can be explained by the fact that students in Leeuwarden rent a room in the city and use a bicycle as a means of transport. The average travelling time between their room and the university is approximately fifteen minutes. That means that students can easily go home between classes in Leeuwarden. In Doha students stay at the premises between classes, due to the transport situation, because in Doha the infrastructure is designed solely for cars, and students live farther away from the university, which results in longer travelling times. Another, additional, explanation might be that in Doha students have more, unscheduled individual meetings with lecturers in addition to their scheduled lectures and workshops, due to cultural differences. In some cultures, it is quite unusual to ask questions during class. In those, mostly oriental, cultures, asking questions can lead to loss of face, since the person who asks the question shows lack of understanding. Furthermore, asking questions can be regarded as an insult to the teacher, since it might suggest that the explanation was inadequate (Ruqaishi, Zeng & Iedema, 2016). However, more research should be done in order to establish the extent to which students in Doha have more individual unscheduled meetings with lecturers than students in Leeuwarden and what could be the causes.

The second difference lies in the fact that more students in Leeuwarden report spending time at 'other' locations than students in Doha. This can be explained by the fact that many of the students have a side-job in the weekend, for instance waiting tables, working in a shop, or a call-centre. In Doha, students don't have a side-job.

In Doha, students mainly use English in interaction at 'other' locations; in Leeuwarden the use of English in interaction at other locations is very limited.

### **Here is There**

The data collected by LAURA on students' exposure to and use of English, results in a mixture of information from the perspective of the *Here is There* policy.

There are two striking similarities between Leeuwarden and Doha. Firstly, English is the language students use when they are on the premises of the university. Likewise, when students have contact with each other, they use English as the main language for their interactions.

However, in their private life, there is a big difference between Leeuwarden and Doha. In Leeuwarden the use of English is mainly restricted to academic contexts, whereas in Doha English is omnipresent.

The outcomes of LAURA also support the claim that, in terms of Kachru, the Netherlands belong to the expanding circle, while Qatar can be considered to belong to the outer circle. In the life of the Dutch students, English has a strong position when they are in an academic context, i.e. when they are engaged in educational activities such as following lectures, attending workshops, having meetings with fellow students. However, outside

academic contexts, their linguistic situation won't be much different from that of other students in the Netherlands. Students in Qatar however, use English in a wide variety of contexts in their personal life, which is an illustration of the categorisation of Qatar as an outer circle country.

#### *Relationship between exposure to and use of English, and grades on English as a subject*

The relationship between exposure to English and its use on the one hand, and the grades on English as a subject on the other hand, does not give a clear picture. While there is some evidence that students in Doha who are more exposed to English, have better grades on English as a subject, such a relationship was not found in Leeuwarden. A possible explanation for the absence of a relationship could be found in the theory of the contact saturation point (Spada, 1985), but since the students in Leeuwarden and Doha receive the same amount of formal instruction in English as a subject and use the same books and have to meet the same standards, it is hard to explain why the contact saturation point would appear in Leeuwarden only and not in Doha. Another explanation can be found in the university's entry requirements. Students are admitted when they have proven that their English skills are on a level comparable with IELTS 6. That is a relatively high level and presumably quite higher than the level of English of the average Dutch and Qatari citizen. That means that the level of English to which students are exposed outside the university's premises, is lower than their own level. It is unlikely that this lower quality exposure contributes to the development of students' English language skills. Therefore, it is safe to conclude that, when it comes to the development of English language proficiency, the university itself is the main factor, by offering English as a subject and by providing a language learning environment that is a result of EMI. The university itself is the decisive factor, the most important factor in the development of students' English language skills.

#### **LAURA**

The tool that was developed for this study, LAURA, has proven to be an appropriate instrument for registering real-time language use. The research with the app provides interesting results in the sense of a high response rate and quality of the data. LAURA generates reliable data and has an additional value when compared to other instruments, such as the LBQ. The app is user friendly and participants say that the design of the tool makes it a pleasure to respond, which contributes to response rates and quality of the data.

#### **Translanguaging**

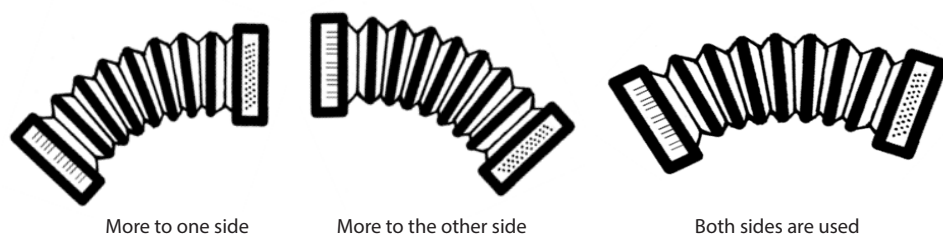
The research carried out with LAURA was by nature research on translanguaging, since the use of English in multilingual environments was measured. The exposure to and use of English was measured in the Netherlands, a non-English speaking country, or in terms of Kachru, a country belonging to the expanding circle. The exposure to and use of English was also measured in Qatar, a country belonging to the outer circle, where English is used

as a lingua franca among people from different backgrounds, in many cases a non-English speaking background. This means that the use of English inevitably occurs in situations where people have to make a language choice.

Referring to the descriptions of translinguaging as described in the literature review, several instances of translinguaging were found.

One example is that of the German student in Leeuwarden with Thai and Chinese ancestors who speaks a mix of German and English with his brother, which they call Denglish.

Other examples of translinguaging occurred Doha when students were filling out the LBQ and during the interviews. They indicated that they used a variety and/or a mix of languages with the same persons. Sometimes they were unsure about what they regarded as their first language. Several students indicated that they use a blend of languages when in contact with members of their family, mixing languages, dialects, and registers, adding more or less of specific flavours, depending on the situation. The image that comes to mind is that of such a language user as an accordion player.



**Figure 27. Accordion model**

In the first illustration, the language user uses Language 1, playing the accordion more to one side. In the second illustration, the language user uses language 2, playing the accordion more to the other side. In the third illustration, a blend of both languages is generated. The metaphor can be extended if the keys and buttons of the accordion are taken into account as well, providing more opportunities to generate and to combine tones. A proficient accordion player/language user is capable of employing a wide variety of registers and skills. This is one of the reasons why accepting translinguaging as an end stage of language development, as some authors on translinguaging seems to advocate, has to be considered as a dead end street. The acceptance of translinguaging practices for the purpose of language learning, might be acceptable, as long as the objective, mastering both languages, is being served, not forgotten.

These examples of translinguaging fit in the fourth category as established in section 4.4.2: in their performance, speakers apply features from different linguistic sources. Garcia



(2009) predicts that instances of complex situations like those of the Indian students, will increase in the future and that as a result “translanguaging becomes the most important communicative tool in an increasingly multilingual world” (p. 147).

### **Clustering**

It is apparently a widespread habit of students, for people with the same nationality to cluster together. This happens during school time, but also in leisure time. The influence of the university on what students do in their free time is limited, but for the sake of developing multicultural skills, programme managers should ensure that nationalities are mixed during official school times, that is to say when students work on assignments in groups.

### **Overall conclusion**

The research question of this study was: What patterns of exposure to and use of English can be distinguished among EMI students in Leeuwarden and Qatar and to what extent does exposure to and use of the language have an effect on the grades for English as a subject.

The overall conclusion is that students in Leeuwarden use English mainly in an academic context: when they are on the premises of the university and when they are occupied with school work. The picture is different in Qatar. Like the students in Leeuwarden, they use English on the premises of the university and when engaged in study activities. They also use English in public life in Qatar, but on many occasions, they use a mix of English and their family language in private situations.

When it comes to the relationship between exposure to and use of English on the one hand, and the grades on English as a subject on the other, it seems safe to conclude that there is hardly any relationship.

The main conclusion can be that EMI programmes, with their deliberately designed blend of formal instruction in English as a subject and their provision of other contexts in which English language skills are used, applied and thereby further developed, make a considerable contribution to the development of English language skills on a high level. The linguistic context outside the university, however, whether in Leeuwarden or in Doha, might contribute marginally to the development of English language skills.



**CHAPTER 5**

# 5

# EXPERIENCES OF STUDENTS AND LECTURERS WITH EMI



## 5.1 Introduction

The main subject of this dissertation concerns the effects of English as a Medium of Instruction (EMI) on Academic Performance in Higher Education. This research project contains three different sub-studies. In the first sub-study (chapter 3), the relationship between English language proficiency and academic performance was investigated, as measured within two cohorts of IBMS students at Stenden University of Applied Sciences (SUAS) in the Netherlands (SUN) and in Qatar (SUQ). In the second sub-study (chapter 4) the use of English by students in academic and non-academic contexts was investigated. In this third sub-study, the effects of EMI on academic performance as experienced by students and their lecturers will be described. As with the previous sub-studies, differences between Leeuwarden and Doha will be assessed within the framework of the SUAS *Here is There* policy.

In this sub-study, the population was made up of students and lecturers of SUN and SUQ. They reported on their experiences with the following topics:

1. The impact of EMI on the development of English language skills;
2. The impact of EMI on the development of comprehension of academic language;
3. The impact of studying in an EMI programme on interaction in an academic setting;
4. The value students attach to studying in an EMI programme.

The data collected SUQ in Doha will be compared with the outcomes of a study carried out 2014 in the United Arab Emirates (UAE).

## 5.2 Rationale, context and problem

### 5.2.1 Rise of EMI

In chapter 1 the rise of EMI was described. It was established that there is a sharp increase in the use of English as a medium of instruction in Higher Education in smaller countries with an open society and an open economy that are dependent on international contacts for their development and business. It was also concluded that, notwithstanding the voices raised against EMI and the concerns expressed about the impact of English on the national language(s), the growth of EMI programmes is continuing.

### 5.2.2 Stenden's educational policy

As described in chapter 1, Stenden's educational policy regarding the International Branch Campuses (IBC), aims at the highest degree of similarity and compatibility of the programmes on all levels. The curricula of the programmes offered at the IBCs, must be identical in content and execution to the programmes offered in the Netherlands (Stenden, 2014). In colloquial speech, this policy is rephrased as *Here is There* (Van der Hoek & Hospers, 2017).

One of the goals of this study is to establish the extent to which a similar programme, in this case the International Business and Management Studies programme (IBMS), that is offered in two locations, in this case Leeuwarden and Doha, leads to similar experiences of students and lecturers.

### 5.2.3 Rationale

This study on the experiences of students and lecturers will result in a description of the impact of EMI on language skills and language related study behaviour; it also serves the purpose of triangulation of research outcomes. One of the objectives is to check to what extent the results collected in study 1 as described in chapters 3 are in line with the experiences of lecturers and students in Leeuwarden and Doha.

The study presented in this chapter will also make it possible to establish to what extent the *Here is There* policy leads to comparable outcomes. In that way, this study may be regarded as an evaluation of that element of Stenden's policy on internationalisation. This study makes it possible to establish to what extent the identical programmes in different locations in entirely different contexts lead to comparable outcomes.

This study depends largely on Belhiah & Elhami's study 'English as a Medium of Instruction in the Gulf: When Students and Teachers Speak' (2015). To a certain extent, the research presented in this chapter study may be considered to be a replication study of Belhiah and Elhami (2015). The objective of their study was to "address the effectiveness of English as a medium of instruction in the Gulf based on students' and teachers' reported experiences inside the classroom" (Belhiah & Elhami, 2015, p.5). Obviously, this objective makes it clear that the authors doubt the effectiveness of EMI and this becomes more explicit when they make a case for more instruction in Higher Education through the medium of Arabic. Since this notion is hardly supported by the data collected, Belhiah & Elhami's study seems to be essentially a plea for a language policy aimed at a substantial position for Arabic in Higher Education.

In chapter 1 the opinions about and views on EMI of several stakeholders have been described. EMI has been discussed from the perspective of policy makers, university managers and people who promote internationalisation. Also the (supposed) downsides of EMI, as for instance described in *Nederlands en/of Engels? Taalkeuze met beleid in het Nederlands hoger onderwijs (Dutch and/or English? Informed language policy in Higher Education in the Netherlands)* (KNAW, 2017), were discussed.

In this field of opinions and interests, the voices of students and lecturers should be heard, not only for the sake of completeness, but especially since they are most involved in realising and shaping EMI in reality. Moreover, they are directly affected by the directives and objectives which have led to EMI. In the words of Belhiah & Elhami: "Exploring students' and teachers' views is essential since they are the two populations directly linked to and

affected by this policy: teachers are providers of knowledge in the target language and students are its recipients” (Belhiah & Elhami, 2015, p. 20).

In many studies, EMI programmes in Higher Education are seen as a problem or at least as a challenge to the current internationalisation of Higher Education. An important consequence of internationalisation of Higher Education is the ‘English only’ policy as a point of reference (see chapter 1). Although a large majority of the world population is bilingual and numerous students attend primary and secondary education in another language of instruction than their home language, the implicit premise is, that having Higher Education in a language that is not the students’ mother tongue, must be problematic for its participants. Therefore, most research studies approach EMI programmes in Higher Education as a phenomenon that must cause problems, since the vast majority of the students and the lecturers was raised in a different language.

In history, the premise that bilingualism must be problematic, is not a new phenomenon. Baker (2015) describes the development of perspectives on bilingualism from being a problem for individuals and society to becoming a possible asset. Similarly, with regard to bilingualism in Higher Education, many people cannot help but assume that studying in Higher Education in a language that is not one’s native language, must be problematic by nature.

Examples of studies that approach EMI as a phenomenon that one way or another must cause problems for non-native English speaking students in Higher Education in the Gulf region, are Belhiah & Elhami (2015), Troudi & Jendli (2011), Al-Bakri, (2013), and Solloway (2016). The study by Byun, Chu, Kim, Park, Kim, & Jung (2011) is an example of such an approach in South-East Asia.

#### **5.2.4 Description of the Gulf region**

In literature about EMI in the Gulf region, it is indicated implicitly or explicitly that the Gulf states and their educational systems are to a large extent similar. First the term ‘Gulf state’ will be defined. In agreement with Zahlan (2016, p. IX), by the term ‘Gulf states’ the following countries are meant: Kuwait, Bahrain, Qatar and the United Arab Emirates (UAE). Those countries can be distinguished from neighbouring countries such as Saudi Arabia, Iraq and Iran with regard to their history, size, and social development. Oman has a position in between the bigger countries and the smaller Gulf states.

Despite some differences in economic development - Bahrain and UAE have almost completed the transition to a post-oil economy, while Qatar and Kuwait still depend largely on fossil fuels - the four Gulf states share many social, cultural, political and religious features (Zahlan, 2016). They are founded on ancient tribal structures that still determine the current political systems and social structures. In the nineteenth and a large part of the twentieth century, each of these countries had a special relationship with the United Kingdom; a position that is often referred to as ‘protectorate’. In contrast with other Arab



states, in the Gulf states women are considerably more involved in daily matters and have taken up more responsibilities (Zahlan, p. X). As a result, women participate in high numbers in higher education. Another shared characteristic of the four Gulf states is the absence of nationals in the working class. The four states rely heavily on foreign workers for low skilled jobs. This has led to societies where a high portion of the nationals work for local government, state government or government related institution such as the airports and water companies. If nationals work as an employee for a company, they often have a protected status, since the governments of the Gulf states expect companies to employ a certain number of nationals. The population of the Gulf states is made up of a large percentage of expats (Kuwait 31%, Bahrain 50%, Qatar 88%, UAE 88%, [www.cia.org](http://www.cia.org)). An important common feature of the Gulf states is also that the political and legal systems totally prioritise the interests of nationals. That means that foreigners can only do business when they have a partner who is a national; foreigners will receive a passport in exceptional cases only and they can never own more than 49 per cent of any business or company. The effect of this system is, that a large part of the profits of the companies go to Gulf nationals. As a consequence of the economic construction and legal constitution, the Gulf societies have developed into what Solloway (2016, p.15) calls 'rentier states'. Finally, the Gulf states share the same variety of Modern Arabic, the so-called Gulf Arabic (Darwish, Magdy & Mourad, 2012; Habash, 2010; Qafisheh, 1977).

Although the study on EMI in Higher Education by Belhiah & Elhami (2015) was limited to the United Arab Emirates (UAE), they explicitly state that their results can be extrapolated to the other Gulf states because "there are significant similarities" (p. 8):

1. The Gulf states have a shared history and share social and cultural heritage;
2. The Gulf states share Arabic and Islam;
3. The Gulf states have adopted English as a second language;
4. The Gulf states rely heavily on expatriate work force.

Also, when zoomed in on the field of education, other reports also show similarities between the Gulf states. The Organisation for Economic Co-operation and Development (OECD) conducts a survey of 15 year old students all over the world amongst 72 states on a triennial base. This survey is known as the *Programme for International Students Assessment* (PISA). This assesses to what extent students near the end of their compulsory education meet the standards for Science, Reading and Mathematics, skills that are essential for participation in modern societies (Gurria, 2016, p. 3). In the latest report, UAE ranks 46, Qatar ranks 56 on the list when Science, Reading, and Mathematics are combined (Gurria, 2016). It's not the position on the ranking list that raises concern, but the fact that in Qatar 42% and in UAE 31% of the students' in secondary education do not meet level 2 which is defined by PISA as "the baseline level of proficiency" (Gurria, 2016, p. 4). The state of education of Qatar and UAE are comparable, which is another indication that these

Gulf states share a lot of similarities. It must be noted that Bahrain and Kuwait were not included in the 2015 PISA assessments.

In addition to the standard tests on reading skills, science and mathematics, every PISA cycle focuses also on a different aspect. In the 2015 assessment, the domain of collaborative problem solving was chosen. The rationale for this was as follows: “The assessment does not just ascertain whether students can reproduce knowledge; it also examines how well students can extrapolate from what they have learned and can apply that knowledge in unfamiliar settings, both in and outside of school. This approach reflects the fact that modern economies reward individuals not for what they know, but for what they can do with what they know” (Gurria, 2016, p. 3).

For western countries, the development of skills such as problem-solving are widespread in educational practices. In SUAS's educational policy as described in *World Wise* (Stenden, 2012), this aspect is mentioned explicitly as one of the cornerstones. Nevertheless, one might expect that collaborative problem solving is to some extent an alien element in secondary education for countries that are in the transition from a reproductive to a more constructivist curriculum.

In addition to the goals mentioned before, since the presumption is a similarity of the Gulf states, the outcomes of the study described in this chapter will be compared with those Belhiah & Elhami (2015) found in the UAE. So in sum, the results collected at SUN will be compared with the results collected at SUQ. The results of SUQ will be compared with the results collected in the UAE.

This leads to the following research problem: There is an information gap between how students and lecturers experience EMI, and how other voices in the field of EMI perceive the impact of EMI on language skills and academic performance. An array of experts and authorities expressed their - often dissenting - views on EMI (chapter 1), nevertheless there is a considerable lack of firsthand knowledge about students' and lecturers' experience with EMI in practice.

### 5.3 Theoretical framework

In this section, the outcomes of studies on the experiences of students with EMI in the Netherlands and in the Gulf region, will be presented. Although many studies on EMI in Higher Education have been carried out, publications that approach EMI from the perspective of students are scarce. It turns out that most publications on this theme concern the experiences of exchange students or international students in English speaking inner circle countries (see chapter 4.2) such as the United States of America, Canada, Australia or the United Kingdom. However, the situation of exchange students at universities in

inner circle countries who come over for one semester or two semesters only, is in many respects different from studying an entire bachelor programme in countries such as the Netherlands and Qatar. Since the situation in the Netherlands and in Qatar is too different from the inner circle countries, these studies are not discussed in this literature review.

### **5.3.1 Students' experiences with EMI in the Netherlands**

The topic of experiences with EMI of students and lecturers has not been systematically studied before. The few studies that have been carried out on EMI in Higher Education in the Netherlands, focussed mainly on the quality or the supposed lack of quality of the English used by the lecturers (see chapter 1).

The only study that directly approached students in Higher Education, was carried out by the national students union LSVB (Wildeman, Verstappen & Van Selm, 2015). They issued an electronic questionnaire among 5000 student panel members and received 269 responses. They found that all respondents rated their own English language skills as sufficient for studying Higher Education through the medium of English. Interestingly, some students, when asked for additional remarks, reported that they were satisfied with their own English language skills, but rated the English language skills of their fellow-students as insufficient. The researchers could not give an explanation for that difference in perception.

There are no other instances known of research about the impact of EMI on Higher Education on language skills in the Netherlands.

### **5.3.2 Students' experiences with EMI in the Gulf**

In contrast to the Netherlands, some studies have been conducted about the experiences of students with EMI in the Gulf region. A study mentioned earlier, was carried out by Belhiah & Elhami (2015) who found that there was a consensus among UAE students in Higher Education that studying in English improved speaking and listening skills (p. 10). Also a majority of 78 per cent of the students reported positive effects of EMI on writing and reading skills (p. 10). More quantitative outcomes of Belhiah & Elhami (2015) will be presented in the results section of this chapter, where the outcomes of SUQ and the UAE will be compared.

Belhiah & Elhami (2015) also collected qualitative data. The richness of these data has led to a deeper understanding of the quantitative data. Students informed the researchers that they could understand their instructors because they "elaborate on the information using simplified and accessible language" (p. 12). In general, the students reported that teaching staff show a supportive attitude and provide assistance and extra explanations. Students mentioned as a benefit of EMI that, besides the exposure to English on several levels and subjects, it gives many opportunities for them to practice English.

Although Belhiah & Elhami (2015) report positive effects of EMI on English language skills, their respondents do face problems. They appear "not to be ready for the rigors

of academic coursework". Belhiah & Elhami (2015) explain this by the low literacy rates in English, but they also refer to low language skills in Arabic. They present a case of a teacher who offered content both in English and Arabic and gave the opportunity to use Arabic instead of English when making assignments and then found out that the students still struggled with the same problems (p. 17).

The observation that students do not appear to be ready for the rigours of academic coursework, is in line with the outcomes of PISA 2015 (Gurria, 2016). Given the low scores on collaborative problem solving, it is likely that students would meet the same problems if they were educated through Arabic. It is even possible that they would face more challenges, given the observed relationship between the use of Arabic as a language of instruction and the application of archaic methods by Belhiah & Elhami (2015) and Troudi & Jendli (2011).

Belhiah & Elhami (2015) and Solloway (2016, p. 16) notice that many students in their sample, Emirati Arabic speaking nationals, lack intrinsic motivation and choose Higher Education from an instrumental perspective only (p.14). This lack of motivation is explained by Solloway (2016) by the UAE welfare system of the Gulf 'rentier states', that offers womb-to-tomb free state services for nationals. Students do not need specified knowledge and skills for a position in society; they only need a degree in order to acquire a job with incentives and do not have to compete for a position since nationals have a preferred and protected status.

Another result of Belhiah & Elhami's (2015) study is the description of how students deal with reading course materials and textbooks. The students report that when they fail to comprehend what they read in textbooks, they are often facilitated by their lecturers during class (p. 12).

A similar discrepancy is found with regard to interaction skills. Apparently, students speak English with some ease, but as soon as the discussions go deeper, their proficiency appears to be inadequate (p. 17).

The problems students encounter with English in academic contexts can be explained by applying Cummins' model of BICS and CALP, and by Murray's tripartite model of general proficiency, academic literacy and professional communication skills, as described in chapter 2.

Another finding of Belhiah & Elhami (2015) is the wide range of variation in English language proficiency among students. They give examples of students who feel more at ease with studying through English, while other students would appreciate a greater role for Arabic. They also report situations where students find it awkward to use English; in these cases the entire group is made up of Arabic speaking students who feel uneasy speaking English with a fellow-Arabic speaker (p. 17). This variation in situations is caused by the fact that some students have followed secondary education through the medium

of Arabic, whereas others followed it through the medium of English. Moreover, the six universities in Belhiah & Elhami (2015), require different IELTS entrance levels, ranging from 4.5 to 6. No indications of cross-references are given, but it could be interesting to find out to what extent there is a relationship between entrance levels and the problems the students experienced. It might be expected that students entering Higher Education with IELTS 4.5 are below the threshold level as mentioned in chapter 3, section 3.7.1, and consequently experience problems. Supplementary to their observations and findings, Belhiah & Elhami (2015) make an association between language of instruction and educational concept. Arabic is associated with low literacy and archaic methods such as rote-learning and memorisation (p. 21).

Belhiah & Elhami (2015) assert that the current situation is leading to subtractive bilingualism, although they do not use that term in their article. They describe a downward spiral: being educated exclusively in English leads to a situation that students will be reluctant to read in a language they can “barely understand” and will become increasingly unwilling to read and write in English and in Arabic as well (p. 21). The collocation “barely understand” must be an exaggeration, since the students in the UAE enter Higher Education with a minimum level of IELTS 4.5.

The overall conclusion of Belhiah & Elhami (2015) is that a new approach should be developed in which Arabic should have a position next to English, in order “to foster a sense of additive bilingualism in which English does not eclipse the Arabic language and marginalize its culture” (p. 20).

The implicit model in Belhiah & Elhami’s (2015) study is as follows: EMI leads to subtractive bilingualism, this has a negative effect on Arabic culture and on self-image, and that will eventually lead to lower academic performance.

Another key-study on the experiences of students with EMI in the Gulf region was carried out by Troudi & Jendli (2011). They studied the effects of EMI on female students in Communication & Media Sciences at a UAE university with an American accreditation, issued by the Middle States Commission on Higher Education. Their starting point is that they question the supposed benefits of EMI. They raise concerns about the position, use and status of Arabic in Higher Education in the UAE. The following reasons are given for their stance on Arabic in Higher Education: 1. Students have the right to be educated in their native language. 2. Arabic should not be relegated to academic subjects that only deal with religion and cultural heritage. 3. For several positions in UAE society, especially government and business, knowledge of Arabic is an asset. They are looking for a third way between rejection of English because of its detrimental effects caused by “linguistic imperialism” (Troudi & Jendli, 2011, p. 25) and acceptance because of the advantages English gives. This should result in a “balance between an uneasy awareness of the potential effects English can have on local cultures, languages, and learners’ identities on one side, and a need for English for social status and economic progress

on the other" (Troudi & Jendli, 2011, p.25). English is mentioned as a decisive factor for getting a position in the workforce. Next to that, Troudi and Jendli mention other merits of English: "English represents power and success, modernism, liberalism, freedom and equality" (Troudi & Jendli, 2011, p. 26). Moreover, like Belhiah & Elhami (2015), they make a connection between teaching through the medium of English and educational concept: "It also represents a departure from old-fashioned and inefficient educational systems and didactic teacher-centered approaches where the focus is on knowledge transmission rather than construction" (p. 26).

Two third of the population in Troudi & Jendli's (2011) study (n = 110), is made up of students who followed primary and secondary education through the medium of Arabic. One third followed private education through the medium of English prior to university. Troudi & Jendli (2011) also conducted a series of qualitative interviews with ten female students. They report that some students appreciate the idea of following some academic subjects through the medium of Arabic, but overall, English is preferred. Students favour English because they are trained in English in and used to studying through English. Even the students who come from Arabic-medium secondary education, prefer English as a medium of instruction, after having followed a bridge programme and with extra support. It is not only about language. Along with English, students have grown familiar with the educational approaches and didactic methods that come with it. Furthermore, Troudi & Jendli (2011) discovered that in many cases students with Arabic speaking parents, had non-Arabic speaking care-takers and nannies in their early year. They also found instances of originally Arabic speaking families that had adopted English as a home language: "Arabic, even at home, loses its major role as the mother tongue and the language of one's heritage" (p.32). Apparently, there is this tendency that the mechanisms of intergenerational transmission of Arabic (Baker, 2011) are changing. Troudi & Jendli's (2011) assumption that students use English and Arabic separately in some domains with a major position of Arabic in the family domain, is not substantiated by the participants in their study. It should be noted, the findings of the study on the use of language in academic and non-academic contexts (chapter 4) confirm the description of Troudi & Jendli's (2011) participants.

The concerns of Troudi & Jendli (2011) seem to be more about the position and status of the Arabic language, than about the students' academic and professional development. They do not mince their words, regarding phrases such as the major role English plays "at the expense of the status of Arabic, which is undergoing a perpetual reduction in its role in their educational experience at the tertiary level" (p. 43) and "this linguistic dualism, which characterizes the situation in the UAE is fraught with uncertainty and unease" (p. 43).

The issue of speech adaption by lecturers as described by Belhiah & Elhami (2015, p. 12), is also raised by Troudi & Jendli (p. 28). They mention the use of slow speed and a focus on selected vocabulary.

The use of speech adaptation is normal teacher behaviour in settings of language learning and is mostly labelled as 'teacher talk' (Ellis, 1985). The fact that the studies of Belhiah & Elhami (2015) and Troudi & Jendli (2011) both mention this phenomenon, shows that lecturers consciously or unconsciously take into account that the average student is still in a process of language acquisition.

Another aspect of EMI in the Gulf region, is the gap between the students' population culture and that of their teachers. Belhiah & Elhami (2015, p. 21) question the recruitment of native speakers from inner circle countries for teaching English as a subject, the so-called JJOES (Jet in, jet out experts), who are ignorant or unaware of Arabian values, beliefs, customs among others, and as a result fail to develop a sound pedagogical relationship with their students (McKay, 2013; McKay 2018). On the other hand, teachers can feel excluded, distrusted and disrespected, and find themselves in a vulnerable position (Mannen, 2018; Troudi, Coombe & Al-Hamly, 2009).

The situation of SUQ fits in the picture of expat teaching staff. At SUQ, the entire staff is made up of non-Qatari's, where at SUN the majority of the lecturers are Dutch. Lecturers with foreign roots make up approximately twenty per cent. Moreover, in Leeuwarden these foreign lecturers have in many cases adopted the Netherlands as their new home country and have acquired a permanent residence permit or the Dutch nationality. This is one of the big differences between SUN and SUQ.

Another important study on EMI in Higher Education (Ellili-Cherif & Alkhateeb, 2015) was carried out among Arabic speaking Qatari nationals at Qatar University. One of their aims was to evaluate the introduction of Arabic as a medium of instruction next to English. Their results are comparable with the outcomes of Belhiah & Elhami (2015). Students appreciate Arabic, but favour English for its economic value. An interesting aspect of their studies concerns the role of parents. Students mention that their parents have a low proficiency in English and therefore are not able to help their children with their studies and homework (p.212). Another interesting finding of Ellili-Cherif & Alkhateeb (2015) is that of the principal who noticed at his school that content teachers were paying more attention to language than to content. Content learning was competing with language learning. However, no additional information is given and the researchers do not make clear to what extent this an incidental or more structural practice. Finally, Arabic is regarded by some student as less suitable for many subjects, because of the lack of sources (p. 208) and information systems, such as ERIC, SAGE and EBSCO.

The following global remark can be made about the studies of Belhiah & Elhami (2015), Troudi & Jendli (2011), Solloway (2016), and Al Bakri (2013): the writings suggest that the authors have a perspective on bilingualism of two languages competing for attention. A competition that takes place in the brains of the students, in public domains, and in



the curricula of Higher Education. There is an implicit assumption that students use Arabic exclusively at home and that English is a kind of enforced language. The topic of translanguaging is hardly mentioned, described or discussed. Their assumptions do not match with the findings of the study on the use of language in academic and non-academic contexts presented in chapter 4 of this dissertation.

It should be taken into account that the studies referred to in the previous paragraphs, as well as Al-Bakri (2013) and Solloway (2016), approach EMI in Higher Education from the perspective of the Arabic speaking nationals, such as Emirati, Qatari, and Omani. Moreover, the groups in which the students receive education, consist exclusively of speakers of Arabic. Those groups are not made up of students from mixed and international backgrounds. This is a main difference between the populations of the studies discussed in this chapter and the students population of SUQ, which is made up of mixed, international groups which provide an environment for a more natural use of English.

Belhiah & Elhami (2015) explicitly make a case for more attention for Arabic as a medium of instruction. However, no evidence is given for language attrition or any other detrimental effects on students as a result of the language of instruction only. The conclusion that can be drawn from Belhiah & Elhami (2015) is that English language skills acquired in secondary education, seem hardly sufficient to follow Higher Education successfully. This occurs in combination with other insufficient academic skills. The educational practices Belhiah & Elhami (2015) describe, show the features of submersion (Baker, 2011). Nevertheless, they do not use that term; it would not be justified either, because entering students have to meet entry requirements for English that are established by the universities themselves. Although it is never labelled that way, in the research papers discussed in this section, in various cases, the practice of EMI looks more like submersion than immersion (Baker, 2011).

### 5.3.3 Research question

In order to be able to present a thorough description of students' and lecturers' experience with EMI in Higher Education, the following research question was formulated:

*What are bachelor students' and lecturers' experiences with the impact of English as a medium of instruction on language skills and on study behaviour in the Netherlands and Qatar?*

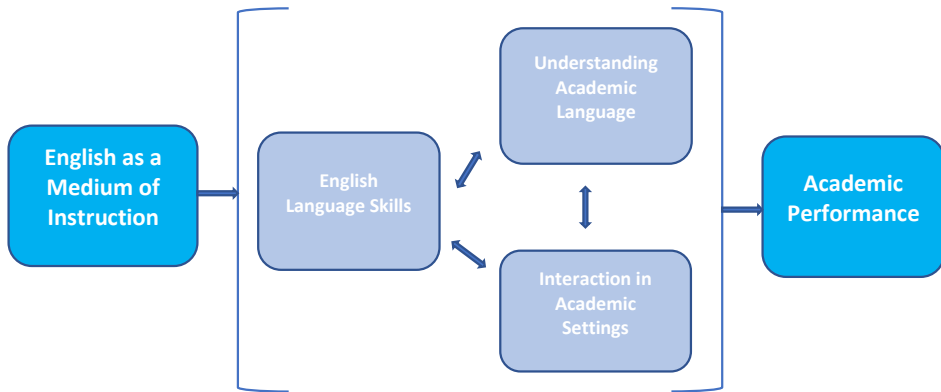
In order to answer the research question, the following sub-questions have been formulated:

1. *How do students and lecturers experience the impact of studying in an EMI programme on speaking, listening, writing and reading skills?*
2. *How do students and lecturers experience the impact of studying in an EMI programme on comprehension of academic language?*
3. *How do students and lecturers experience the impact of studying in an EMI programme on interaction in an academic setting?*



4. *How do students and lecturers value studying in an EMI programme versus studying in a non-EMI programme?*
5. *What are the similarities and differences between Qatar and the United Arab Emirates of students' and lecturers' experiences of the impact of studying in an EMI programme?*

The topic of the experiences of students and lecturers with EMI has been visualised in the following model:



**Figure 28. Conceptual model**

The model represents the following relationships: EMI has an effect on the three aspects shown between parentheses. These three aspects have an enhancing effect on each other. These intertwined aspects together have an effect on academic performance. The aspect of English Language Skills contains Speaking, Listening, Writing, and Reading. The aspect of Understanding Academic Language covers understanding the content of lectures and text books. The aspect of Interactions in Academic Setting contains the ability to ask and answer questions, communicating with teachers and fellow-students and participating in group work.

## 5.4 Research methods

In this section, the following topics will be discussed. Firstly, several aspects of conducting a replication study will be presented. Secondly, a description will be given of the populations and sub-populations that participated in this research. Thirdly, the methods of data collection will be specified. Fourthly, the differences between the initial study and the replication study will be given and discussed. The findings of this study will be compared with those of Belhiah & Elhami (2015). Results of the data collected in Leeuwarden and

Doha will be compared with the outcomes of a similar study carried out by Belhiah & Elhami (2015) in the United Arab Emirates.

The reasons for choosing Belhiah & Elhami's (2015) study for replication are:

1. Research of students' and lecturers' experiences fits in the bigger picture of this dissertation, which aims to study the relationship between English and academic performance from several angles and perspectives.
2. Belhiah & Elhami's (2015) study is one of the few examples of systematically conducted research with a mixed-methods approach on the impact of EMI on language skills and academic performance. It was conducted in a structured way by inquiring into students' and lecturers' experiences, views, and attitudes. The tools they developed have proven to be useful and effective, and are suitable for a replication study.
3. Belhiah & Elhami (2015) conducted their research in UAE, which is in many respects similar to Qatar, thereby providing a nice opportunity for comparison.

Because the study described in this chapter, exhibits several features of replication research, this topic will be discussed first.

#### 5.4.1 Replication studies

Replication studies are described by Porte as follows: "A replication study attempts to discover whether the same findings are obtained by another researcher in another context, and whether the outcome appears to reflect knowledge which can therefore be separated from the context in which it was originally found" (Porte, 2012, p. 3).

Attention for replication studies in applied linguistics has risen since a call in *Language Teaching* (Language Teaching, 2008) and the publication in 2012 of a kind of 'manual' for replication studies in applied linguistics (Porte, 2012). This development in the field of applied linguistics is not an isolated phenomenon, but has evolved simultaneously with developments in other social sciences such as social psychology. The reputation of the latter discipline was affected by questionable research practices like selective reporting and partial publication of data (John, Loewenstein, & Prelec, 2012), fabrication of data (Shea, 2011), and the fact that many studies were hard to replicate and the incidence of different outcomes in case of replication (Kunert, 2016).

Several reasons can be given to make a case for replication studies. Porte (2012) makes clear that replication studies are important in the debate among researchers (p. 3): a replication study will be part of an ongoing communication with fellow researchers. Replication studies also contribute to the accumulation of knowledge (Porte, 2012). Mackey (2012) sees the value of replication studies in validating the outcomes of previously conducted research and the acceptance of new theories. Replication studies are a way to distinguish spurious results from reliable results. Moreover, conducting replication research could be a useful tool in the training of junior researchers.

Although the benefits might be clear, the status of replication research is quite low in academic circles. Mackey (2012) uses the word “unglamorous” (p. 27). There are also many practical problems that impede replication research such as the definition and operationalisation of concepts, lack of access to the original data, and the fact that populations are never exactly the same.

Another problem arises when the outcomes of the replication study are different from the original study; this might lead to the question: Which outcomes are right, those from the original study or those from the replication study?

Porte (2012, p. 8) describes three main categories of replication research:

1. Exact replication: duplicating a previous study, with for instance the same respondents and tasks;
2. Approximate replication: repeating a previous study in a way that makes comparison possible;
3. Conceptual replication: a new research design is applied to the same problem statement of the previous study.

The research described in this chapter can be categorised as ‘approximate replication’. The experiences with EMI in Higher Education of students and lecturers of a comparable population will be researched with a tool that was developed in the original study. Porte (2012) observes that approximate replication is rarely conducted, but sees as an added value the modification of elements and a wider application range (p.9).

In the next paragraphs, the similarities and differences between the original study and the replication study will be given.

### 5.4.2 Participants

In Belhiah & Elhami’s (2015) study, 500 Arabic speaking students and 100 lecturers from six universities in the UAE participated. The participants were studying or teaching at Engineering, Business, and Social Sciences EMI programmes.

In this replication study, 54 first and second year students in Doha, and 80 first and second year students in Leeuwarden participated. In Doha, 15 lecturers and, in Leeuwarden 16 lecturers participated; this means that all lecturers involved filled out a questionnaire. All participants in Doha and Leeuwarden studied or taught at international business programmes.

The question: ‘What do you regard as your first language?’ was answered as follows:

**Table 27. Languages participants Doha**

Languages Doha	Number
Arabic	23
English	11
Hindi	6
Other language	14
Total	54

**Table 28. Languages participants Leeuwarden**

Languages Leeuwarden	Number
Dutch	35
Chinese	10
English	6
Bulgarian	6
German	5
Other language	18
Total	80

In table 27 and 28 the languages and the number of speakers at SUQ and SUN are presented. In table 27 (Doha) the category 'Other Languages' consists of languages with one or two speakers only. These languages are: Indonesian, Malayam, Ukrainian, Tamil, Urdu, Sinhala, Kalenjin, Nepalese, Gujarati, Afrikaans, and Italian.

In table 28 (Leeuwarden) the category 'Other Languages' consists of languages with four or less speakers. These languages are: Arabic, Frisian, Latvian, Lithuanian, Portuguese, Russian, Spanish, and Vietnamese.

The question 'What do you regard as your first language?' was deliberately formulated that way. The respondents could interpret this question as 'first acquired' or 'most important in your current life'. Some students when filling out the form, asked the researcher what he thought their first language was. In these cases, the researcher answered: "That is entirely up to you." More aspects of defining labels such as 'first language' and 'mother tongue' have been presented in chapter 4.

It should be noted that different IELTS entry requirements have been established for the different populations. Belhiah & Elhami (2015) report that the entrance requirements for the UAE universities range from IELTS 4.5-6. The entrance requirements for Stenden University Qatar are set at IELTS 5.5, while the entry requirements for Stenden University Netherlands are set at IELTS 6 (see chapter 3). As described in chapter 3, section 3.7.1, people with English language skills on IELTS 4.5 level, might encounter serious problems when studying in Higher Education. In addition to that, it would be interesting to see if

there is a relationship between the entry levels of the students and their experiences with EMI. It is not unlikely that students with a higher entry level, benefit more from EMI and will successively report more positively than those with a lower entry level.

Belhiah & Elhami (2015) researched the experiences of Arabic speaking students in Higher Education. In this replication the experiences of all students in Doha and Leeuwarden are collected. Because the participants were asked what they regard as their first language, it is possible to compare the answers of Arabic speaking students in Doha ( $n = 23$ ) with the answers of the students in the initial study.

Belhiah & Elhami (2015) describe their population as follows: "All students in this study were Arabic-English bilinguals. Among these, 288 are Emirati and 212 are expatriates; 165 males and 335 females (p. 9)." Although Belhiah & Elhami (2015) do not define or give a more detailed description of 'bilingual'; based on their further comments, quotes, the analyses, and on their proposals for a bilingual curriculum, it is safe to conclude that the vast majority or even the entire population of their respondents studying in EMI programmes, has an Arabic speaking background.

The students in Doha and in Leeuwarden, have their education (workshops, lectures, group work) in mixed groups, with fellow-students from various linguistic backgrounds. This might create a more natural linguistic environment for the use of English than an EMI programme with Arabic speaking students only and in many cases Arabic speaking teachers as well.

### 5.4.3 Methods of data collection

Belhiah & Elhami (2015) collected their data over a period of 11 months in the period of February 2012-December 2012. Students filled out questionnaire forms on paper in class. In this replication research, paper questionnaires were administered in April 2016 in Qatar and in April and May 2016 in Leeuwarden. Students filled out paper questionnaires (see appendix V) in class or in moments before or after class. The lecturers involved in this study, filled out paper questionnaires as well (see appendix VI).

#### ***Difference in items***

The questionnaires used in this replication study, were to a large extent copied from the initial study. Three items were added to the lecturers' questionnaire. Those items were:

- *Too many entering first year students show a lack of English language skills.*

This item was added because of the problems reported by lecturers in Belhiah & Elhami's (2015) study of their students problems with academic English.

- *When I'm teaching, I take the level of English into account by elaborating on the information and using simplified and accessible language.*

This item was added because both the studies of Belhiah & Elhami (2015) and Troudi & Jendli (2011) report this as an essential phenomenon.

- *Some students have problems during their entire studies because of lack of English language skills.*

This item was added because of the policy of IBMS SUN with regard to the formal study recommendation issued at the end of the first year (see chapter 1, section 1.4.2). Without a sufficient grade for the subject English Business Communication, students receive a negative binding study advice and get dismissed from school. The reason for this rule is the assumption that an insufficient grade for the subject English Business Communication would impair students' academic performance and study progress and would lead to failing the entire programme.

- *I would have gained more knowledge if this programme was offered in my first language.*  
This item was added to the students' questionnaire to get insight into what extent students might experience reduced learning outcomes compared to studying in their first language.

Given the difference in target populations, as described previously in this chapter - Belhiah & Elhami's (2015) study only described the impact of EMI of students with Arabic as native language - in this replication study the students were asked the question "What do you regard as your first language?".

Belhiah & Elhami (2015) drew up their questionnaires in Arabic only. Respondents may have unconsciously seen a signal in it, which could have triggered respondents' bias or priming. It might be the case that the outcomes would have been different if the questionnaires had been issued in English or if the students had had the option to choose between Arabic and English, as was later done by Solloway (2016).

In this replication study, the questionnaires were offered in English only. This is in line with the implicit language policy of the SUN and SUQ programmes involved. English is the language of all communication of the university with the students. Nevertheless, the fact that the questionnaires were offered in English only, might also have caused a kind of 'priming' or 'nudging'. However, offering the questionnaires in two languages, might have caused even a stronger signal, since in this context it is evident that English is the unmarked language whereas Arabic is the marked one.

#### **5.4.4 Conclusion from this section**

An approximate replication study is an appropriate way to answer the research question: *What are bachelor students' and lecturers' experiences with the impact of English as a medium of instruction on language skills and on study behaviour in the Netherlands and Qatar?*

The tools developed by Belhiah & Elhami (2015) have proven to be effective. Based on their outcomes and the researcher's observations, some refinements have been made. The similarities and differences between SUN and SUQ, and between Qatar and UAE provide a healthy basis for a detailed and comprehensive description of students' and lecturers' experiences with EMI in Higher Education.

## 5.5 Results and outcomes

In this section the results and outcomes will be presented of the data collected at Stenden University of Applied Sciences in the Netherlands and in Qatar.

The outcomes on the following topics will be presented:

1. The experienced impact of studying in an EMI programme on speaking, listening, writing, and reading;
2. The experienced impact of studying in an EMI programme on comprehension of academic language;
3. The experienced impact of studying in an EMI programme on interaction in an academic setting;
4. The experienced value of studying in an EMI programme;
5. Similarities and differences of students' and lecturers' experiences with the impact of studying in an EMI programme between Qatar and the United Arab Emirates.

In several tables, for the sake of convenience, clarity and conciseness, ordinal scales will have been processed as interval scales (Allen & Seamen, 2007; Knapp, 1990; Jamieson, 2004).

### 5.5.1 Impact of EMI on speaking, listening, writing reading

In this section the experiences of students and lecturers in Leeuwarden and Doha about the impact of EMI programmes on speaking, listening, writing and reading skills will be described.

**Table 29. Descriptives impact on speaking, listening, writing, and reading by students**

	Both N = 134		Doha N = 54		Leeuwarden N = 80	
	Mean	SD	Mean	SD	Mean	SD
Impact on speaking	4.35	0.944	4.35	1.119	4.35	0.813
Impact on listening	4.19	1.020	4.22	1.160	4.16	0.920
Impact on writing	4.19	0.982	4.20	1.155	4.17	0.854
Impact on reading	4.11	1.016	4.24	1.181	4.03	0.886

Table 29 shows the experiences of students at SUQ and SUN concerning the impact of EMI programmes on speaking, listening, writing, and reading skills.

The participants were asked to react to the following statement: "Studying in an English medium programme has a positive impact on the students' following language skills", after which a list was given with language skills with answering options. Participants could choose from five options: 1. strongly disagree; 2. disagree; 3. neutral; 4. agree; and 5. strongly agree.

**Table 30. Descriptives impact on speaking, listening, writing, and reading by lecturers**

	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
Impact on speaking	4.39	0.558	4.47	0.516	4.31	0.602
Impact on listening	4.32	0.702	4.33	0.816	4.31	0.602
Impact on writing	4.32	0.599	4.53	0.640	4.13	0.500
Impact on reading	4.26	0.773	4.33	0.976	4.19	0.544

In general, students in Leeuwarden and Doha report that studying in an EMI programme, contributes to the development of English language skills, with speaking as the skill that benefits most.

Table 30 shows the experiences of lecturers at SUQ and SUN concerning the impact of EMI programmes on students' speaking, listening, writing, and reading skills.

The participants were asked to react to the following statement: Studying in an English medium programme has a positive impact on the students' following language skills, after which a list was given with language skills with answering options. Participants could choose from five options: from 1. strongly disagree to 5. strongly agree.

In general, lecturers in Leeuwarden and Doha report that studying in an EMI programme, contributes to the development of English language skills, with speaking as the skill that benefits most. The lecturers rate the impact of studying in an EMI programme on English language skills higher than the students do. The lecturers in Doha rate the impact of studying in an EMI programme on English language skills higher than their colleagues in Leeuwarden.

### 5.5.2 Impact of EMI on comprehension of academic language

In this section the experiences of students and lecturers in Leeuwarden and Doha concerning the impact of studying in EMI programmes on comprehension of academic language will be described.

**Table 31. Students' experience with comprehension in an academic setting**

	Both N = 134		Doha N = 54		Leeuwarden N = 80	
	Mean	SD	Mean	SD	Mean	SD
I understand everything teachers say in class.	4.16	0.903	4.30	0.944	4.07	0.868
I can read course materials and textbooks.	4.43	0.835	4.67	0.801	4.26	0.823
I can understand course materials and textbooks.	4.39	0.747	4.46	0.794	4.34	0.714
I can understand written examination instructions.	4.46	0.782	4.67	0.727	4.33	0.792



Table 31 shows students' experience with comprehension and interaction in an academic setting. Participants had to rank their experience with comprehension and interaction in an academic setting on a scale of five from 1. strongly disagree to 5. strongly agree. The results show that students have positive experiences with comprehension in an academic setting. Students in Doha report more positively than students in Leeuwarden.

**Table 32. Lecturers' experience of students' comprehension of academic language**

	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
Most students understand everything I say in class	3.52	0.996	3.13	0.990	3.87	0.885
Most students can read course materials and textbooks	3.65	0.877	3.47	0.990	3.81	0.750
Most students can understand written examination instructions	3.65	0.709	3.60	0.910	3.69	0.479
Most students can answer examination questions in English	3.94	0.727	3.93	0.961	3.94	0.443
Most students feel comfortable asking questions in English	3.32	0.909	3.33	1.113	3.31	0.704

Table 32 shows lecturers' experience with comprehension in an academic setting. Participants had to rank their experience with students' comprehension and interaction in an academic setting on a scale of five from strongly disagree to strongly agree. The results show that lecturers have neutral or slightly positive experiences with students' comprehension skills in an academic setting. Lecturers' rating of comprehension in an academic setting is lower than students' self-rating.

### 5.5.3 The experienced impact of studying in an EMI programme on interaction in academic settings

In this section the experiences of students and lecturers in Leeuwarden and Doha concerning the impact of studying in EMI programmes on interaction in an academic setting will be described.

Table 33 shows students' experience with interaction in academic settings. Participants had to rank their experiences with interaction in an academic setting, on a scale of five, from strongly disagree to strongly agree. The results show that students have positive experiences with interaction in an academic setting. Students in Doha are more positive than those of students in Leeuwarden.

**Table 33. Students' experience with interaction in an academic setting**

	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
I feel comfortable asking questions in English.	4.35	0.844	4.67	0.514	4.13	0.952
I feel comfortable answering my teachers' questions in English.	4.35	0.825	4.61	0.564	4.18	0.925
I feel comfortable doing group work in English.	4.44	0.782	4.57	0.815	4.34	0.749
I feel comfortable communicating with fellow students in English.	4.49	0.743	4.61	0.656	4.40	0.789

**Table 34. Lecturers' experiences with students' interaction skills**

	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
Most students feel comfortable asking questions in English	3.32	0.909	3.33	1.113	3.31	0.704
Most students feel comfortable answering my questions in English	3.42	1.025	3.53	1.125	3.31	0.946
Most students feel comfortable doing group work in English.	3.55	0.675	3.47	0.834	3.62	0.500
Most students feel comfortable communicating with their fellow students in English	3.19	0.654	3.07	0.704	3.31	0.602

Table 34 shows the lecturers' experiences with students' interaction skills in an academic setting. Participants had to rank their experience with students' interaction skills on a scale of five, from strongly disagree to strongly agree. The results show that lecturers have neutral or slightly positive experiences with students' comprehension and interaction in an academic setting. Lecturers' rating of interaction in an academic setting is lower than students' self-rating.

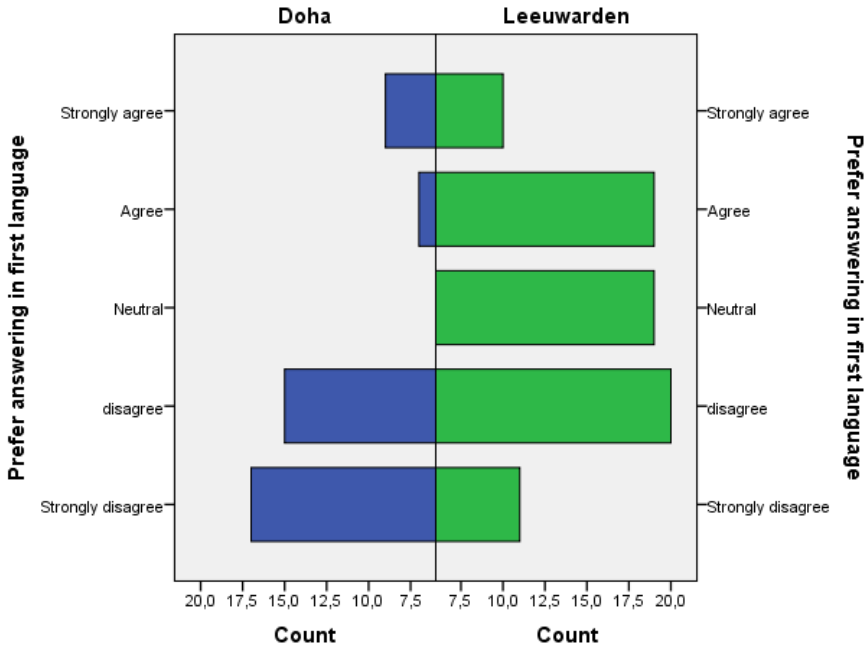
#### 5.5.4 Experiences with the value of studying in EMI programmes

This section will describe how students and lecturers in Leeuwarden and Doha assess the value of studying in EMI programmes.

**Table 35. Students' value of answering examination questions in first language**

	Both N = 134		Doha N = 54		Leeuwarden N = 80	
	Mean	SD	Mean	SD	Mean	SD
If I had the choice and I knew that the examiner wouldn't have problems with it, I would choose to answer examination questions in my first language.	2.80	1.358	2.56	1.475	2.96	1.255

Table 35 shows that students in Leeuwarden and Doha on average don't think that they would perform better on tests if they were given the opportunity to use their first language. The students' preference is visualised in figure 29:



**Figure 29. Students' preference for answering questions in English or first language**

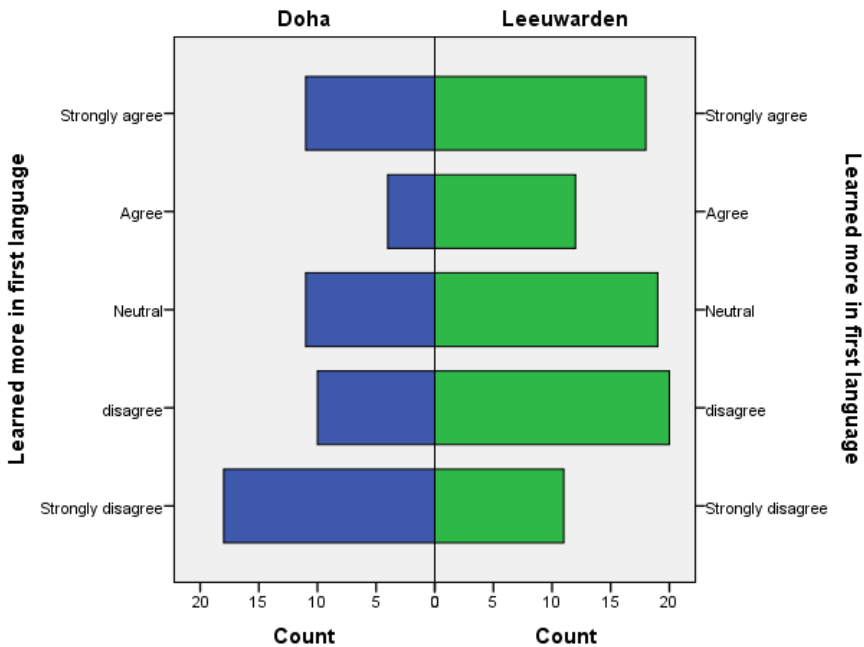
Graph 29 shows the difference between the answers of the Leeuwarden and the Doha students. Students in Doha are more outspoken in their opinion. The vast majority think they would not perform better on examinations if they were allowed to use their first language.

**Table 36. Students opinion if they would have gained more knowledge when studied through native language**

	Both N = 134		Doha N = 54		Leeuwarden N = 80	
	Mean	SD	Mean	SD	Mean	SD
I would have gained more knowledge if this programme was offered in my first language.	2.90	1.442	2.63	1.521	3.07	1.367

Table 36 shows the opinions of students on whether they would have gained more knowledge if the programme had been offered in their native language. On average, students are neutral. They don't think that they would have learned more or less if the

programme was offered in their first language. The students' opinion is visualised in the following graph.



**Figure 30. Students' opinion if they would have gained more knowledge when studied through first language**

As can be seen in graph 29, students in Doha disagree more strongly than Leeuwarden students and students in Leeuwarden agree more strongly when asked if they would have gained more knowledge if the programme was offered in their first language.

As can be seen in table 37, lecturers in Doha don't think their students would perform better if they were allowed to use their native language in examinations. Their colleagues in Leeuwarden on average, however think students would answer examination questions better in their native languages.

**Table 37. Lecturers' view on use of native language**

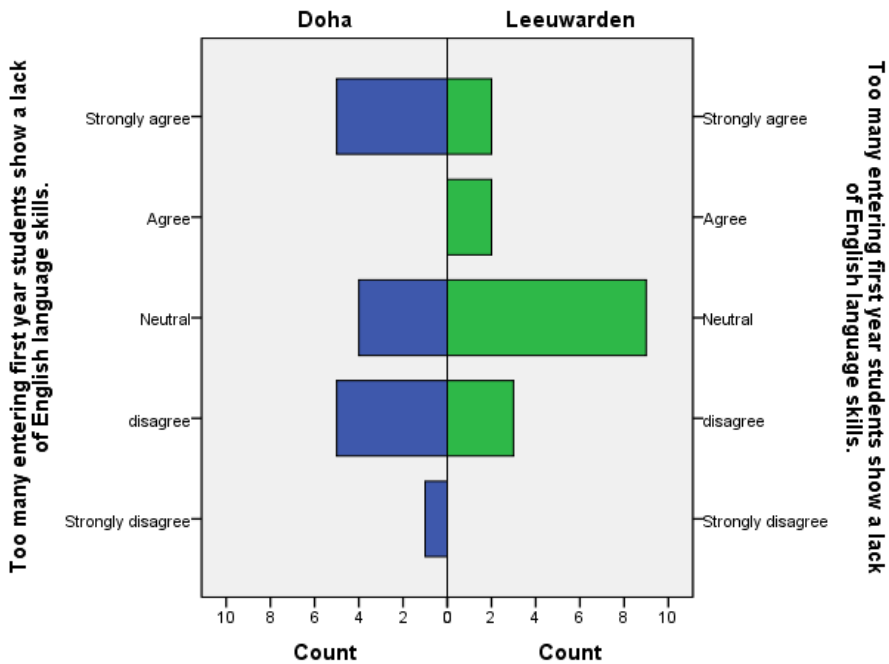
	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
Most students could answer examination questions better in their native language than in English.	3.48	0.962	3.13	0.834	3.81	0.981

**Table 38. Lecturers’ assessment of English skills of entering students**

	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
Too many entering first year students, show a lack of English language skills.	3.19	1.167	3.20	1.424	3.19	0.911

Table 38 shows that lecturers in Leeuwarden and Doha on average slightly agree with the statement that too many entering students show a lack of English language skills. The experiences of lecturers is visualised in the following figure 30.

Table 39 and figure 31 show to what extent lecturers in Doha and Leeuwarden experience students having problems during their entire studies due to lack of English language skills.



**Figure 31. Lecturers’ assessment of English skills of entering students**

**Table 39. Lecturers' view on the extent to which English remains a problem**

	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
Some students have problems during their entire studies because of lack of English language skills.	3.61	0.803	3.53	0.990	3.69	0.602

Table 39 and figure 32 show to what extent lecturers in Leeuwarden and Doha see students having problems during their entire studies because of lack of English language skills. On average, lecturers see the problem with some students. Lecturers in Leeuwarden see more problems than their colleagues in Doha.

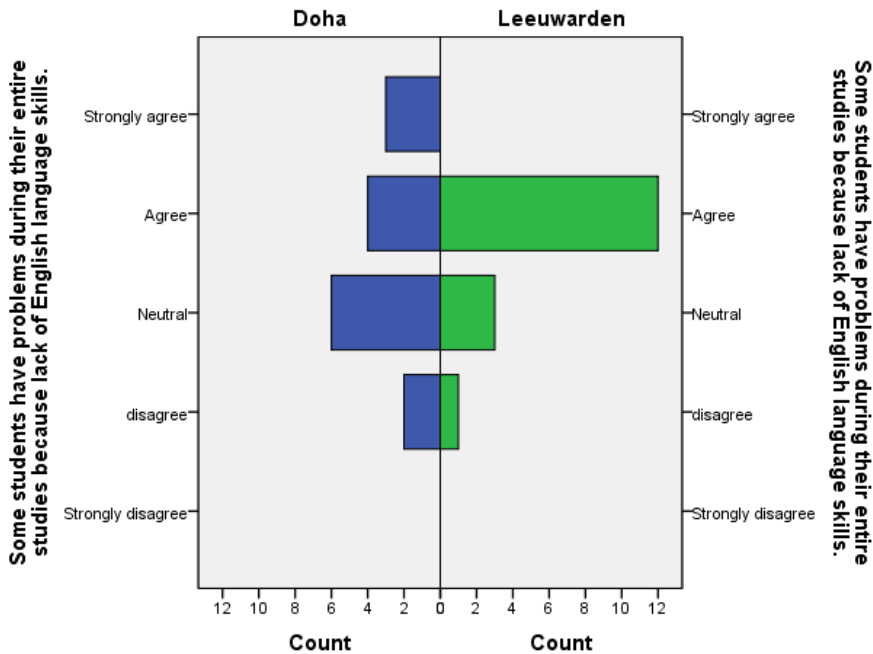
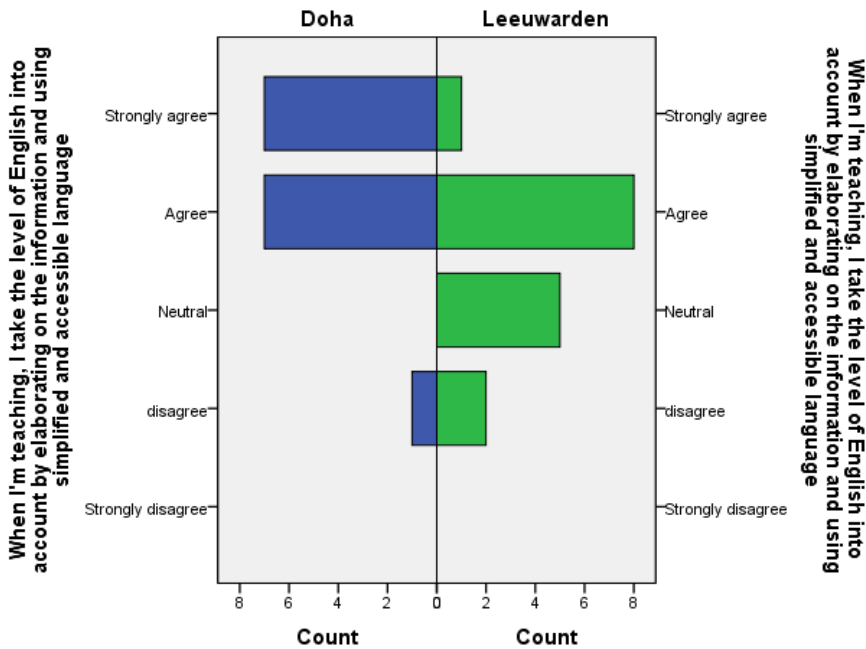
**Figure 32 Lecturers' view on the extent to which English remains a problem**

Table 40 shows the lecturers' views on speech adapting. On average, lecturers say that they take the level of English into account during their teaching practices by elaborating on the information and by using simplified and accessible language. The lecturers' opinions are visualised in figure 32.

**Table 40. Lecturers' views on speech adapting**

	Both N = 31		Doha N = 15		Leeuwarden N = 16	
	Mean	SD	Mean	SD	Mean	SD
When I'm teaching, I take the level of English into account by elaborating on the information and using simplified and accessible language.	3.90	0.908	4.33	0.816	3.50	0.816

Lecturers in Doha report a higher level of adaptation to the level of English than lecturers in Leeuwarden.



**Figure 33. Lecturers' views on speech adapting**

### 5.5.5 Comparison of experiences in Qatar and the United Arab Emirates

In this section, the outcomes of this replication study will be compared with the outcomes of the original study by Belhiah & Elhami (2015). Two comparisons will be made. Firstly, the experiences of Higher Education students and lecturers in Doha will be compared with the results of the students and lecturers in the UAE. Secondly, the experiences of Arabic speaking students in Doha will be compared with the experiences of the original study, that was conducted among Arabic speaking students only.

### 5.5.5.1 The experienced impact of studying in an EMI programme on speaking, listening, writing, and reading

The answers of students at SUQ in Doha and students in UAE on the experienced impact on speaking, listening, writing, and reading of studying in an EMI programme are shown in table 42. When the results on Agree and Strongly Agree are combined, a comparison leads to the following results:

**Table 41. Percentage of UAE and Doha students reporting a positive impact of EMI on English proficiency**

	UAE (n = 500)	Doha (n = 54)	Doha, Arabic speakers (n = 23)	Doha, non-Arabic speakers (n = 31)
Speaking	75	87.1	91.3	83.9
Listening	79	79.6	82.6	77.5
Writing	78	79.7	82.6	77.4
Reading	76	79.6	78.3	80.7
Mean	77	81.4	83.7	79.9

The table 41 shows that students of SUQ in Doha are positive about the impact of studying in English. The Arabic speaking students assess the impact higher than the entire population. Compared to UAE, Doha students in general and Arabic speaking students especially, assess the impact of studying in an EMI programme on their language skills higher. More details can be found in appendix VII.

The answers of lecturers at SUQ in Doha and lecturers in UAE on the experienced impact on speaking, listening, writing, and reading of studying in an EMI programme can be seen in table 43. When the results on Agree and Strongly Agree are combined, a comparison leads to the following results:

**Table 42. Percentage of lecturers reporting a positive impact of EMI on English proficiency**

	UAE (n = 100)	Doha (n = 15)
Speaking	72	100
Listening	76	93.4
Writing	57	93.3
Reading	63	80.0
Mean	67	91.7

Table 42 shows that lecturers in Doha rate the impact of studying in an EMI programme on English language skills considerably higher. More details can be found in appendix VIII.



### 5.5.5.2 *The experienced impact of studying in an EMI programme on comprehension of academic language*

Table A in appendix IX shows Qatari students' self-assessment of their comprehension skills in an academic setting. Only a tiny minority report problems with comprehension. Students don't see any obstacles with regard to English and understanding of academic tasks. Table B in appendix IX shows UAE students' self-assessment of their comprehension skills in an academic setting. Only a small minority report problems with understanding academic English.

When the results on Agree and Strongly Agree are combined, a comparison leads to the following results:

**Table 43. Percentage of students that report positively on reading and understanding Doha and UAE**

	UAE (n = 500)	Doha (n = 54)	Doha, Arabic speakers (n = 23)	Doha, non-Arabic speakers (n = 31)
I understand everything teachers say in class.	83	83.3	78.2	87.1
I can read course materials and textbooks.	82	92.6	87.0	96.8
I can understand course materials and textbooks.	79	90.8	78.3	100.0
I can understand written examination instructions.	89	94.4	91.3	96.8
Mean comprehension	83.3	90.3	83.7	95.2

When the experiences of the students in Doha are compared with those of the UAE students, it becomes clear that Doha students assess their capacities of understanding academic English higher than UAE students.

### 5.5.5.3 *The experienced impact of studying in an EMI programme on interaction in an academic setting*

Table B and C in appendix VII show how Doha and UAE students assess their ability to interact in English. Doha students report a higher rate of comfort with interaction in English than UAE students.

The study of Belhiah & Elhami (2015) concerned the Arabic speaking students of UAE universities. The data in Doha were collected among a variety of linguistic backgrounds. In the next paragraphs, outcomes of Arabic speaking students from Doha will be compared with the UAE students.

When the results on Agree and Strongly Agree are combined, a comparison leads to the following results:

**Table 44. Percentage of students reporting positive on English interaction skills**

	UAE (n = 500)	Doha (n = 54)	Doha, Arabic speakers (n = 23)	Doha, non-Arabic speakers (n = 31)
I feel comfortable asking questions in English.	77	98.1	95.6	100
I feel comfortable answering my teachers' questions in English.	79	96.3	91.2	91.3
I feel comfortable doing group work in English.	65	92.6	91.3	93.5
I feel comfortable communicating with fellow students in English.	56	90.8	82.6	96.8
Mean	69.2	94.5	90.2	95.4

Table 44 shows that Doha students in general assess their ability to interact in English higher than UAE students. Arabic speaking students in Doha feel a little less comfortable in English than the entire population, but they still assess their interaction skills higher than the UAE students.

The lecturers in UAE and Doha rated their experiences with students' interaction skills in an academic setting as follows:

**Table 45. Percentage of lecturers reporting positively, UAE and Doha compared**

	UAE lecturers n = 100	UAE students n = 500	Doha lecturers n = 15	Doha students n = 54
Comfortable with asking questions in English	31	77	46.6	98.1
Answering teachers' question in English	28	79	66.6	96.3
Comfortable with doing group work in English	41	65	53.4	92.6
Comfortable with communicating with fellow students	9	56	26.7	90.8

Table 45 shows the percentages of participants who report positive experiences with interaction skills. Lecturers in Doha assess the interaction skills higher than the lecturers in the UAE. Students, both in Doha and UAE, assess their interaction skills higher than their lecturers do. More detailed tables on interaction can be found in appendix X.

#### **5.5.5.4 Experienced value of studying in an EMI programme**

The experienced value of studying in an EMI programme was measured through two questions in the questionnaire. The first question was about students' preference for

language choice when answering questions at examinations. The second question was about the students' opinion to what extent they would have gained more knowledge if the programme was offered in their first language. The outcomes of the second item cannot be compared to the outcomes of UAE, since this question was not asked in the initial study by Belhiah & Elhami (2015).

Table A in appendix XI shows the opinion of Doha students about the idea of answering questions in their first language. Table B in appendix XI shows the opinion of Arabic speaking students in UAE on answering questions in Arabic. In general Doha students do not have a preference for answering questions in their first language, whereas UAE students do.

The majority of students in Doha prefer answering questions in English, whereas the majority of students in UAE prefer answering questions in Arabic.

**Table 46. Students' preference for language of examination, UAE and Doha compared**

	UAE (n = 500)	Doha (n = 54)	Doha, Arabic speakers (n = 23)	Doha, non-Arabic speakers (n = 31)
If I had the choice and I knew that the examiner wouldn't have problems with it, I would choose to answer examination questions in my first language.	80	29.7	17.4	35.5

#### **5.5.5.5 Conclusion of this section**

In this section, the similarities and differences between Qatar and UAE students' and lecturers' experiences with the impact of studying in an EMI programme.

Students in Doha report more positively on the impact of EMI on language skills, on comprehension, and on interaction. They also value studying in an EMI programme higher than the students in UAE.

Lecturers in Doha, like their students, assess the impact of studying in an EMI programme on language skills, on comprehension and on interaction higher than the lecturers in UAE. Both in Doha and UAE, students assess their language skills, comprehension skills, and interaction skills higher than lecturers rate their students' language skills.

## **5.6 Conclusion and discussion**

In this section the results as presented in the previous section will be discussed. The sub-questions, as presented in section 5.3.3, will be reviewed.

### 5.6.1 Conclusions concerning the impact of EMI on English language skills

The first sub-question was formulated as follows: *How do students and lecturers experience the impact of studying in an EMI programme on speaking, listening, writing and reading skills?*

In their responses, students in Leeuwarden and Doha report a positive impact of studying in an EMI programme on English language skills. According to them, speaking, listening, writing, and reading skills benefit from being taught through the medium of English.

Lecturers in Leeuwarden and Doha also report a positive impact of studying in an EMI programme on English language skills.

These results are in line with the outcomes of Belhiah & Elhami (2015) who report that “there was widespread agreement among students that studying in English has improved their speaking skills” (p. 10). Likewise, Belhiah & Elhami (2015) report that “an overwhelming majority” (p. 10) of the students ascribe their improvement in writing and reading to assignments such as papers, essay exams, and project reports.

Notwithstanding all critical remarks from researchers like Belhiah & Elhami (2015) and Troudi & Jendli (2011), the results of this study confirm the findings of Belhiah & Elhami (2015) that EMI has a positive impact on the development of English language skills.

### 5.6.2 Conclusions concerning the impact of EMI on comprehension

The second sub-question was formulated as follows: *How do students and lecturers experience the impact of studying in an EMI programme on comprehension of academic language?*

In their responses, students in Leeuwarden and Doha give positive reports on questions concerning comprehension of academic language. Students in Doha report slightly more positively than the students in Leeuwarden.

On average, the lecturers in Leeuwarden and Doha rate the impact of EMI on comprehension of academic texts positively, but they rate the students’ comprehension skills lower than the students themselves do. Lecturers in Doha rate students’ ability on academic language comprehension a little lower than their colleagues in Leeuwarden do.

### 5.6.3 Conclusions concerning the impact of EMI on interaction

The third sub-question was formulated as follows: *How do students and lecturers experience the impact of studying in an EMI programme on interaction in an academic setting?*

In their responses, students from Leeuwarden and Doha are quite positive about their interaction skills; however, Doha students on average rate slightly higher than students in Leeuwarden.

The lecturers in Leeuwarden and Doha report on average a positive impact of EMI on interaction skills, but they rate their students’ interaction skills lower than the students do.

With regard to the items on comprehension of academic language and interaction in academic settings, there is a consistent gap between the students' self ratings and their lecturers' ratings. A few explanations may be offered for the gap.

Firstly, the scores on students' self-ratings could be explained by Heilenman's Response Effect Theory (1990). This theory explains relatively high scores on self-rating of skills by an acquiescence effect, a tendency to respond positively regardless of the content of an item. Another explanation might be found in the illusory superiority theory, also known as the above-average-effect or better-than-average-effect (Varnum, 2015). This theory explains the phenomenon that people rate their own skills and qualities quite positive and rank themselves above average. The above-average-effect could also explain why Dutch students in the study of Wildeman, Verstappen & Van Selm (2015) were satisfied with their own English language skills, but assessed the command of English of their fellow students as insufficient.

A third explanation could be found in the effect of ageing and maturing on knowledge and skills. It could be possible that the lecturers compare their current knowledge, skills and qualities to those of their students and rate the latter lower, forgetting that they are older and have had more opportunities for development.

Finally, a fourth explanation is offered by Belhiah & Elhami (2015). They also found a discrepancy between students' self-rating and lecturers' rating. They explain the difference by the fact that when lecturers witness students struggling with texts or course materials, they employ teaching strategies to make the material more accessible for students, which leads the latter to think that they can understand the content with a certain ease.

#### **5.6.4 Conclusion about experiences with the value of studying in EMI programmes**

The fourth sub-question was formulated as follows: *How do students and lecturers value studying in an EMI programme?* This sub-question was operationalised by two items on the questionnaire. The first concerns students' and lecturers' opinions on answering examination questions in the students' first language. The second concerns students' and lecturers' opinions on the question whether students would have gained more knowledge if the programme had been offered in the students' first language.

In their responses, students from Leeuwarden and Doha both reported that on average they did not think that they would perform better on exams if they were given the opportunity to use their first language. As can be seen in Graph 28, students in Doha are more outspoken; the vast majority of them prefer taking exams in English. The difference between the answers of the Doha students and the Leeuwarden students can be explained by the language of instruction students had in secondary education. The vast majority of students in Doha followed secondary education through the medium of English; the vast majority of students in Leeuwarden, if not all, followed secondary

education through their national language. Another explanation for the results on answering questions in English can be the students' preference for congruency between the language of instruction and the language of examination. If, for instance, the subject of Human Resource Management with its specific concepts, terms and models, is taught through the medium of English, it is very hard for students to answer examination questions in their first language, since they have not also been provided with the proper terminology in their first language.

Students in Leeuwarden and Doha do not think they would have gained more knowledge if their programme had been offered in their first language. Over all, the lecturers agree with the students that offering the same programme in the students' first language would not add very much, although a minority of the lecturers in Doha thinks differently and strongly agree with the statement that students would gain more knowledge in their first language. It may be remarked that a substantial percentage of the lecturers in Leeuwarden have experiences with teaching their subject both in EMI programmes and in programmes that are taught through Dutch. They use the same books and materials, for instance for a subject such as Marketing. In the EMI programme they use the English version, in the Dutch programme they use the Dutch translation. They use the same exams and apply the same standards.

A minority of the lecturers in Leeuwarden and Doha think that too many students enter the first year of the programme with a lack of English language skills. Lecturers also report that some students keep having problems during their entire studies because of limited English language skills. A few remarks may be made. In Leeuwarden lecturers might have some specific Chinese students in mind when answering this question. In the first year of their studies, many Chinese students struggle with oral production of English and, perhaps to a lesser extent, with written production. That attracts the attention of the lecturers. What is less noticeable, however, is that these students also may struggle with other aspects of Dutch Higher Education, such as active engagement with content, instead of focussing on reproduction, and active engagement with lecturers, instead of silently attending classes (Al-Ruqaishi, Iedema & Zeng, 2014).

Another aspect that lecturers may overlook is that their students are not having problems with English, but that the nature of their students' struggles is more rooted in the general linguistic requirements of studying at a bachelor level, regardless of the language of instruction. Belhiah & Elhami (2015) mention that students, when offered the opportunity to make assignments in Arabic, continue to have problems. This phenomenon, which can be seen as an illustration of the concept of BICS & CALP (Cummins, 2008, 2000) and the necessity of the application of Murray's tripartite model (Murray, 2016), has been described in chapter 2.

On average, the level of English language skills of entering students is not seen as a big problem. Nevertheless, there is a wide range of results, especially among the lecturers in Doha. The differences in opinion might be explained by the subject that the lecturers teach. A lecturer in statistics or accounting might encounter less problems that could be ascribed to a lack of language skills than for instance a lecturer in Operational Organisation & Management.

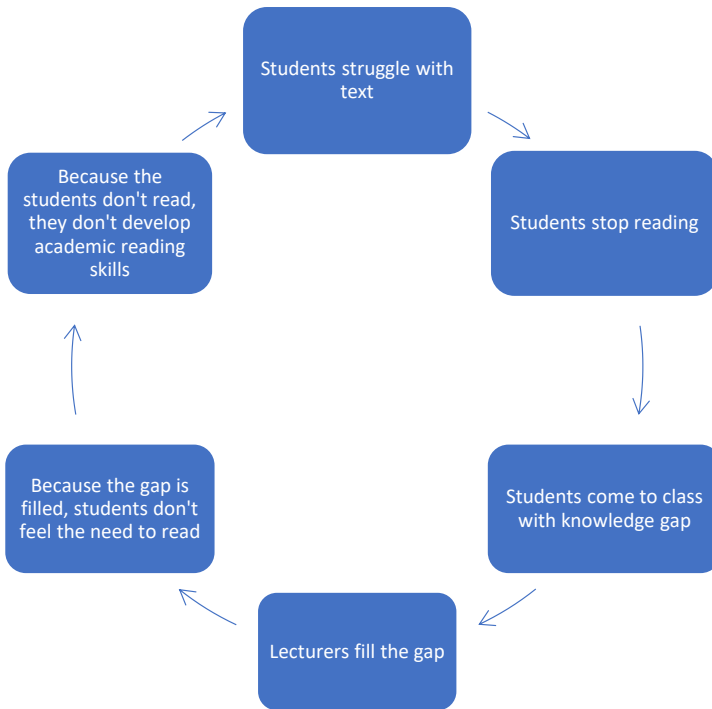
As can be seen in table 41, lecturers in Doha are adapting their speech much more than lecturers in Leeuwarden. It must be taken into account that the nature of their adaption is unknown. Are the lecturers adapting the level of their language to that of the students only, or are they making adaptations to the level of content and prior knowledge of their students as well? It might be hard to find a distinction in some cases.

Another explanation of the difference in speech adapting between Leeuwarden and Doha could be found in the composition of the teacher population. Similar to the description of the teacher population in UAE in Belhiah & Elhami (2015), all teachers in Doha are expatriates. Countries of origin are: Canada, Uganda, South Africa, Morocco, Great Britain, India, Sri Lanka. The teaching staff in the Netherlands are mainly Dutch (65 %), the internationals come from Malaysia, Rumania, Spain, Argentine, Great Britain and Poland. There are no data available concerning the level of English of the lecturers, but since the lecturers in Doha use more English in daily life than teachers in Leeuwarden, they might be using English with more ease and be more skilful in speech adaptation.

The discrepancy between lecturers' and students' assessments of students' comprehension and interaction skills, seems to be confirmed by the outcomes of the item concerning the probable lack of English language skills of first year students when they arrive; and the item concerning students having problems during their entire studies because of lack of English language skills; and the item concerning lecturers adapting their language.

The item *'When I'm teaching, I take the level of English into account by elaborating on the information and using simplified and accessible language'* might provide the key. It is normal teacher behaviour to adapt the level of instruction to that of the average of the group. Although the level of education in Higher Education is described in module books and text books, and is to a certain extent standardised, it is inevitable that lecturers will unconsciously or deliberately adapt speech, explicitness, and pace of instruction to the level of the group. In the case of SUQ and the UAE, this might lead to a loop in which students and lecturers get stuck: Students find it hard to read a text and therefore read it superficially or not at all. As a result, lecturers make the text accessible by rephrasing the content in easier wording and providing PowerPoint slides on which information is conveniently structured. Because the lecturer has explained the content so clearly, students feel no need to reread the text themselves, and as a result they do not practise

and therefore do not develop academic reading skills, which will lead to struggling with another text next time. This loop can be visualised as follows:



**Figure 34. Vicious circle leading to an academic reading deficit**

The phenomenon of lecturers pre-structuring content on PowerPoint slides, leads to a practice that students get used to, and even to a situation in which students express their discontent when confronted with questions at written examinations about topics that were not explicitly discussed during class.

Another negative effect of limited reading is that it reduces the amount of high quality language input (Ellis, 1985; Cook, 2008; Lightbown & Spada, 2013; Yule, 2014), especially on the level of the lexicon (Krashen, 2013; Karakoç & Köse, 2017).

Summarising, students and lecturers in general value studying in an EMI programme as positive. Students don't feel restricted because of studying in a language that is not their mother tongue. Some lecturers see restrictions, but further analysis reveals that reported disadvantages are always intertwined with other phenomena, such as the studying culture.



### 5.6.5 Conclusions concerning the comparison between Doha and UAE

The fifth sub-question of this study was *What are the similarities and differences between Qatar and the United Arab Emirates of students' and lecturers' experiences of the impact of studying in an EMI programme?* In this sub-study, the impact of EMI was operationalised in four aspects: the impact of EMI on language skills, on comprehension of academic language, on interaction in an academic setting, and the value of studying in an EMI programme. In the comparison of Doha and UAE, all four aspects will be discussed.

The first aspect concerns the experienced impact of studying in an EMI programme on speaking, listening, writing, and reading. Students and lecturers in Doha rate the impact of studying in an EMI programme on speaking, listening, writing, and reading considerably higher than their counterparts in UAE. There is an agreement between students and lecturers in Doha, as well in UAE. Also, when the experienced impact of EMI on language skills of Arabic speaking students of Doha are compared with the results of the UAE, the Doha students report a considerably higher impact.

The difference between Doha and UAE can be explained by looking at the difference between the entry levels established by the universities. Stenden University Qatar applies an entrance level of IELTS 5.5. In the UAE the entrance levels range from 4.5-6. As stated in chapter 3, it is highly likely that a level of English comparable to IELTS 4.5 is too low to study successfully in Higher Education through the medium of English. There seems to be a certain threshold when it comes to the level of English that is required for studying successfully in EMI programmes in Higher Education. Studying in EMI programmes without having passed that threshold, could lead to disappointing situations. Although it has not yet been established on what IELTS level the threshold could be pegged, an entrance level of IELTS 4.5 seems too low for participants to benefit from EMI. It is likely that there is a relationship, a kind of snowball effect, between IELTS entrance level and the benefits of EMI, but the original study of Belhiah & Elhami (2015) does not give figures.

A second explanation could be found in the composition of the groups investigated. In Belhiah & Elhami's study (2015), the groups were made up of Arabic speaking students only. Belhiah & Elhami (2015) report uneasiness of Arabic students with speaking English when the entire class is made up of Arabic speaking students. The fact that the population in Belhiah & Elhami's study was made up of Arabic speaking students who follow EMI in groups with fellow-Arabic speakers only, could provide an explanation for the difference between Doha and UAE. Using English together, where Arabic is the natural and common language in a specific setting, could result in a feeling of awkwardness in a situation of forced English use. The situation in Doha, with mixed groups of students with an international background, provides a more natural, less awkward, learning situation.

A third explanation could be found in the nature of the programme in which the students participate. Students of SUQ all study in business programmes. The participants in the UAE studied in diverse programmes in the field of Engineering, Social Work, and Business.

The impact of language might be different in each of these fields. Engineering might to a certain extent be less dependent on language than for instance the fields Social Work and Business. Programmes in the field of Social Work might be more focussed on domestic situations and therefore more easily get by with lower English language skills. However, the field of business is in any case more internationally oriented. Even though a considerable number of national students in the Gulf states studying International Business, might limit 'international' to the Gulf and the Middle East and North Africa (MENA) region, English remains the main language of business in Qatar and UAE. It is therefore likely that the nature of the programmes has had a considerable effect on the outcomes of the original study and this replication study.

The second aspect concerns the experienced impact of studying in an EMI programme on comprehension of academic language.

As with the first aspect, the experiences of the lecturers are in line with that of the students, in the sense that students and lecturers in Doha report a higher impact of studying in an EMI programme on comprehension of academic language than their counterparts in UAE. Similar to the first aspect, Arabic students in Doha give lower reports the entire population, but higher than the UAE students.

The most evident explanation for this phenomenon is the relationship between the language skills speaking, listening, writing, reading and comprehension of academic language. Development of the four basic language skills has an effect on understanding course materials, text books and lectures.

The third aspect concerns the experienced impact of studying in an EMI programme on interaction in an academic setting. As with the first two aspects, the experiences of the lecturers are in line with those of the students. Also when it comes to interaction skills in an academic setting, students and lecturers in Doha report a higher impact of studying in an EMI programme than their counterpart in UAE. In line with the first two aspects, Arabic students in Doha give lower reports than the average population, but their results are higher than those of the UAE students.

The fourth aspect concerns the experienced value of studying in an EMI programme. In the UAE, a majority of the students (80%) report that they would choose to answer examination questions in Arabic. In Doha, a minority of the Arabic speaking students (30%) would choose this option. Students at SUQ, Arabic speaking and non-Arabic speaking in general do not express any preference for deviating from English, in contrast with the students in UAE. This is a major difference between Doha and UAE.

An interesting observation is the similarity between the outcomes of Leeuwarden and Doha on the one hand, and the differences between Doha and UAE on the other. The

difference between UAE and Doha are larger than between Leeuwarden and Doha. That could mean that Stenden's policy of *Here is There* not only applies to the content and design of the curriculum, but also to the experienced outcomes of EMI.

Summarising, students and lecturers in Doha consistently report more positive experiences with studying in an EMI programme in Higher Education than the students and lecturers in the study of Belhiah & Elhami (2015). The causes for these differences could be found in different entry levels of English, the difference in the homogeneity of the groups and the nature of the programmes.

### **5.6.6 Answer to the main question**

The main question of this study is: What are bachelor students' and lecturers' experience with the impact of English as a medium of instruction on language skills and study behaviour in the Netherlands and Qatar?

Both students and lecturers in Leeuwarden and Doha report positive experiences. EMI has a positive effect on language skills (speaking, listening, writing and reading), on comprehension of academic language, and on interaction skills in an academic setting. Both students and lecturers in Leeuwarden and Doha think that invoking the students' first language would not have a positive effect on academic performance.

### **5.6.7 Reflections on this study as an approximate replication study**

In this study, replication research as described by Porte (2012) was carried out. This study aimed to discover whether the findings of Belhiah & Elhami (2015) in the UAE would be confirmed by a replication study at SUQ in Doha. This study can be characterised as approximate replication research. The study by Belhiah & Elhami (2015) was repeated in such a way that it was possible to compare outcomes and results.

The tools developed by Belhiah & Elhami (2015) have also proven to be useful outside the context of their study. They conducted quantitative research and qualitative research at the same time. The qualitative interviews provided interesting outcomes, which resulted in adding a few items to the tool. The additions have generated interesting data which offer insight as well.

This replication study fills a gap when it comes to the Netherlands and especially when it comes to business programmes offered by Stenden University of Applied Sciences. The outcomes can provide arguments in the ongoing discussion concerning the merits and disadvantages of EMI in Higher Education in the Netherlands.

The primary data collected for this study, were not compared with the primary data collected by Belhiah & Elhami's (2015). It would have been interesting to compare the outcomes of SUQ with the outcomes of business programmes in the UAE. It would also

have been interesting to compare outcomes of SUQ with programmes with the same IELTS entry requirements, since it was concluded that these entry requirements could be decisive for experienced impact of EMI.

Belhiah & Elhami (2015) claim that their study is representative for Higher Education in the Gulf region. This replication study has a more limited generalisability. Based on the data collected in Doha: the results are representative for business programmes in the Gulf, with a mixed student population and English entry requirements on the level of IELTS 5.5. For the Netherlands the generalisability is as follows: the study is representative for international business management programmes with a mixed population, offered by universities of Applied Sciences.

## CHAPTER 6



# SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS



## 6.1 Introduction

In this chapter, the answers to the research question and the sub-questions will be presented. The structure of this chapter is as follows. Firstly, an overview is presented of the conclusions of the three sub-studies. Secondly, the supposedly negative effects of English as a medium of instruction (EMI) will be discussed, based on the data collected in the sub-studies. Thirdly, elements for a language policy in Higher Education will be presented and fourthly ideas for further research.

## 6.2 Short recapitulation of the conclusions of the sub-studies

This dissertation contains three sub-studies. In the first study the relationship between entrance levels of English and academic performance were investigated, as measured by the number of credits obtained after one year and again after two years. In the second study, the use of English by EMI students in academic and non-academic contexts was investigated. The data were collected using an app, specifically developed for this study. In the third study, the experiences of students and lecturers with EMI were investigated (see section 3.4).

### 6.2.1 Conclusions concerning the relationship between entrance levels of English and academic performance

In the first study, the relationship between entrance levels of English and academic performance was investigated, as measured by the number of acquired credits after one year and again after two years, was investigated. For this study, the tool used was the Study Start Assessment, which also assessed cognitive capacities, motivation and confidence, learning styles, and prior knowledge of economics. Since there was no extensive psychometric analysis of the sub-test on English available, the outcomes should be treated with caution.

The study on the relationship between entrance levels of English and academic performance, as measured by the number of credits acquired, showed a weak, but significant correlation ( $r = 0.18$ ,  $p < 0.05$ ). This weak correlation was in line with the outcomes of other studies on this subject. The data indicate that the already limited effect of entrance levels of English, actually decreases over time, an aspect that up till now has received little attention in the literature.

The weak correlation can be explained by the threshold theory, which was developed and presented in this study, based on the analysis of the data collection. The essence of that threshold theory is that students entering with IELTS 6, have already achieved sufficient English language skills to study on a bachelor level. In other words, students who have



passed IELTS 6 or a comparable level, have crossed the threshold of minimum linguistic skills necessary for participating successfully in Higher Education.

No significant correlations were found between cognitive capacities and academic performance. The absence of any correlation between cognitive capacities and academic performance can also be explained by the threshold theory. Students who enter Higher Education, are admissible on the basis of their secondary education diploma and they are assumed to have reached a certain level of cognitive development that enables them to successfully participate in Higher Education.

No significant correlation was found between motivation and confidence, and academic performance. A logical explanation for the absence of a relationship between motivation and confidence and academic performance, is that students entering Higher Education, have already experienced academic success by achieving a diploma in secondary education. Moreover, they have already taken several decisions, such as orienting themselves towards studying in Higher Education, choosing a programme, enrolling, arranging funding, moving to another city or even to another country. When students have crossed all these hurdles, they have demonstrated a level of motivation high enough for studying in Higher Education. In other words, the threshold theory also applies to motivation and confidence.

In the Study Start Assessment, students' learning styles were assessed as well. No significant correlation was found between any of the learning styles and academic performance, although in a constructivist curriculum, students who are inclined to 'learning through understanding' and 'learning through application' would be expected to experience benefits. The outcomes of previous research on learning styles, as discussed in chapter 3, indicate that there are several problems with the construct. Firstly, there is no evidence that learning styles exist at all. Secondly, if learning styles did exist, it is unlikely that adapting to someone's preferred learning style, will help him or her acquiring knowledge and skills. Experts call learning styles "an urban legend" (Kirschner & Merriënboer, 2013) or "a neuromyth" (Newton, 2015). The data collected in this study, contribute to the notion that educators should be extremely careful with tests of learning styles in their professional practice.

In sum, cognitive capacities of entering students did not have an effect on academic performance, nor did motivation and confidence, or prior knowledge. Only a very weak relationship was found between the entry levels of English and academic performance. This weak effect manifested itself mainly in the initial stage of the studies. The conclusion from this study is that the entry requirements with regard to English, which are established on the level of IELTS 6, have demonstrated their relevance as a criterion for admission.

Students admitted on the basis of a lower threshold, are likely to encounter problems with their studies due to insufficient language skills; a higher threshold would deny access to students with a good perspective of completing the programme.

### **6.2.2 Conclusions on EMI students' use of English in academic and non-academic contexts**

Students' use of English in academic and non-academic contexts was registered using an app that was developed specifically for this study, the Language Use Registration App (LAURA). The data collected with LAURA, revealed differences in language patterns between Leeuwarden and Doha. In Leeuwarden, students generally use English mainly in an academic context: when they are on the premises of the university, or when they are occupied with school work somewhere else. Outside of the academic context, however, they use their native language, for example with family, in social contacts, and when working. The Dutch students' language behaviour outside of academic contexts, is similar to that of other Dutch students in the Netherlands.

Students in Doha, however, use English to a far greater extent. They use English on the premises of the university and when engaged in study activities, but they also use English in public life. Moreover, in many occasions English has taken on a role as family language in private situations.

Students in Doha are more exposed to English than their fellow-students in Leeuwarden. In Leeuwarden no correlation was found between the amount of exposure to English and the grades on English as a subject. In Doha no correlation was found between the use of English in interaction and the grades on English as a subject, although there was a moderate correlation between overall use of English and grades on English as a subject. The absence of a relationship between out-of-school exposure and grades on English as a subject, can be explained by the 'contact saturation point theory' (Spada, 1985). This theory proposed that when someone's language command has developed to a certain level, more plain exposure does not contribute anymore. This certainly goes for the students who participated in this research. They entered university with a level of at least IELTS 6, which is anyway higher than the level of English of the average citizen. In addition, they received courses in English as a subject as part of their education. Therefore, the university itself is the main factor contributing to the development of their English proficiency, by offering English as a subject and by providing a language learning environment that is a result of English as a medium of instruction.

In section 4.4.2, literature on the development of the term 'translanguaging' was discussed. The conclusion was that the meaning of this term had exploded in the course of years. The complexity was reduced to four categories. The first category approaches translanguaging from a pedagogical perspective. The second category approaches translanguaging from

the perspective of didactics. The third category approaches translanguaging from the mental grammar(s) perspective and the fourth category approaches translanguaging from the perspective of the performance of language users.

In the interviews presented in chapter 4, students described situations that belong to the fourth category. This was especially the case in Doha. For example, students were raised in one language by their parents, but they were also taken care of by an English-speaking nanny. The mix of languages they were exposed to, in private life, in public life and at school, resulted in the ability to play with the mixture of languages, much as a musician would play like an accordion. If we expand the metaphor of the accordion, one could say that a balanced bilingual is able to employ a wide variety of registers and skills. This also explains why accepting translanguaging as an end stage, as Garcia (2009) seems to advocate, has to be considered a dead end street. The acceptance of translanguaging practices in didactic situations can be accepted only as long as the objective is the mastering of both languages.

The phenomenon of students clustering according to nationality was also observed by the participants in Leeuwarden. For example, German students tend to prefer fellow-Germans' company and Dutch students cluster both in and outside the university's premises. The saying 'birds of a feather flock together' is an accurate description of students' clustering in Leeuwarden.

The tool that was developed for this study, LAURA, has proven to be an appropriate instrument for registering real-time language use. The research with the app provided interesting results in the sense of high response rate and quality of the data. LAURA generates reliable data and has an additional value when compared to other instruments, such as the Language Background Questionnaire. In post-experiment interviews, participants said they found the app user friendly and declared that the design of the tool made responding a pleasure, contributing to higher response rates and enhanced quality of the data.

The main conclusion can be that EMI programmes, with their deliberately designed blend of formal instruction in English as a subject, combined with the provision of other contexts in which English language skills are utilised, applied purposely and thereby further developed, contribute largely to the development of high-level English language skills. The linguistic context outside the university, however, whether in Leeuwarden or in Doha, makes only a marginal contribution to the development of English language skills.

### **6.2.3 Conclusions on students' and lecturers' experiences with EMI**

The third study of this dissertation was a so-called approximate replication study, meaning that in this case a previous study was repeated in order to make comparison possible.

The basis was Belhiah & Elhami's (2015) study on Arabic speaking students' and lecturers' experiences with EMI programmes in the United Arab Emirates (UAE). The tool that was developed by Belhiah & Elhami, a questionnaire, was copied, however, three questions were added. The results shed light on the perception of students' English language proficiency, both by themselves and by their lecturers.

Students and lecturers report that Higher Education through the medium of English has a positive effect on students' speaking, listening, writing and reading skills. Also, students and lecturers experience positive effects of EMI on comprehension of academic language. Students rate their own abilities higher than their lecturers rate their students. Students and lecturers also report a positive effect of EMI on students' interaction skills, and also in this case, students rate themselves higher than their lecturers do. The gap between students' self-assessment and the assessment by their lecturers can be explained by four theories. Firstly by Heilenman's Response Effect Theory (Heilenman, 1990), which states that, when rating their own abilities, individuals show a tendency to respond positively, regardless of the content of an item. Another explanation could be the illusory superiority theory also known as the above-average-effect (Varnum, 2015), the phenomenon that, when asked, people assess their qualities higher than those of others. The third explanation could be sought in the effect of ageing and maturing on knowledge and skills. It is not unlikely that lecturers compare their current knowledge, skills and qualities to those of their students and rate the latter lower, while forgetting that they are older and have had more time for development. Lastly, lecturers witness their students struggling with complex texts and course materials. Through their teaching, they make these texts more accessible to students, leading the latter to think that they are able to understand the content with a certain amount of ease.

Students in Doha and Leeuwarden both think that they would not perform better when given the opportunity to answer examination questions in their native language. In this respect, students in Doha are more outspoken than their counterparts in Leeuwarden, which can be explained by the fact that students in Doha followed secondary education through the medium of English, whereas students in Leeuwarden followed secondary education through their native language. Another explanation could be students' preference for congruence between the language of instruction and the language of testing.

In section 5.4.1 an inventory of the advantages and disadvantages as well as of the possibilities and limitations of replication studies was presented. The research described in chapter 5 can be classified as an approximate replication study. The benefits were the use of an approved tool, augmented with some questions based on post-test insights of the researchers of the original studies. Comparing the outcomes of the approximate replication study generated valuable insights, for instance in the value of the *Here is There* policy.

In summary, in general students and lecturers experience a positive effect of English as a medium of instruction on the development of English language skills as well as on comprehension of English language. Students do not think they would perform better when given the opportunity to use their native language for exams. Moreover, neither students nor lecturers think that they would have learned better when educated through their native language.

#### **6.2.4 Answer to the main question: What are the effects of EMI on academic performance?**

The main question of this dissertation, formulated in chapter 2, was: *What are the effects of the use of English as a medium of instruction in Higher Education on academic performance?* Based on the outcomes and conclusions of the previously mentioned sub-studies and taking limitations into account, there are sufficient grounds to conclude that students' English language skills hardly affect academic performance in a negative or positive way. On the other hand, EMI, combined with English as a subject with the aim of developing general proficiency, and combined with attention for academic literacy and professional communication skills, improves students' English language skills.

Students in Leeuwarden use English mainly in academic contexts, whereas their native language maintains a strong position in their private lives. In comparison, students in Doha use much more English outside academic contexts.

Students and lecturers both report a positive effect of education through the medium of English on students' English language proficiency. In general, they do not think that they would have gained more knowledge when taught through their native language.

### **6.3 Discussion of the supposed threats of EMI**

In the introductory chapter, three concerns were described, that are associated with English as a medium of instruction.

Firstly, concerns were presented that studying on a bachelor level through a language that is not the students' mother tongue, would have a negative impact on their learning. The second concern was that non-native English speaking lecturers, might use imperfect English, supposedly having a negative impact on students' learning. Thirdly, the increase of EMI programmes might have a negative effect on several aspects of the Dutch language, such as the quality of native speakers' Dutch as the result of following through the medium of English, the impact of the reduced position of Dutch in the domain of science and research, and the status of Dutch in general.

### 6.3.1 English as a medium of instruction does not affect academic performance negatively

As already concluded in section 6.2.2 and described into detail in chapter 3, there are only limited effects of students' English language skills on their academic performance. Those limited effects pertain mostly to the initial stage of their studies. It is not a problem for students to follow a bachelor programme through the medium of English, which is not their native language, provided that the level of their language skills at the moment of entrance is comparable to IELTS 6. This level is labelled as 'Competent User' and is described as follows: "The test taker has an effective command of the language, despite some inaccuracies, inappropriate usage and misunderstandings" (see section 3.1). The adequacy of IELTS 6 as an optimal entrance level becomes even more clear when compared to the description of the B2 level of the CEFR: "Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation" (see section 3.1). The B2 level of the CEFR, is also the level of English language skills with which students conclude secondary education in the Netherlands (Fasoglio & Tuin, 2017) The entry requirements guarantee that students' English language skills are, in general, sufficient to complete a bachelor programme successfully.

### 6.3.2 English of the lecturers and the assumed negative effects

As described in chapter 1, one of the main concerns about EMI was the supposed limited ability of non-native speaking lecturers to communicate high level content. The underlying assumption is that only native or near-native speakers are able to teach content effectively through the medium of English effectively. Moreover, hidden between the lines, one can discern the following assumption: lecturers are old, students are young; young people's English is better than older people's, therefore, the students' English is better than their lecturers'. However, based on the outcomes of this study, it is questionable if there is much truth to this reasoning. As stated in chapter 1, research on this topic is scarce.

Students' complaints about lecturers' English were mostly triggered by their accents and perceived reduced fluency. It is unknown to what extent those aspects negatively affect transfer of knowledge. Speaking with an accent and reduced fluency are easily detected. It is not known to what extent grammatical errors such as using an adjective instead of an adverb ("we mutual agreed" instead of "we mutually agreed") and mistakes with the tenses ("I didn't knew" instead of "I didn't know"), are detected by students. Likewise, there is no research concerning the extent to which those grammatical errors affect students' comprehension, and as a result, their academic performance.

More essential is that assumed negative impact of lecturers' accents and reduced fluency on students' results, are based on a largely incomplete and inadequate perception of a lecturers' job description. The underlying image of individuals who are concerned about a possible negative impact of a lecturers' oral English skills, might be that of a teacher, talking for one hour and a half, occasionally interrupting the flow of words by grabbing

a piece of chalk and scribbling some hardly legible words on a blackboard. In reality, at least at universities of Applied Sciences in the Netherlands, lecturers organise an array of learning activities, such as formulating learning objectives, composing multi-layered assignments, developing a variety of forms of examinations such as written tests, simulations, and presentations (Biggs & Tang, 2011). In many occasions, activities in the classroom are student centred, giving them ample opportunity to speak, demonstrate, discuss and present. The transfer of content by means of frontal instruction, is only a minor part of current teaching practices. Therefore, it is unlikely that lecturers' accents and possibly reduced fluency as such, would negatively affect either students' learning of content or their skill development.

In addition, in the Dutch context, many EMI lecturers teach their subject in a Dutch-medium programme as well. On many occasions they even use the same book, for instance the marketing handbook 'Principles of Marketing' by Kotler & Armstrong (2017) in the EMI business programme, and the Dutch translation 'Principes van Marketing' in a Dutch-taught programme. Likewise, the same learning objectives have been formulated, the same standards are applied and the same assessment tools are used.

To outsiders it might appear awkward that two groups of non-native speakers, lecturers and students, are able to construct high level knowledge, with apparently imperfect language skills. The key might have been provided by Jenkins:

*In communication between users of English as a lingua franca, misunderstandings are less frequent than in conversations between speakers of English as a foreign language and native speakers. Users of English as a lingua franca are skilled in avoiding communication problems, but when they do occur, they solve those problems in a subtle way, so the flow of conversation is not interrupted (Jenkins, 2014, p. 34-35.)*

This observations may explain why, although students and lecturers do not always use perfect English, the learning process is not necessarily hindered.

Recently published results (VH & VSNU, 2018), seem to confirm the likelihood that lecturers' level of English language command is not a problem at all. Students indicate that the choice for English as a medium of instruction, does not lead to a lower quality of education. Students of Dutch-taught and English taught-programmes are equally positive about the quality of the programme and lecturers' didactics. Moreover, Dutch students are quite satisfied with the quality of their lecturers English, which is rated with 4.1 on a five-point scale (VH & VSNU, 2018, p. 68).

### **6.3.3 Possible negative effects of EMI on Dutch**

As described in chapter 1, one of the concerns with regard to EMI is the threat English poses to other languages. One of the underlying notions is the loss of the individual student's

native language, due to the use of English. In other words, EMI in Higher Education is regarded as education that leads to a form of subtractive bilingualism which can lead to language attrition, or may at least impair development of students' native language on a higher level.

It should be remarked, however, that these concerns are not backed by research either. There are no examples of studies that compare Dutch language skills of students who followed education through the medium of Dutch with those who followed an English-medium programme.

The study described in chapter 4 revealed that Dutch students following an EMI programme, use English mainly in an academic context. That means, they use English actively when they are on the university premises or when they are engaged in study activities. Outside the academic context, they exhibit the same linguistic behaviour as their peers. That means that they use Dutch at home, at work, at the students' association, when they sport et cetera. It is most unlikely that their language development deteriorates in comparison with young people who take a job after secondary education. However, it is possible that EMI students develop a specifically subject-related vocabulary in English only, whereas Dutch terminology is also available. A Dutch EMI student in a BBA programme might have learned the concept and the label of 'Corporate Social Responsibility' (CSR), but not its Dutch equivalent, 'Maatschappelijk Verantwoord Ondernemen' (MVO). Other examples of concepts and lexemes that might be acquired through English only are labels such as 'value proposition', 'product life cycle', 'business model'. It is not known how widespread this phenomenon is, but it is not unlikely that this occurs more in the area of business and commerce, than in other disciplines, given the fact how often Anglicised Dutch Business Speak is mocked by comedians and satirists (Kuitenbrouwer, 1987, 1993, 2002).

The underlying question is whether EMI should be labelled as a form of additive or subtractive bilingualism. Baker defines additive bilingualism as a situation in which "the addition of a second language and culture is unlikely to replace or displace the first language and culture" (Baker, 2011, p. 71). Subtractive bilingualism occurs in cases in which the first language is demoted or replaced. Within such definitions, EMI may be labelled as additive bilingualism.

The other concern, or even 'fear' is the threatened position of Dutch in the domain of Higher Education and research. The position of English in present day Higher Education and research is often compared to the position of Latin in mediaeval times (Altbach, 2007; Crystal, 1995). This threat is not only felt in the Netherlands, but also in other countries (see section 1.3.2). When entire disciplines are no longer studied and taught through the national language, then we can speak of loss of domain. Unesco's criteria of language vitality and endangerment (Unesco, 2003) show that loss of domains, especially prestigious domains, might weaken the position of languages such as Dutch, Swedish, and Norwegian.



In 2006, Coleman wrote his state-of-the-art article on English-medium in European Higher Education (Coleman, 2006). As quoted in section 1.3.2, he warned against the unmanaged expansion of EMI in Higher Education, which would lead to a future of universal diglossia. Twelve years later, it can be stated that some of his predictions have become reality. The expanse of EMI is mainly economically driven; other values of internationalisation are seldom mentioned and presumably under-appreciated. In May 2018, the associations of Dutch universities, published their latest common agenda on internationalisation (VH & VSNU, 2018). This report and the intentions formulated in 2017 in the coalition agreement of the Dutch government (Regeerakkoord, 2017), seem the first discrete attempt to manage the expanse of EMI on a national level. Attempts on a European level are currently lacking.

The existence of EMI programmes in itself do not necessarily have to pose a threat, as long as the same programmes are offered in the national languages as well. Language policies on a national level and on institutional levels, might prevent loss of domain. Recommendations for such language policies will be given in the next section.

## **6.4 Recommendations**

Baker (2011) describes three perspectives on bilingualism. From the first perspective, bilingualism is seen as a problem, the second views bilingualism as a right, whereas the third perspective looks at bilingualism as a resource. It is clear that the problems associated with English as a medium of instruction in Higher Education, are formulated from the perspective of bilingualism as a problem. However, the outcomes of this dissertation show that, in most cases, the supposed problems described in the first chapter have not been supported by empirical evidence. It also appears that the supposed problems have - to a certain extent - been exaggerated by critics. That does not rule out the fact that there is room for improvement. With the right measures, and appropriate language policies, EMI in Higher Education can turn bilingualism from a problem to a resource. EMI should and can lead to balanced bilingualism. Recommendations given in the following sections, have been formulated from that perspective: bilingualism as a resource, leading to balanced bilinguals.

### **6.4.1 Recommendations on the national level**

Article 7.2.c of the Dutch Higher Education and Research Act (Kwikkers, 2011) clearly states that each university must compose a code of conduct to account for the use of any other language of instruction than Dutch. The Royal Dutch Academy for the Sciences concluded that, in practice, the codes of conduct were in most cases inadequate (KNAW, 2017). It is clear that there is a gap between the intentions of the Dutch government, as described

in the coalition agreement, and of the parliament, as stated in a motion accepted in April 2018 (Bisschop & Beertema, 2018), versus the daily practices at Dutch universities. The urgency of a code of conduct has become even more clear with the publication of the 'Internationalisation Agenda 2018' of the associations of Dutch universities, in which the intention is formulated that all universities should develop a language policy (VH & VSNU, 2018). However, the guidelines in the internationalisation agenda are quite limited. Two aspects stand out. Firstly, the quality of lecturers' English must be guaranteed, although the same report states that lecturers' English is not an issue. Secondly, universities should offer education aimed at development of Dutch and English language skills. Moreover, the associations of universities state their responsibility for ensuring the existence of Dutch-taught programmes at a national level.

It might therefore be suggested that, in order to guarantee the quality of universities' language policy, the Dutch government should add an article to the Higher Education and Research Act ordering institutions for Higher Education in the Netherlands to develop a code of conduct or language policy containing at least the following elements:

1. The administrative language(s) of the institution.
2. Description of how universities will support the development of Dutch students' Dutch language skills.
3. Explanation of how and to what extent international students who study a complete bachelor's or master's programme will be introduced to the Dutch language and culture.
4. Indication to what extent exchange students will be introduced to the Dutch language and culture.
5. Indication to what extent international staff members will be expected to master Dutch.
6. The rationale behind using any other language than Dutch as a language of instruction and a description of the measures which are to be taken to ensure that Dutch students will be educated to balanced bilinguals.
7. How and which languages will be used in employee and student participation councils.
8. Indication how Dutch will be used in the valorisation of knowledge.

Until recently, Dutch was by default the administrative language of Dutch universities. However, in January 2018, the executive board of Eindhoven Technology University published its language policy, stating that from 2020 onwards, English will be the administrative language (TUE, 2018). This shows that when universities become more and more internationally focussed and recruit more and more international students and staff members, they might feel pressed to use English as the administrative language. However, if element 5 is realised, there will be less need for switching to English as the language of administration.

The second element follows logically from article 1.3 of the Dutch Higher Education and Research Act, which states that universities should direct their educational activities

towards the enhancement of Dutch language skills of Dutch students. Even entirely domestic programmes should pay more attention to this task and account for it. Murray's tripartite model (see chapter 2) could provide directions.

The third element is uncommon seen from the average Dutch perspective. In general, the Dutch do not feel inclined to 'impose' their language on other people. However, in many other countries it is quite usual for foreign students to be invited and given the opportunity to participate in the receiving society by learning and using the language. Moreover, as described in chapter 1, one of the goals of attracting foreign students is to recruit highly educated people who can contribute to Dutch society. This will be facilitated if these students have at least some basic language skills in Dutch. The fourth element is in line with the previous. One of the aims of exchanges is the development of multicultural skills. Exchange students should be provided the opportunity to expand their multicultural skills by getting introduced to the host country's culture and language. From the logic that international students to a certain extent may be expected to be introduced to the Dutch language and culture, follows the same for international lecturers. Moreover, if they want to become a full member of the host country and want to participate entirely in the community of their university, basic knowledge of Dutch is a prerequisite.

The sixth element is already imposed by law. However, as stated in the first paragraph of this section, most universities fail to describe why and where and to what extent they will use another language of instruction than Dutch.

The seventh element is connected to the first, third and fifth element. A language policy should facilitate students' and employees' participation in representative boards.

Finally, it is evident that researchers use English to share their findings with the international community of experts. Next to that, educational institutes have obligations with regard to valorisation and knowledge sharing. That is the area where national languages can keep their function in the prestigious domain of science and research.

In 2005, the Dutch association of universities of Applied Sciences issued a binding recommendation concerning the entry requirements of English for English-taught programmes (HBO-raad, 2005). The norm was set at IELTS 6 for students intending to pursue a bachelor or master programme. Based on the outcomes of the research described in chapter 3, it is recommended that those requirements be maintained. Lower entrance requirements could lead to higher drop-out rates caused by insufficient English language skills, while higher entrance requirements would prevent students with high chances from completing the programme of their choice.

The Dutch association of universities of Applied Sciences could support their members by a guidebook or manual with composing their language policies, similar to the manual that was written for examination boards (Vereniging Hogescholen, 2015).

### 6.4.2 Recommendations to NHL Stenden university

Within Foskett's framework, Stenden could be labelled as an internationally engaged university, with a high level of internationalisation at home and a high level of internationalisation abroad. A strong point is the support of the internationalisation policy throughout the organisation. Internationalisation has become an integral aspect of strategic HRM policies and is widely supported by the employees (Stenden, 2016a). Lecturers who teach in the international classroom of EMI programmes, receive additional training in English and intercultural sensitivity (Stenden, 2016b). A substantial number of students comes from abroad and more and more students study abroad for a semester (Coelen, Van der Hoek & Blom, 2017). The existence of international branch campuses in combination with the *Here is There* policy (see 4.2) leads systematically to practices of collaboration on several levels within the organisation, such as the development of courses, HRM-affairs and IT-solutions.

From a legal perspective, the Stenden Code of Conduct on the use of languages (Stenden, 2017) might be sufficient. However, several aspects are still lacking that are essential for the Code of Conduct to be able to function as a guideline for practice. Commendable examples of codified language policies can be found in the Nordic countries. The language policies of universities, such as those from Aalto University in Helsinki, Finland (Aalto, 2010), and Stockholm University (Stockholm Universitet, 2011), Sweden, are examples of best practices in which educational principles result in directives and provide applicable guidelines covering nearly every aspect of academic practice.

Regardless of national developments, NHL Stenden university should use the opportunity offered by the merger to compose its own, tailor-made language policy. It is evident that such a policy should be in line with the educational concept and the strategic choices on internationalisation.

The eight elements of a language policy as described in the previous section, could serve as a basis, since the executive board will, explicitly or implicitly, take decisions and decide on each of the above mentioned elements. In the following paragraphs a few ideas for the realisation of the elements for a language policy will be given.

The Stenden policy that lecturers at EMI programmes must acquire a certificate on the level of C1 or C2 of the CEFR should be maintained. However, so far, in the curriculum of the internal courses, not much attention is being paid to pronunciation and fluency. In order to reduce students' annoyance, language courses for staff could pay more attention to oral skills. In addition, special courses on pronunciation and fluency should be offered to those lecturers who already meet the language requirements, but want to improve those aspects of language command.

Murray's tripartite model could serve as the basis for programme language policies. That goes for EMI programmes, but also for programmes offered through the medium of Dutch. The model can serve as a frame of reference for current practice.

In the language policy, EMI programmes should formulate how they want to support Dutch students' native language development. A practical approach could be, for instance, to give students the opportunity to write summaries in Dutch alongside with their assignments. Moreover, introducing Dutch students to the conventions of Dutch professional communication, will enhance their employability and is therefore in line with the objectives.

Since the main site of NHL Stenden university is located in Leeuwarden, the capital of the bilingual province Friesland, any language policy should pay attention to Frisian as well. This language policy could borrow ideas and elements from language policies formulated in Wales (University of Wales, 2015, Bangor University, 2013).

NHL Stenden could use the knowledge and expertise on bilingualism to give more attention to national and local languages on the international branch campuses as well. For instance, just like Dutch students should be given the opportunity to add summaries in Dutch to their assignments, students in South-Africa should be given the opportunity to use their own language as well, whether it be Xhosa, Afrikaans, Ndebele or other language. The same goes for the campuses in Thailand, Indonesia and Qatar. In addition, foreign students on the sites in the Netherlands should be given the same opportunity. Chinese students, for instance, students, should be encouraged to include summaries in Chinese as well.

The programmes' language policies should address the question to what extent content lecturers are supposed to contribute to students' language development, regardless of the language of instruction. As described in section 2.3.5, many content teachers see a reduced responsibility for the linguistic aspects of their work. Sometimes the quality of the students' language command is taken into account when their work is graded, while on other times this aspect is neglected or ignored. This imbalance generates an element of unpredictability and arbitrariness. Moreover, many content lecturers do not always feel capable to guide the students in this field, since they are not educated as language teachers.

NHL Stenden university should formulate an explicit vision on how to integrate foreign students in academic and social life. As described in section 2.3.4, there are several mechanisms that prevent foreign students from integrating with domestic students. Chapter 2 describes social and academic integration as important factors contributing to study success and student retention. The policy should present an array of suggestions, for example on housing policy, festivities, and most important, the deliberate mixing of students with different backgrounds in case of group work. Programmes with international

students should develop a curriculum that creates opportunities for students to participate actively in small groups.

NHL Stenden could use the international branch campuses to give domestic staff the opportunity to get international experience, since lecturers have should preferably have developed multicultural skills in practice. Another aspect of the staffing of international programmes, is the necessity of a staff with different international backgrounds. This will contribute to international students' sense of belonging (Glass, Kociloek, Wongtrirat, Lynch, Cong 2015), or in other terms, their academic and social integration.

As described in section 1.4.2, the IBMS programme that was the scientific object of this dissertation, has a relatively high percentage of Dutch students with a migrant background. It is not unlikely that students with a migrant background are specifically attracted to EMI education because they are in the same starting position as all other students, Dutch and foreign. They are no longer 'different' because of accent, religion or background. They blend in, in an international environment, and, quoting Beelen & Leask (2011, p. 12) "they are all more equal", or in the words of Jenkins, they are in "a position of parity, that the native/non-native dichotomy obscures" (Jenkins, 2014, p. 38). This 'equality' is one of the hidden strengths of EMI programmes in the Netherlands, but when made explicit, it could be used as an asset in the recruitment of students.

## 6.5 Ideas for further research

In chapter 1 the concerns mentioned regarding EMI programmes, were reduced to three main points. The first problem identified was the matter the extent to which non-native speakers' English language skills could have a negative effect on students' learning. The second problem was the presumed negative effect of lecturers' limited English skills on students' learning. The third problem was the threat of English to the quality and status of other languages. In this dissertation the focus was mainly on the first problem, although on some occasions aspects of the other two problems were taken into account as well. In the next sections, a number of ideas and suggestions for research on those subjects will be mentioned.

Currently, several BBA programmes are offered in parallel, both through the medium of Dutch and English. This presents various opportunities for comparison.

Firstly, with a curriculum-independent test it would be possible to measure, after a given period, for instance two years, whether students of English-taught programmes have acquired the same amount of knowledge as students of Dutch-taught programmes.

Secondly, in both the English-taught and Dutch-taught programmes English will be offered as a subject, with the same learning objectives and with the same language

assessment system. This offers the opportunity to measure to what extent the daily use of English in the EMI stream, contributes to the development of English language skills in both groups of students.

Thirdly, in both programmes, the quality and level of Dutch students' native language can be compared, especially the development of vocabulary and jargon.

The existence of highly similar programmes, offered through both the medium of English and the medium of Dutch, provide the perfect opportunity for pre-experimental designs, which could lead to valuable and possibly conclusive answers with regard to the relationship between English as a medium of instruction and students' acquisition of knowledge and skills.

It was suggested that non-native English speaking lecturers' poor language proficiency would probably have a negative effect on students' learning. In section 6.2.2, arguments were given why this is highly unlikely in the current constellations. However, those suggestions have not yet been refuted or verified by research. Matched-guise techniques could be applied in order to establish the extent to which grammatically imperfect speech, accent, and/or reduced vocabulary affect the acquisition of content.

In order to establish exactly to what extent EMI programmes affect Dutch students' language skills negatively, a large scale longitudinal project should be conducted in which students of several programmes would be followed for several years. This should offer insight into the extent to which, and under what conditions, different programmes contribute to Dutch language development.

## 6.6 Final word

In this dissertation, a hitherto unstudied form of bilingual education in Friesland, namely English as a medium of instruction in Higher Education, was the subject of research, contributing to a deeper understanding of language and multilingualism. Stenden university provided a very suitable environment for studying this topic, not in the least due to the existence of the campus in Qatar and the *Here is There* policy. This presented the opportunity to compare practically similar EMI programmes in entirely different societies.

In 1993, Joshua Fishman quoted the adage that "all nature can be found in single drop of water" and that the Dutch, bilingual, province of Friesland could be compared with such a drop containing all life forms:

*"Similarly, when studied at a sufficiently fundamental level, bilingual education in Friesland can teach us many important things about bilingual education (and even about education more generally) everywhere" (Fishman, 1993, p.5).*

With Fishman's words in mind, this dissertation stands in a regional and global scientific tradition. Its aims are not only to have given a more complete description of a drop of water, but also to have contributed to a better description and a deeper understanding of the entire linguistic ecosystem.



**BIOGRAPHY**

**B**

# BIOGRAPHY



## **BIOGRAPHY FOLKERT DE JONG**

Folkert de Jong was born in 1961 in Drachten, a small town in Friesland. During his career he always combined teaching with research and educational development. He is currently Senior Lecturer in Business Research at the Academy for International Business Administration of NHL Stenden University of Applied Sciences. Specific areas of expertise are curriculum development, internationalisation of Higher Education, student retention and academic performance, educational quality assurance, multilingualism.

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**SUMMARY**

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This study examined the effect of English as a language of instruction on academic performance in Higher Education. The three focal points are the relationship between English language skills and study results; students' language behaviour in academic and non-academic contexts; students' and lecturers' experiences with *English as a Medium of Instruction* (EMI) in the Netherlands and Doha. Since 1999, when the ministers of education of 29 European states signed the Bologna Declaration, the number of English-medium programmes in Europe has tremendously risen. The growth of EMI programmes can be explained by six reasons:

1. The objective of Higher Education to prepare students for the international labour market;
2. Attracting foreign students for economic reasons;
3. Facilitating students mobility, which is strongly encouraged by the European Union;
4. Recruiting specialised staff members from abroad;
5. Facilitating the development of joint-degree programmes;
6. The emergence of English as the most prominent language in the academic discourse.

The spread of EMI has been accompanied with opposing voices. A wide array of critics and experts raised concerns about possible negative effects of the use of English as a language of instruction. Firstly, concerns were presented that studying on a bachelor level through a language that is not the students' mother tongue, would have a negative impact on their learning. This concern was the main reason for this research project. The second concern was that non-native speaking lecturers, might use imperfect English, which might have a negative impact on students' learning. Thirdly, the increase of EMI programmes might have negative effects on several aspects of home languages, such as Dutch, Norwegian, Swedish and Arabic. As negative effects are mentioned the negative effect quality of the native speaker's home language, the reduced position of other languages in the domain of science and research, and the status of other languages in general. However, many of those claims are not evidence based.

The research was conducted at Stenden University of Applied Sciences, which has its main campus in Leeuwarden, the Netherlands, and an international branch campus in Doha, Qatar. The object of the study was the International Business & Management Studies programme, which were offered both in Leeuwarden and Doha. Moreover, as a result of the *Here is There* policy, the curriculum offered on both locations was completely identical, which made comparison of an identical programme in two entirely different societies possible.

The research question of this study was: What are the effects of the use of English as a medium of instruction in Higher Education on academic performance? In order to answer this research question, three sub-studies were conducted. The first study investigated the relationship between the entry levels of English and academic performance. The second study examined EMI students' use of English in academic and non-academic contexts. The third study was a survey on students' and lecturers' experiences with EMI.

The study on the relationship between entrance level of English language proficiency and academic performance ( $n = 137$ ), as measured through the number of obtained credits, showed a weak correlation ( $r = 0.18$ ,  $p < 0.05$ ). As intervening variables, the following aspects were measured: cognitive capacities, motivation and confidence, learning styles, and prior knowledge of economics. It should be taken into account that since there is no extensive psychometric analysis available of the sub-test on English, some outcomes should be treated with caution. However, comparison with the outcomes of other studies contribute to the validity of the test.

No correlation was found between cognitive capacities and academic performance. Also, no relationship was found between motivation and confidence, and academic performance. There was neither a correlation between any learning style and academic performance. Finally, there was no relationship between prior knowledge of economics and academic performance. The low correlation between entrance level of English and academic performance might be explained by the threshold theory that was developed in this study. This theory states that students who have met the entry requirements by having completed secondary education, have passed a threshold that enables them to study Higher Education successfully. The prescribed entry levels, comparable with IELTS 6, ensure that students' language skills are sufficient for following Higher Education. The effect of English on academic performance, which is already limited to begin with, decreases over time, an aspect that has received little attention in the literature

The third study, which was a survey on students' ( $n = 134$ ) and lecturers' ( $n = 31$ ) experiences with EMI, revealed that participants experiences as positive effect of EMI on English language skills. Moreover, students report no negative effects of EMI on the acquisition of knowledge and skills.

In the study on students' use of English in academic and non-academic contexts, their language behaviour was registered by means of a specifically for this study developed app, called Language Use Registration App (LAURA). In total 40 students, 22 in Leeuwarden and 18 in Doha, received in total 792 messages in three weeks. The response rate was 68.3 per cent. Every time the participants replied, the following aspects were registered: use of English, the persons with who they had contact and whereabouts. The data collected with LAURA revealed differences in language patterns between Leeuwarden and Doha. In Leeuwarden, students generally used English mainly in an academic context: when they

were on the premises of the university, or when they were occupied with school work somewhere else. Outside of the academic context, students in Leeuwarden used their native language. Students in Doha, however, used English to a far greater extent. They used English when they were on the premises of the university and when engaged in study activities, but also in public life. Moreover, in many occasions English has taken on a role in family language and in private situations. In this study, the relationship between level of exposure and grades on English as a subject was established as well. The linguistic context outside the university, whether in Leeuwarden or Doha, only contribute marginally to the development of English language skills. However, EMI programmes with their deliberately designed blend of formal instruction in English as a subject, combined with the provision of other contexts in which English language skills are utilised, contribute largely to the development of high-level English language skills. Post-test interviews revealed, in particular in Doha, several instances of translanguaging in the sense of using a blend of languages.

This study has revealed that the supposed threats of EMI have been exaggerated in the public discussion. In this study, the results of the research on the relationship between entry levels of English and academic performance, show that the assumed imperfect English of students, has a very limited effect on academic performance, and then only in the initial stage of their studies.

Likewise, the supposed negative effect of non-native lecturers' imperfect English on students' learning is - although research based evidence is scarce - can be considered as be nearly absent.

With regard to the supposed negative effect of EMI on the quality and use of other languages, the following observation can be shared. Dutch EMI students in the Netherlands, only use English when they are at school or busy with school work. At home, at work, when meeting with friends and in other settings, they use their native language just like their peers do.

The third identified problem was the threat of English to the position of Dutch in the domain of Higher Education and research. When entire disciplines are no longer taught through the national language, than we can speak of loss of domain. However, with a deliberate language policy on a national level and with an appropriate language code of conduct on the level of institutions, possible negative side-effects of EMI can be mitigated.

**SAMENVATTING**

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# SAMENVATTING





## SAMENVATTING

In deze dissertatie werd het effect van Engels als instructietaal op studieresultaten in het hoger onderwijs onderzocht. Er wordt nader ingegaan op de volgende aspecten. Ten eerste, de relatie tussen beheersing van de Engelse taal en het aantal behaalde studiepunten. Ten tweede, het taalgedrag van studenten binnen en buiten de context van hun studie. Ten derde, de ervaringen van studenten en docenten met het gebruik van Engels als instructietaal. Het aantal opleidingen in het hoger onderwijs waar Engels als instructietaal wordt gebruikt, is sterk gestegen sinds de onderwijsministers van 29 Europese staten in 1999 de Bolognaverklaring ondertekenden. De groei van Engelstalig hoger onderwijs kan worden verklaard door zes oorzaken:

1. De opdracht aan het hoger onderwijs om studenten voor te bereiden op de internationale arbeidsmarkt;
2. Het aantrekken van buitenlandse studenten op grond van economische redenen;
3. Het vergroten van de mogelijkheden om in het buitenland te studeren;
4. Het aantrekken van docenten met specifieke expertise uit het buitenland;
5. De ontwikkeling van zogenaamde joint-degree opleidingen mogelijk maken;
6. Het gebruik van Engels als voertaal in de wetenschappelijke discussie.

De groei van Engelstalig hoger onderwijs werd door sommigen met argusogen bekeken. Een verscheidenheid aan critici formuleerden bezwaren tegen mogelijke negatieve effecten van het gebruik van Engels als instructietaal. Ten eerste, studeren op het niveau van hoger onderwijs in een taal die niet de moedertaal is van studenten, zou een negatieve invloed hebben op de kwaliteit van de studieresultaten. Ten tweede, het Engels van docenten, die lesgeven in een taal die niet hun moedertaal is, zou een negatieve invloed hebben op het niveau van onderwijs. Ten derde, de groei van Engelstalig onderwijs zou een negatieve invloed hebben op bepaalde aspecten van talen als Nederlands, Noors, Zweeds en Arabisch. Zo wordt gevreesd voor achteruitgang van de kwaliteit van de thuistaal van studenten, teloorgang van deze talen in het domein van onderzoek en wetenschap en aantasting van de status van deze talen in het algemeen. Echter, er is weinig wetenschappelijk bewijs voor deze stellingen.

Dit onderzoek werd uitgevoerd aan de hoofdvestiging van Stenden Hogeschool in Leeuwarden en de buitenlandse vestiging in Doha, Qatar. Het onderwerp van studie was de opleiding International Business & Management Studies, die beide in Leeuwarden en Doha worden aangeboden. Het curriculum is op beide locaties identiek als gevolg van het *Here is There*-beleid. Dit bood de mogelijkheid om één opleiding in twee volstrekt uiteenlopende maatschappijen te vergelijken.

De hoofdvraag van dit onderzoek was: Wat zijn de effecten van het gebruik van Engels als instructietaal in het hoger onderwijs op studieresultaten? Om deze vraag te beantwoorden, werden drie deelonderzoeken uitgevoerd. Het eerste onderzoek keek naar de relatie tussen het instapniveau Engels van eerstejaarsstudenten en het aantal behaalde studiepunten. In het tweede onderzoek werd het taalgebruik van studenten in en buiten de context van hun studie geregistreerd. Het derde onderzoek betrof een survey onder studenten en docenten naar hun ervaringen met Engels als instructietaal.

Het onderzoek naar de relatie tussen instapniveau van het Engels van eerstejaarsstudenten ( $n = 137$ ) en studieresultaten in de vorm van aantallen behaalde studiepunten, liet een zwakke correlatie ( $r = 0.18$ ,  $p < 0.05$ ) zien. Hierbij moet in aanmerking worden genomen dat er geen uitgebreide psychometrische analyse van de deelloets Engels beschikbaar is en dat daarom de resultaten met enige voorzichtigheid moeten worden bezien. De bevindingen van deze studie komen overeen met de bevindingen in de literatuur. Dit suggereert dat de gehanteerde toets een bruikbaar middel is om Engelse taalvaardigheid vast te stellen.

De volgende aspecten werden als mogelijke interveniërende variabelen in de voormeting getoetst: cognitieve capaciteiten, motivatie en zelfvertrouwen, leerstijlen, en economische kennis. Er werd geen correlatie gevonden tussen cognitieve capaciteiten en studieresultaten, gemeten aan de hand van het aantal behaalde studiepunten. Evenmin werd er een correlatie gevonden tussen motivatie en zelfvertrouwen, en aantallen behaalde studiepunten. Ook was er geen correlatie tussen leerstijlen en studieresultaten. Ten slotte, er was geen correlatie tussen economische kennis en studieresultaten. De geringe correlatie tussen instapniveau Engels en studieresultaten kan worden verklaard door de 'drempeltheorie' die in dit onderzoek werd ontwikkeld. Deze theorie stelt dat studenten die aan de aanvangseisen voldoen, over de drempel zijn gegaan die hen in staat stelt met succes aan het hoger onderwijs te kunnen deelnemen. De voorgeschreven instapeisen, vergelijkbaar met IELTS 6, garanderen voldoende Engelse taalvaardigheden voor hoger onderwijs met Engels als instructietaal. De geringe invloed van het Engels, neemt af in de loop van de studie, een aspect waaraan tot dusverre in de literatuur weinig aandacht is geschonken.

In het tweede onderzoek werd het gebruik van Engels door studenten binnen en buiten onderwijscontext geregistreerd door middel van een voor dit doel ontwikkelde app, genaamd Language Use Registration App (LAURA). Een groep van 40 studenten, 22 in Leeuwarden, 18 in Doha, ontving in totaal 792 berichten in drie weken. De gemiddelde respons was 68,3 procent. Elke keer wanneer een deelnemer reageerde, werden de volgende aspecten geregistreerd: gebruik van Engels, personen met wie ze contact hadden gehad en locatie. De data die met LAURA waren verzameld, lieten verschillende patronen tussen Leeuwarden en Doha zien. In Leeuwarden werd Engels voornamelijk

gebruikt wanneer studenten met hun studie bezig waren in de gebouwen van de hogeschool of elders. Als studenten in Leeuwarden niet met hun studie bezig waren, gebruikten ze hun moedertaal. Studenten in Doha echter maakten veel meer gebruik van het Engels. Evenals de studenten in Leeuwarden, gebruikten ze Engels in het gebouw van de hogeschool en wanneer ze studeerden. Daarnaast gebruikten ze Engels in het openbare leven. Bovendien heeft het Engels in veel gevallen een plaats verworven in persoonlijke situaties en in het gezinsleven.

Er werd in het tweede onderzoek ook gezocht naar de relatie tussen mate van gebruik van Engels in en buiten studietijd, en het cijfer op het vak Engels, dat onderdeel is van de opleiding. De talige context buiten de hogeschool, hetzij in Leeuwarden of Doha, draagt marginaal bij aan de ontwikkeling van het Engels. Engelstalige opleidingen echter, met een weloverwogen curriculum waarin Engels als vak wordt gegeven en waar tijdens andere activiteiten contexten worden gecreëerd om vaardigheden toe te passen, dragen bij aan de ontwikkeling van Engels op een hoog niveau.

Het derde onderzoek betrof een survey onder studenten ( $n = 134$ ) en docenten ( $n = 31$ ) aangaande hun ervaringen met het gebruik van Engels als instructietaal. De deelnemers rapporteerden positieve effecten van hoger onderwijs in het Engels op hun taalvaardigheden Engels. Daarenboven gaven studenten aan dat ze geen negatieve effecten ondervonden van Engels als instructietaal op kennis en vaardigheden.

**GEARFETTING**

**G**

# GEARFETTING



## GEARFETTING

Yn dizze dissertaasje wurdt it ûndersyk nei it fan Ingelsk as ûnderwiistaal op learprestaasjes fan studinten yn it heger ûnderwiis beskreaun. It ûnderwerp wurdt besjoen fanút trije perspektiven:

1. De relaasje tusken Ingelske taalfeardigens en stúdzjeresultaten;
2. Taalgedrach fan studinten yn en bûten ûnderwiissitewaasjes;
3. De ûnderfinings fan studinten en dosinten yn Ljouwert en Doha (Katar) mei Ingelsk as ûnderwiistaal.

It oantal opliedings mei Ingelsk as ûnderwiistaal hat sterk oanwûn sûnt de ministers fan 29 Europeeske steaten de saneamde Bologna Ferklearring tekenen. Men kin seis oarsaken oanwize fan 'e groei fan oplieding dy't *English as a Medium of Instruction* (EMI) (Ingelsk as lestaal) brûke:

1. It doel fan it heger ûnderwiis om studinten ta te rieden op de ynternasjonale arbeidsmerk;
2. It oanlûken fan bûtenlânske studinten út bedriuwsmjittich eachpunt;
3. It makliker meitsjen foar studinten om in skoftsje yn it bûtenlân te studearjen, wat oanmoedige wurdt troch de Europeeske Uny;
4. It makliker meitsjen fan it beneamen fan spesjalisten út it bûtenlân;
5. It makliker meitsjen fan it ûntwikkeljen fan joint-degree opliedings;
6. It belang fan Ingelsk as de meast brûkte taal yn it wittenskiplike debat.

Mei de opkomst fan EMI kamen ek de beswieren. In grut ferskaat oan kritisy en saakkundigen hawwe soargen utere oer de mooglike negative effekten fan it brûken fan Ingelsk as ûnderwiistaal. Yn it foarste plak wienen der soargen dat troch it brûken fan in taal dêr't men net fan bern ôf mei fertroud is, negative gefolgen hawwe soe foar it learen. Dy soarch wie de oanlieding foar dit ûndersyk. De twadde soarch wie dat dosinten, dy't it Ingelsk fan hûs út net meikrigen hawwe, de taal net perfekt behearskje en dat soe dan wer in negatyf effekt hawwe kinne op it learen fan studinten. It tredde beswier is dat de groei fan Ingelsktalige opliedings negatyf útpakke soe foar oare thústalen, lykas Nederlânsk, Noarsk, Sweeds en Arabysk. As negative effekten wurde neamd de oantaasting fan 'e kwaliteit fan 'e eigen taal, in swakkere posysje fan dy oare talen yn 'e domeinen fan ûndersyk en wittenskip, en in legere status fan dy talen yn it algemien. Hjir moat by sein wurde dat de measte beswieren en soargen net ûnderboud wurde mei gegevens.

Dit ûndersyk is útfierd oan Stenden Hegeskoalle, op de haadfestiging yn Ljouwert en op de bûtenlânske kampus yn Doha, Katar. De ûndersochte oplieding wie de oplieding International Management & Business Studies dy't yn Ljouwert en Doha oanbean wurdt. Wichtich hjiryn wie dat it kurrikulum op beide lokaasjes fierhinne identyk is as in gefolch



fan it *Here is There* belied. Dat makke in ferliking moolik fan deselde oplieding yn twa folslein útienrinnende maatskippijen.

De ûndersyksfraach wie: Wat binne de effekten fan Ingelsk as ûnderwiistaal in it heger ûnderwiis op learresultaten? Om dy fraach beantwurdzje te kinnen, waarden trije dielûndersiken útfierd. It earste ûndersyk wie nei de gearhing tusken ynstapnivo's Ingelsk. Yn it twadde ûndersyk waard sjoen wannear en hoe faak studinten Ingelsk brûke yn skoalsitewaasjes en dêr bûten. It tredde ûndersyk wie in survey oer de ûnderfinings fan studinten en dosinten mei EMI.

It ûndersyk nei de gearhing tusken ynstapnivo's Ingelsk en stúdzjeresultaten (n=137) liet in swakke korrelaasje sjen ( $r=0.18$ ,  $p<0.05$ ). Dêrby moat rekken holden wurde mei it feit dat der gjin wiidweidige psychometriske analyse fan 'e dieltoets Ingelsk beskikber is en dat dêrfandinne de útkomsten mei belied besjoen wurde moatte. De befinings fan dizze stúdzje komme oerien mei de befinings yn 'e literatuer. Dit liket oan te jaan dat de brûkte toets in brûkber middel is om Ingelske taalfeardigens fêst te stellen.

As ynterfeniearjende fariabelen wienen de folgjende aspekten metten: kognitive kapasiteiten, motivaasje en selsfertrouwen, learstijlen, en kennis fan ekonomy. Der waard gjin ferbân fûnen tusken kognitive kapasiteiten and learprestaasjes. Likemin wie der in ferbân tusken motivaasje en selsfertrouwen, en learprestaasjes. Ek wie der gjin ferbân tusken learstijlen en prestaasjes. Ta beslút, der wie ek gjin ferbân tusken foarkennis fan ekonomy en learprestaasjes. De swakke korrelaasje tusken ynstapnivo's Ingelsk en learprestaasjes kin ferklearre wurde troch de *drompel-teory*, dy't yn dit ûndersyk ûntwikkele is. Dy teory beskriuwt dat studinten dy't in diploma fuortset ûnderwiis helle ha, in drompel oergien binne dy't harren yn steat stelt om mei súkses yn it heger ûnderwiis te studearjen. De ynstapnivo's, ferlykber mei IELTS 6, soargje derfoar dat de studinten foldwaande taalfeardich binne om studearje te kinnen yn it heger ûnderwiis. It lytse effekt fan Ingelsk, swakket oer ferrin fan tiid noch fierder ôf. Dat aspekt hat net folle omtinken krigen yn eardere stúdzjes.

De twadde stúdzje wie in ûndersyk nei it taalgedrach fan studinten, en dan benammen it brûken fan Ingelsk yn en bûten ûnderwiissitewaasjes. It taalgedrach waard fêstlein troch middel fan in spesjaal foar dat doel ûntwikkele app, neamd Language Use Registration App (LAURA). In totaal 40 studinten, 22 yn Ljouwert en 18 yn Doha, ûntfongen 792 berjochten yn trije wiken. De respons wie 68.3 persint. Alle kearen wannear't de dielnimmers antwurden, waarden trije saken registrearre: it al of net brûken fan Ingelsk, de persoanen mei wa't de dielnimmers kontakt hienen en wêr't se op dat stuit wienen. Studinten yn Ljouwert brûkten it Ingelsk eins allinnich mar as se mei stúdzjesaken dwaande wienen, wannear't se op 'e hegeskoalle wienen, of wannear't se oan it studearjen wienen. Bûten de stúdzje om brûke studinten yn Ljouwert harren eigen taal. Studinten yn Doha brûkten

lykwols folle mear Ingelsk. Lykas de Ljouwerter studinten brûkten se Ingelsk as se op 'e hegeskoalle wienen of wannear't se earne oars mei de stúdzje besteld wienen, mar ek yn it iepenbiere libben. Dêr komt by dat Ingelsk in plak krigen hat yn 'e taal fan 'e famylje en oare priveesitewaasjes. Yn dit ûndersyk waard ek sjoen oft der in gearhing wie tusken de mjitte fan it brûken fan Ingelsk en de sifers op it skoalfak Ingelsk. Dêrby is fêststeld dat de talige kontekst, oft it no yn Ljouwert of Doha is, omtrint neat bydraacht oan de ûntwikkeling fan it Ingelsk. EMI opliedings dêrtsjinoer, mei in útkynd ûnderwiisprogramma wêryn't Ingelsk as fak oanbean wurdt en wêr't Ingelske taalfeardichheden aloanwei tapast wurde, drage sterk by ta de ûntwikkeling fan Ingelsk op in heech nivo. Yn post-test interviews waarden ferskate gefallen fan translanguaging yn 'e betsjutting fan it troch inoar brûken fan talen waarnaam, benammen yn Doha.

It tredde ûndersyk wie in survey oer de ûnderfinings fan studinten (n=134) en dosinten (n=31) mei EMI. Hjir kaam út dat de dielnimmers posityf wienen oer de effekten fan it brûken fan Ingelsk as fiertaal po harren Ingelske taalfeardichheden. Dêr kaam by dat studinten oanjûgen dat se gjin negative útwurking seagen fan it gebrûk fan Ingelsk op it opdwaan fan kennis en feardichheden.

De útkomst fan dit proefskrift is dat de ferûnderstelde neidielen fan EMI slim oerdreaun binne yn 'e publike diskusje. It ûndersyk nei de relaasje tusen ynstapnivo Ingelsk en learresultaten hat sjen litten dat it saneamde ymperfekte Ingelsk fan studinten mar in hiel beheinde útwurking hat, en dan eins allinnich yn it begjinstadium fan 'e stúdzje.

Krektlyk kin it ferûnderstelde negative effekt fan dosinten dy't les jouwe yn it Ingelsk - in taal dy't net harren memmetaal is - fersmiten wurde, hoewol't der amper wittenskiplik bewiis is.

It folgjende kin sein wurde oer de saneamde bedriging fan it Ingelsk op de kwaliteit en it gebrûk fan oare talen: Nederlânske studinten dy't yn Nederlân in Ingelsktalige oplieding folgje, brûke it Ingelsk allinnich as se op 'e hegeskoalle binne of wannear't se mei skoalsaken dwaande binne. Thús, op it wurk, as se mei freonen binne en yn oare sitewaasjes, brûke se harren eigen taal, krekt lyk as harren leedydsgenoaten.

It Ingelsk wurdt ek besjoen as in bedriging foar de posysje fan it Nederlânsk yn it domein fan heger ûnderwiis en wittenskippen. As folsleine fakgebieten net langer mear ûnderrjochte wurde yn 'e lânstaal, is der sprake fan domeinferlies. Lykwols, as der in taalbelied komt op nasjonaal nivo en as ynstellings foar heger ûnderwiis goede taalgedrachskoades ûntwikkelje, kinne negative útwurkings fan EMI foarkommen wurde.

**APPENDICES**



# APPENDICES



## APPENDIX I

### CONSENT FORM

Title study: The relationship between English language skills and academic performance

Name researcher: Folkert de Jong MA, Stenden University of applied science Leeuwarden

Supervisors: Professor Dr. C.L.J. de Bot, Rijksuniversiteit Groningen, Dr. A.M.J. Riemersma, NHL university of applied science

Name student:

Student number:

### Agreement

The student get one faculty point in return for participating in a research project

### Content of the participation

1. Take a Personality Traits Test

Duration: approximately 1 hour

2. Registration of language use

Registration of language use by means of responding to a text message. In three different weeks, you will receive on 15 days two or three messages to be answered at short notice. Answering each message will take approximately 10 seconds, and only require that you tick three boxes.

3. Answering questionnaires

During the academic year 2015-2016 you will be asked to fill in some questionnaires. In total no more than three. Each questionnaire will take approximately twenty minutes. You can fill in the questionnaire at home by computer.

4. Personal interviews

You might be invited for a personal interview or group interview twice during the year about the use of English and other languages in your life, especially in your educational life. Duration of each interview: maximum 1 hour.

### Privacy regulations

In accordance with the Dutch regulations and standards on research your privacy is strictly guaranteed. No one but the researcher and his two supervisors have access to the data.

In accordance with the ethics of research, respondents will by no means suffer from participating in a research project.

In agreement with the standards, you always have the possibility to quit as a participant.

Date:

Signature researcher

Signature student

## Appendix II

### Time-table measurements LAURA Leeuwarden

#### Time-table measurements LAURA Leeuwarden May and June 2016

Week 4.6 = week 21

Monday 23 May	Tuesday 24 May	Wednesday 25 May	Thursday 26 May	Friday 27 May	Saturday 28 May	Sunday 29 May
10.00			10.00	10.00		
13.00	13.00	13.00	13.00	13.00	13.00	13.00
16.00	16.00	16.00	16.00	16.00	16.00	16.00

Week 4.7 = week 22

Monday 30 May	Tuesday 31 May	Wednesday 1 June	Thursday 2 June	Friday 3 June	Saturday 4 June	Sunday 5 June
10.00		10.00		10.00		10.00
13.00		13.00		13.00		13.00
20.00		20.00		16.00		16.00

Week 4.9 = week 24

Monday 13 June	Tuesday 14 June	Wednesday 15 June	Thursday 16 June	Friday 17 June	Saturday 18 June	Sunday 19 June
10.00		10.00		10.00		
13.00		13.00		13.00		13.00
20.00		20.00		16.00		16.00

## Appendix III

### Time-table measurements LAURA Doha

#### Time-table measurements LAURA Qatar March and April 2016

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Week 3.6 = 11

Sunday 13 March	Monday 14 March	Tuesday 15 March	Wednesday 16 March	Thursday 17 March	Friday 18 March	Saturday 19 March
10.00			10.00	10.00		
13.00	13.00	13.00	13.00	13.00	13.00	13.00
16.00	16.00	16.00	16.00	16.00	16.00	16.00

Week 3.9 = 14

Sunday 3 April	Monday 4 April	Tuesday 5 April	Wednesday 6 April	Thursday 7 April	Friday 8 April	Saturday 9 April
10.00		10.00		10.00		10.00
13.00		13.00		13.00		13.00
20.00		20.00		16.00		16.00

Week 4.2 = 16

Sunday 17 April	Monday 18 April	Tuesday 19 April	Wednesday 20 April	Thursday 21 April	Friday 22 April	Saturday 23 April
10.00		10.00		10.00		
13.00		13.00		13.00		13.00
20.00		20.00		16.00		16.00



## Appendix IV

### TRANSCRIPTS OF THE INTERVIEWS

#### Interview with A.L.

German, male, Leeuwarden

Date: 28 March 2017

Time: 11.35 - 12.05

Roman letter: interviewer

Italic letter: respondent

alright  
well I repeat the question  
welcome A., is it?  
is it alright that I record this interview

*no problem*

you can refuse to answer questions if you want

alright I would like to talk to you about the research we did a year ago  
it's it's way too late  
ehm you participated in in in this research

yes

you you were sent those questions

*yeah*

to your smart phone

*mm mm*

what do you recall of it

*ehm that I received this I think this three times a day*

yes

*not every day maybe every second day but sometimes every day with different time spans and the question were always that did I use English last times, last thirty minutes who did I use it to where was I*

alright  
those were the questions right

those were the questions yeah

these are the questions

and this  
this was the time table

*yeah*

alright ehm ehm what was your reason to participate in this experiment

*ehm, one of the main reasons was because that there was a faculty point available*

yes

*and also because I thought answering the questionnaire and a survey is always helpful to participate for other people so I thought why not*

alright and that elective credits helps  
ehm  
first issue is the frequency of the messages

*mm mm*

was it too many messages or not often enough or the spread what what

*ehm I think that if I recall correctly most of the messages I received was a very bad time because it was in the morning ten o'clock ten o'clock*

*like at that time I was at home not talking English, maybe I was typing English I was not talking English*

alright well that's not a problem

for a from a research perspective it's not a problem

*ok but very often I had to say no at the use of English because I was at home talking German with my roommates or maybe my girlfriend but I did not speak English so*

but that's not a problem  
that is what what we wanted to know

alright

no I was afraid that you were going to tell ten o'clock I well I'm sleeping

*no  
sometimes I was sleeping  
but most times I'm awake*

OK

*most I was awake  
so no problem*

yeah  
but you think ten o'clock is not a suitable time because you were not using English but that's exactly what it was about

*ok but I can imagine that a lot other students are not awake at that time  
maybe a little later*

you say when you were at home you're using German most of the time

yeah

you have German roommates

yeah

German girlfriend

yeah

you watch German television

no

no  
you don't watch television  
*I watch television but not in German it's horrible  
the synchronising is just horrible*

yeah I know

*so I watch English always English  
I was raised at English this way*

oh OK  
and ehm  
ehm  
reading  
what is your what are your sources of reading

*English, English, sometimes German but most of the time English*

OK  
and what do you read  
literature, non-fiction or fiction

*fiction more  
more fiction*

what is your favourite

*I like to read a lot about action sometimes fantasy  
those kind of stuff*

yeah you read books

*yeah  
now I trying to commit to reading more books  
there was a long time I was not reading books  
but ehm*

what are you currently reading

*ehm  
I don't know why I had never done it  
but I did not read the Harry Potters  
the books*

in English or in German

*in English in English  
I want to improve my English skills  
and this is a proper opportunity  
so I'm reading the books  
I'm currently halfway the books*

halfway

*I've got the third book out of the six*

what's number three the prisoner of Azkaban

yes

alright

*that is finished yesterday*

well I read them all

yes

more than once so

*you read books*

yeah yeah yeah  
and I read them with my children  
when they were young

*That's how it should be actually*

were there other moments that you  
thought well that's an inconvenient time

*I think the times are fine*

*ehm*

*I believe I can imagine that*

*ehm*

*that this is not applicable to me most of the  
sometimes was that Friday morning at ten o  
clock*

*I was not able to do the survey  
because I was almost in a sleep from maybe  
a Thursday evening party but it didn't happen  
often  
but I can imagine that other participants*

Thursday evening is a time that many  
students go out

*yes exactly*

and that's why they are

*Friday morning they may be not responsive*

Friday morning when we have workshop  
or class  
some student have a hangover

*exactly I can imagine that*

OK Friday morning ten o'clock is not a  
suitable time because of going out on  
Thursday night

exactly  
maybe a bit later

how quickly did you reply when you  
received a message

*since the message is sent to my student  
account or my private account I can't  
remember*

private account

*and it was connected to my smart phone  
immediately when I received as message I  
got a mail I check the mail and I immediately  
responded to it if I had time*

if you had time

*yeah*

*sometimes I was distracted with other  
activities*

yeah

*maybe working maybe I was at school  
so did not respond immediately and in the  
end I forgot it*

OK

*but most of the times I tried to respond  
immediately*

well that's very useful information  
so it's not a problem because not  
answering questions questionnaires  
well that's that's that's a normal  
phenomenon

*hm*

so and my next question is ehm  
did you sometimes ehmm ignore a  
message on purpose  
you already told you were when you were  
occupied during class

*that was the only times or when I was at  
home working on something when I had this  
idea*

not now

*I put the stuff away and I forget it*

*that was the only time that I did not respond*

let's have a look at your outcomes

yes

well, use of English

*that's me*

that's you  
ten times you said no  
eight times you said eh receptive  
and seven times you said in interaction  
and one time you said other

*hm hm*

can you remember what that other was

*maybe singing or listening to music*

*I can't remember*

oh no it's not a problem

*alright  
maybe  
I think I referred to other as typing in English*

oh that could be as well

and singing, do you sing

*only in the shower*

alright singing what songs are you singing

*it depends what I listen to*

*charts music  
I most Disney  
[incomprehensible]  
so I like he Disney song*

alright never smile at a crocodile

*no not those, the elder one  
like I don't know Tarzan or Hercules  
I know the songs by heart that's why*

yeah, that's nice

and you said you were raised in English and German

*English, more English*

by your parents

*my father yes in English*

*German was more from school and friends*

alright

so you're a fluent bilingual

*yeah*

OK

and where were you raised

*I was born in Singapore  
I lived in Singapore for eight years  
then we moved to Germany for the next  
fifteen years  
no fourteen*

and what's your father's nationality

*he's Chinese*

your father is Chinese

*Malaysian Chinese*

like my colleague PP

*yeah exactly like PP*

*yeah funny we really exchanged a bit*

and your mothers nationality

*she's half German half Thai*

alright  
and your nationality

*I'm German  
I have a German passport but  
I have German blood I have Chinese blood  
and Thai blood  
I'm born in Singapore and I had a Malaysian  
passport*

you're really internationally oriented

*I'm a cross multinational guy*

yeah  
ehm

I read other research that ehm  
people like you with parents from different  
cultures and having lived in several  
countries  
are most capable of multicultural  
communication

*yeah definitively  
I can assemble to my situations  
on the one day I have a family diner so I know  
how to act in Chinese culture  
but then in the night I meet my friends and  
I'm a totally different person again  
I really I customise myself towards the  
circumstances*

oh yeah

*and I I do not think about it  
just like mentally  
I'm a totally different guy*

unconsciously

*yeah unconsciously I switch*

and do you act sometimes as an  
intermediate between ehm Dutch people  
and Chinese people to

*I did not have that yet  
cause I have not work with Chinese persons  
yet  
but I think if a Chinese person in my group  
but and I have the Dutch person  
I can definitively explain the Dutch person  
why the Chinese person is like that and the  
Chinese person the same way about the  
Dutch*

we have in our IABA programme Chinese  
students  
well

*I think it's very difficult for the Chinese person  
because we Chinese people are not direct at  
all*

no

*not at all*

no it's very rude

*exactly*

as direct as Dutch are

*exactly  
so I can imagine that they're having some  
struggles*

yeah

ehm I asked you about contact  
do you have no contact  
with co students friend  
with friends family  
or other  
zero times  
eight times no contact

I guess I was at home

alright  
and two times with co students  
and five times with friend family  
eleven times other

yeah

*I think other was my girlfriend  
I think so and I think family was the most  
of the time my brother because he is my  
roommate  
basically*

what language do you speak with your  
brother

*we call it Denglish*

Denglish

*so it's Deutch and English*

Deutch und English

*we call it Denglish  
we speak English but we use some German  
words*

with your girlfriend

*German*

German

*ehm*

alright  
ehm ehm  
well I  
told you these figures  
is it in line with how you think your  
situation is

*yeah*

are these number representative for

*I can imagine that often I was at home busy  
with the stuff  
and then I think it was  
during module four, right*

March  
I think module three

*oh module three  
I had a lot to do with the marketing  
so it was most of the time working at home  
on the module assignment  
so and I think when I was outside I do not  
have any digital internet when I'm outside  
so when I'm somewhere  
I don't know here travelling  
when I get the email during that time I cannot  
respond to it  
I think that was the reason  
when I was in contact with the people I could  
not always respond*

alright that's very interesting  
because ehm  
this way of research it's called an in-  
depth interview are too, we're looking for  
unexpected thing  
and one of the things you hand to me is  
non-response can be caused by having no  
connection to the internet  
so for me as a researcher that is very  
interesting

ehm, when you ask for other location  
can you give me clue what that other  
location might be

*ehm friends house for instance  
maybe I been in a bar  
cause bar I don't know club*

going out

*going out basically  
also what I thought was shopping  
could be also shopping  
could be other home  
not Dutch home maybe German home*

and eh  
those kind of things

sports or hobby or

*sports could be  
cause often hobbies would be for me listening  
to music or playing music at home*

but other is

*sports, running I don't know meeting friends  
those kinda stuff*

alright  
we we we I was afraid that people were  
going to opt out if I asked more if I asked  
for clarification

hm hm

if they had to type in an answer

*no I think I think that you could definitely  
ask that next time  
it's not an issue  
I don't think so cause I think that everybody  
knows we of course sometimes spent times  
other than study  
so it's no problem*

because I wanted that the respondents  
were able to answer quickly  
tick tick tick and then move on

*no I think writing a word like I don't know  
other location would be like friends house  
that costs four or five seconds and everybody  
has a speed of typing nowadays  
no problem that five second I would consider*

well thank you thank you very much

was this an obtrusive intrusive way of  
collecting data  
or do you think it didn't bother me it wasn't

*it didn't bother me*

an unwelcome guest

*no no it didn't bother me very often when I  
had time  
cause the question was so fast  
I think within thirty seconds*

not a big deal

*no absolutely not*

ehm  
contacts within school ehm do you have  
contacts with all students or more German  
students or more Dutch students

*all students*

are you an exception

*ehm*

*it depends*

*it really depends*

*because I like to contact more people because of personalities and different characteristics but sometimes after doing work assignment I stick to German people*

*you really depend on which situation*

*because out of experience Germans obviously goes the fine for best grades*

*and obviously we get graded and when we*

*stick together we perform at best*

*cause with others I had bad experience like no working it as much as I wanted*

yeah well you can you confirm my observations

OK

as a teacher

don't feel shy to speak out

*no*

*I think most of the students know German people prefer working with German people and my German friends are saying to me come on come in our room we get the best grades no problem like that*

and to what extent are private contact also school contacts  
or are your friends separated from study fellow students

*no most of the fellow students are my friends*

alright

*most of them*

*and also obviously I have very close friends where I come from Hamburg*

*it depends*

*but mostly when they come over I try to mix up them around*

*I think networking is very fun for everybody to get to know new people*

yeah

ehm you received an app and it worked that's my question

did it work

*sometimes not*

sometimes not

*I think at the beginning I did not revive anything*

that's true the first messages weren't sent that was a problem with the security protocol

OK

eh, so the company who delivered the messages their security protocol had expired

*so*

*that was unfortunate*

every time the same question was that convenient

*yeah, you knew how to answer very quick so it saved you more time*

alright

and ehm did you always enter the right answer or did you press the wrong button accidentally  
what's your estimation

*no most of the times I pressed the right button*

*it's very fast basically*

and ehm

were you always able to choose the right answer or did you sometimes think well I can't find the right answer here the situation is not applicable

*no most of the time I was able to immediately pick the right answer*

and how did you answer your questions on the phone on a tablet or on on the computer

*on the phone*

*most of the times on the phone*

OK

most times

yeah and the other times were on the computer

alright  
because you were  
your message popped

*because when as I said my phone is linked to my email so immediately as I received a message on my phone I just have to press on it and it opens up immediately cause on my computer I have to log in first so it's simpler*

if you answered after you answered the last question a picture popped up what can you tell me about that

*sometimes it was funny some pictures were quite amusing*

yeah

*yeah well after that you're like well OK so somebody actually appreciates my assistance*

alright  
so it it was it was a sign of appreciation

*yeah yeah I say OK so someone is appreciating my work OK I have put some efforts in it*

and was it motivating that you knew that you would receive a picture

*not for me*

not for me

no

but still you appreciate it

*yeah it was just funny I had a small smile laughing and concentrate at my work and other activities I had to conduct*

but you would have replied to it

yeah

regardless of the picture

*yes I would have done even without picture*

can you recommend other students to participate if I want to replicate this study

*I would recommend anybody cause it's simple and you get a faculty point for this so why not*

well  
ehm  
are you interested in the outcomes in general

*it depends*

it depends  
I did it in Leeuwarden and I did it in Doha

this was the division of participants in Leeuwarden  
this was the division in Qatar

*yeah*

yeah  
does this reflect you think the population

*yeah definitively, the majority is Dutch and German here*

yeah  
it's so funny because before I started I already expected a similar division and ehm the Indians are the Germans of Qatar

*yeah*

they have the self the same the same mentality when it comes to school grades and working so it's so fun

*because we've been raised like that cause Germany at the very earliest ages already it's all about competitiveness be exclusive stepping out of the whole gap so basically*

well these were the outcomes  
no  
no English  
receptive  
and thirty four per cent in interaction



*very balanced*

yeah

OK

and here you see the difference between the Qatar society and the Dutch society because Qatar English is a very major language in Qatar

and here we have contacts in Leeuwarden who do you see during the workweek and in the weekend

*it's very pretty obvious in the weekend  
it's more friends more than family in the workweek*

it's so it's so obvious but eh

*yeah*

yeah  
and here we have location use of English at home and at the university buildings

[laughter]

*it's that obviously  
of course receptive watching movies and Netflix typical student life*

yeah  
well these are the most interesting outcomes  
do you have tips for me if I wanted to replicate the study or does something else

*the interview maybe  
maybe do it two or three weeks after  
or maybe I think it's this time summer holiday  
do it maybe after summer holiday  
because definitely more people can recall it  
[incomprehensible]  
yeah it's too long ago*

*so maybe just earlier*

yeah

*and maybe at the end you can ask or so did  
you like the survey or recommendations you  
can ask well after the last survey do you have  
any recommendation  
I think that it will be more helpful but  
basically*

alright  
well  
than we can end this interview  
thank you very much

*you're welcome*

if something springs to mind feel free to tell me in the hallway or send a mail

*I will*

you are familiar with the difference between quantitative and qualitative research  
so this is quantitative research and I want to discuss the outcomes in qualitative interviews and  
and I'm very very grateful for this interview  
I'm very happy with with your answers

OK

alright  
thank you thank you very much

*my pleasure*

**Interview with JK**

German, female, Leeuwarden

Date: 28 March

approximately 14.35-15.05

Roman letter: interviewer

Italic letter: respondent

recording started  
well I'd like to record this meeting  
do you give permission?

- *yes of course*

your name is J. [English pronunciation]  
J. [Dutch pronunciation]  
J.K. [German pronunciation]  
- *yes*  
*that's the correct German pronunciation*

and where do you live in Germany  
- *in Frankfurt am Main*  
*Frankfurt am Main*

that's quite  
- *quite far*  
*far away*  
*550 kilometres, so it's alright it's a five hour*  
*drive, five and a half*

do you have a car here?  
- *no I don't have, but I always find a ride on*  
*a facebook group students and yeah the*  
*students organise themselves to travel back*  
*so most of the times I find someone to travel*  
*back with who has a car who takes me*

So, it's doable  
Shall I sign the form first

- *that would be great*

that we don't forget the paperwork

- *I haven't filled in anything yet because I*  
*didn't know*

participate in research  
it was March 2016, 28 hours  
that should do  
- *perfect, thank you very much*  
Ehm, I think Mrs Rianne Meijerink is  
grading elective credits and she is informed  
about this project

- *OK*

Well, thank you very much for this  
interview  
- *yeah no problem*

and eh well I know it's a while ago, to be  
more specific it's almost a year ago and  
well I have a few questions about your  
participation in the project and I will show  
you the outcomes  
you want to start with the outcomes  
- *whatever you prefer*  
well, you remember that you participated  
in this project  
these were the dates and these were the  
questions that were asked

- *yeah*  
my first question is about the frequency of  
messages  
was it annoying or was it well divided was  
it eh well  
- *eh*

how do you perceive the frequency and  
the timing  
- *yes sometimes it was a little bit confusing*  
*because sometimes I had the feeling that*  
*I received them within two hours and*  
*sometimes I didn't receive any per day and*  
*sometimes three per day*

*but in general I knew that I had agreed just*  
*answering a few questions that you could*  
*very easily just click through and answer*  
*them*

*so yeah I think it was totally fine to answer*  
*them*

*and the frequency was also not always what*  
*I expected and sometimes there were more*  
*and sometimes there were less*  
*but yeah*

so eh for your feeling it was at random  
- *a little bit, yeah*

yeah  
alright  
sometimes you had a day off or even a  
week off, was that annoying or was that  
fine or ... what's your idea about it

- the only thing was that I think you also gave me one these time tables but I eh somehow I put them somewhere where I could not find them anymore  
so the only thing that was a little bit confusing for me was that I didn't know when it would end, but not that it was annoying just that I wondered for how long do I still have to do this  
like I said, not in an annoying way but just that I didn't know with what frequency they would come  
so it was always a surprise for me when they would come, but yeah that was the only thing just for my disorganisation

Alright, so maybe a tip is when the last message was that you are informed this was the last time thank you for participating

- Yes, and what I also think would also help that I am a person and that a lot of my German colleagues are like that as well that you have a to do list you can scratch out so maybe if you send them out now your completing one out of thirty two out of thirty so that you know that you're making progress

yeah

- and also then you know that it is the last one if that's possible  
but it's just a small improvement and suggestion and I think eh I would also do it again so it wasn't that much work  
it was just answering a few questions, it was completely doable, but for as Germans seeing progress was something

well I think that's very nice tip how often do you think you replied  
-I replied I always replied, do you have a frequency

yes I have, 26 out of 36

- oh OK

yeah

- OK, that might be due to that fact that if I received several a day, maybe sometimes I didn't check it and I wanted to respond to that one

if you checked in at eh after eight those two were gone

- Ah, that's the thing OK, I know that I answered them every day they came, but it might be the case that when I had three per day I didn't always have the time to answer by the time they were there

When did you see the message  
You're not checking your mobile phone all day  
-I'm checking in all day but maybe it would be helpful to tell the participants to put on their push notifications during the participation in the project because that way I would have gotten them immediately because I do check my phone every twice an hour but if I want to check my mails then I have to go to the app and check them and they don't appear on my phone

alright

-yeah hm, not as a push notifications, I should have done that so that I could have replied to the

I didn't know. I assumed that you always when you have a message that it appears on the screen

- No, you can turn that on or off and they have put it off because I receive so much spam and I wouldn't receive a push notification for every spam and that would be so I reduced it to Whatsapp  
so that I just get like the change of the room or something so I that can see that, but yeah, that wouldn't be an improvement an advice your participants next time so they can answer them on time  
because sometimes I just forget

alright, thank you, it's very helpful  
ehm, did it happen that you received a message that you thought, not now, it's very inconvenient this time

- no because yeah these questions are very easily answered and very fast so I didn't have any problem with it at all

alright  
and did it help that the questions were easily answered

- definitely yeah, I mean you didn't need to think to think about it the question was

*have you been using English last 30 minutes then you could either say yes or there's nothing either yes or no, nothing to say, so yeah I think it was*

and so you had to check in on your mail by yourself

- yes

how often do you check your mail

- ehm, it also depends, if I know that I'm waiting for email then I check in several times a day maybe once an hour if I know that I'm waiting on an important email if not I would probably once in the morning and once in the evening

yeah alright, because one of my questions was this sometimes message might have come at an inconvenient time but you checked when it suited you

- yeah

yeah I knew that these mails were coming during this time I participated but as I said it wasn't quite clear for me when it ended but usually once in the morning and once in the evening and sometimes in between and if I know that there are messages coming several times a day

alright

I will show you how you replied  
ehm well you use of English you answered 13 times out of 26 no receptive, 4 so reading or watching television  
9 times in interaction  
0 times other  
so do you think that this reflects your situation

- ehm I think it has changed a little bit since then because I think now I would respond a little more to the receptive part because I've been spending a lot more time at home and then I watch tv in English or movies or tv show and read  
so I think I would increase receptive a little bit because I was pretty busy during that time and a lot around and interacting with a lot with people and has months I have produced a little bit stayed at home a little more, that way

yeah

English used in interaction is that mostly at school or at home in you private situation

- no also in private situation because I think that Leeuwarden is a very international place and I spend time with a lot of international people  
and Dutch people but also people from yeah Qatar as well from Zimbabwe I am friends so all my roommates are Dutch I now try to speak Dutch with them because I've been here four years

and it's a subject in your programme

- yes it is I actually try to speak it but sometimes it easier in English

yeah

or even German

- or even German

do you use a lot of German when you're here

- yes, too much [she laughs]

why too much

- because I when I came here I was always a person who wanted to speak English around other people but sometimes it's very exhausting to keep speaking English if there's only one person who's a non-German speaker within the group or let's say most of the people around are Germans for example at Hestia  
it happens a lot to me that I switch to German because I'm having a conversation with a German and I just want to say a sentence and I realise that I stick with German after a while and yeah in the beginning when I came here I tried to pay more attention to speak English when internationals are around but that has decreased a little bit which is unfortunate, but ehm yeah so

so you you hang around with you hang out with many German, fellow Germans

- yes because there are a lot of German people here, and my study is well and I get along with a lot of Germans, so yeah

and your module assignment groups, many Germans in your ..

*- Yeah, now we're left in my year at least with three Germans, and yeah I've just written two no one module assignment without a German yet so I wasn't very lucky*

[laughter]

ehm, well you already answered those questions

ehm, you you already told, contacts with Dutch students, international students German students and outside school, also international

*- yeah, mostly Dutch, they're not in the school net work, not going to NHL Van Hall or Stenden ehm, then it's mostly Dutch people*

how come that you have so many contacts with Dutch people

*- Because I live her for a reason and I don't wanna live here and move away from here and saying I didn't ever speak Dutch that's one of my goals that's still one of my goals to be fluent in Dutch because I think it's very nice if you come here and we are very fortunate that the Dutch speak such good English but that's also a disadvantage because you never it's superhard to learn it because whenever you go to the supermarket and they realise you don't speak fluent Dutch they immediately switch to English without a problem in Germany you would be forced to learn German because nobody speaks, well they do speak English but they're really reluctant to speak English and here the people even if I see 75 year olds in the café and they ask me something and I don't understand immediately they immediately switch to English like it's nothing and that's great on the one hand because I will never have communication problems but on the other hand you're not forced to learn the language and yeah and I would really like to learn it because I think it's important when you go somewhere that you open up to the culture and also learn the language and that it's just not the most useful language but I think it's a very nice language and easy to learn for*

*Germans*

*so that's why I am still trying to do so and I also like really to interact with the locals here that's why I'm trying to look for friends that are from Leeuwarden or from Friesland an not moved from somewhere else*

alright and how do you make friends

*- ehm*

where do you make friends

*- I don't think that it is something that you can plan but it is something it just happens for example I don't know if you're familiar with the cafe barrevoets close to the oldehove there's a cafe when I moved here I had two weeks without school before university started I had to keep myself busy so I found that cafe and I was hanging out there a lot and I got to talk to the owners who were pretty young still like 25 or something or older maybe yeah I got in contact with them and they invited me to hang out with out yea, they're now my friends I celebrated my birthday there if you meet people and going well with them*

You really opened up to the people around you and tried to immerse in a different culture

*- I really like it I think it's fantastic to be able to adapt to two different cultures because you can always learn from them I've learned so much and honestly speaking before I came to the Netherlands I wouldn't consider myself like really German or something else*

[laughter]

*no I'm not German at all*

*When I saw people on holiday for instance when we went to Canada and I saw German people oh got I don't belong to them, no no no that's not my nationality but when I went here and during my first assignment I had to face it that I am very German and that I have so many values that are that I still value and I can't get rid of and that I really prioritise like for example punctuality and yeah the working style of German which is I haven't found another working style I can go along with so well*

*ehm but on the other hand it's also so that like I learn from the Dutch the feminine culture to take it a little bit more easy to enjoy life that's it's not all about working that you don't define yourself with your success but that's it's more important to have friends and also the hospitality from the Arabic culture for example or that African people who invite you to their homes and show you around first they show you the whole house and that's just something if someone else invites you sit in the living room or a bathroom tell you there then you go there they just show you everything I don't know I think you can learn of lot from these cultures and that's what I like to do yea*

ehm I are you going to study abroad next yea

- yes Qatar actually

you're going to Qatar?

*- I'm pretty excited  
well I'll see how it works out  
I still have the only thing I have to figure out is my room  
I have to return in the middle of the semester and after that I have to specialisation and I have to come back to Leeuwarden  
I hope that works out with the guy who rents my apartment to me*

alright, for one module period

*- no module 9 and 10 two modules  
From September till February*

well great

*- I'm pretty excited*

yeah

ehm

I had a few questions about the app did it work

- yes

ehm every time the same questions how do you perceive that

*- I think it's nice because you know what's coming and yeah you get used to it and and then you can answer them very quickly yeah*

and ehm, do you think you always pressed the right buttons

- yes

no mistakes made  
were you always able to answer the questions or did it happen that you thought how the right answer isn't there

- ehm ehm ehm

*maybe it would be nice with other location just a help for you I mean you could always answer them because if none of these were applicable you tick the other but maybe as a help for you it would be nice to have a field in which you could fill in what you mean with other that would be the only thing*

a kind of explanation

*So I tick other they can type in a clarification I if you have other it think there's either yes or no if you tick other then it would be nice for you for your outcomes to know what do you mean with other*

can you remember did you ever tick, you never ticked other

*- ehm because I thought it was quite yeah, because you can just either say yes or no in my opinion for this question for example but if you gave someone the opportunity for example here with the maybe you interacted with teachers that's for example not possible, that you could specify that or in the business environment or something or on the telephone that's something that yeah to specify*

you missed that option

*- I didn't really miss it because in my opinion well from me it doesn't really matter just for me no no no other but it would be a help for your research purposes if people could specify what they did for your research*

so people could have answered I was gaming, or writing a love song well

- yeah for example

ehm other location  
I don't think you I didn't that bring that one  
other location  
what could be another location

- at work, for example

do you have a job here

- no not here, but I do work in Germany  
so that would be something  
you could also specify home because for  
students like my what's home, so maybe the  
home based here in Leeuwarden or home  
where you come from with your parents  
ehm yeah, university travelling  
yeah  
maybe you could also specify travelling  
because there is difference whether you're on  
trip to Barcelona or Africa or whatever  
or if you're travelling from Groningen to  
Leeuwarden or something  
just for the purpose of going to school  
but yeah  
for me it was also quite easy, but just for your  
specification

well, thank you for your suggestions

- yeah no problem

did you answer the questions on your  
phone or tablet or computer

- eehm  
my phone I believe most of the times  
maybe once or twice on my computer but  
most of the times on my phone

it worked always well?

- yeah

and eh if you answered the last question,  
then a picture appeared  
how do you perceive that  
- what were these  
these were these animal pictures

for instance

I talked with my friend B. who also  
participated in it  
and then we always I don't really remember  
but I think they were kind of funny, like some  
kind of funny animal

so we talked about it oh today I had this  
picture or this one again

I think we talked about but I don't really  
remember exactly what they were but it was  
nice because Birga and I talked about it  
so they we kept them in mind

was that motivating to answer?

- ehm well I wouldn't say it motivated now I  
can see a picture but it was a funny ending

so ha ha, OK

so it was a clear sign  
that it's over

what you already suggested with when the  
final message came

well I really appreciate your suggestions

I will share a few results with you

well I did it in Leeuwarden and Qatar  
41 per cent Dutch people German people  
Frisian different

- you make a distinction between Dutch and  
Frisian

yeah

do you recognise this or

- that's pretty much a representation of what  
Stenden looks like a mix of nationalities

and this is how Qatar looks, so it's quite  
similar

Arabic and then Indian language

- wow, so many Ukrainians

and the and the the the  
people from India have the same  
reputations as the Germans have here

- yeah?

high grades good results well

this is the level of response

well, this is the use of English



not  
receptive  
in interaction  
other  
hardly

so these three covered 99 % of the situation

but Qatar is English, English has a very strong position

and this is use of English during the workweek  
and this is during the weekend  
and you see that the interactive use of English is bigger during the week than in the weekend

- *that's interesting*

well I found out that most students most participants use English when they are here (in the building)

- *yeah, of course*

who do you have contact with

total during the workweek en in the weekend  
and you know that those patterns are quite similar

so some patterns are similar Doha and Leeuwarden and other are patterns well location well, is quite similar  
and here use of English at home  
and at the building

and you see that in Doha many more people use English interactive at home  
but here in Leeuwarden, well you belong to that

- *yeah*  
- *what was the reason for your research actually*

this is one of my sub research projects  
I'm writing a PhD thesis about the effect of English on level of education

- *ah, ok*

ehm, content and language integrated learning  
- *mm mm*

so these are  
well, so these are the most striking outcomes of the research with the app

- *that's very nice*  
*are you satisfied with the outcomes*

as a researcher you have to say that you are always satisfied with every outcome and I am  
but I had a few assumptions when I started I doubted if I could measure them and express them in figures but this exceeded my expectation

- *oh really*

yeah

- *that's nice that's great*

first I was only happy if it was working, but now I see patterns appear and this morning I had an interview with a fellow student of yours and now I'm interviewing you and you are confirming the outcomes

- *yeah*

and you are confirming how the app is working and you're making suggestions for improvement

[interrupting noises, someone is opening the door of the interview room]

so I'm happy with the outcomes

[other person entering] I would be very happy with you coming out of this room

we're finished

- *yes we did*

well thank you so much

- *yeah, no problem thank you.*



### Interview with J.D.

Dutch, female, Leeuwarden

11 April 2017

9.30-10.00 hours

Roman: interviewer, Folkert de Jong

Italic: interviewee

Goeiemorgen J. ik wil het gesprek graag opnemen

*prima*

ik moet eigenlijk iets hebben om dit ding op te leggen

nogmaals goeiemorgen J. is het goed dat ik dit gesprek op neem

*zeker*

OK  
bedankt dat je op mijn uitnodiging inging en dat je hier komt om te praten over de proef die nu al een jaar geleden is afgenomen

*is dat al weer een jaar terug*

ja, het gaat snel  
ik eh  
om je er weer eerst even in te brengen je kreeg eh je deed mee aan een proef met een app

*ja*

en die app stuurde je op bepaalde momenten drie vragen toe

*ja*

hier liggen ze  
have you been using English last thirty minutes  
who did you have contact with last thirty minutes  
what was you location last thirty minutes

*yes*

wat herinner jij je er nog van

*ehm nou ja goed dat het regelmatig kwam en dat ik toen dacht en dat ik negen van de tien keer dat ik ja ja antwoordde geloof ik want goed op school maar ook thuis en zo kom je ermee in aanraking  
eh en nou ja af en toe die grappige plaatsjes eronder*

*ja dat is wat ik me ervan herinner het was een kleine moeite om het even in te vullen*

OK

*dus dan ging het wel vrij makkelijk het was ook zo klaar*

dus we zitten er weer een beetje in ik had ook een schema toch van het aantal momenten  
nou  
bij de vorige gesprekken had ik het eh

*ja daar was ie al*

dit was het schema volgens mij was jij het die merkte of L.A. van hee ze komen niet de eerste dagen

*klopt  
in het begin ging er wat mis*

ja

*dat ging toen niet zo goed*

dat had te maken met het security protocol van de provider

OK

die moet een bepaald keurmerk hebben dan weten google en nou microsoft dat het geen spam is of rotzooi of een virus en het security protocol was verlopen

*a, ja  
ja want toen kwam het niet binnen zeg maar toen kreeg ik geen mail en oh ik weet niet*

ik ben blij dat je aan de bel hebt getrokken  
nou ik heb een aantal vragen  
ehm  
die frequentie was dat te vaak of was  
dat niet niet vaak genoeg hoe heb je dat  
beleefd

*eh nee  
ook omdat het vrij makkelijk op je telefoon  
te openen was en werkte vrij soepel en ik dat  
ding altijd bij me heb een soort verlengstuk  
van mijn hand zeg maar eh was dat helemaal  
niet een probleem het was ook niet een grote  
lap tekst of zo het was ook zo gedaan dus  
het kon altijd wel tussen door dus ik had niet  
idee was het echt te vaak en op een gegeven  
moment weet je ook gewoon van het wordt  
een soort ritme van nou komt er straks weer  
een eh moet ik dat weer even invullen dus ja  
ik vond dat niet te vaak  
ik heb dat niet als vervelend ervaren in ieder  
geval*

OK  
zo nu en dan zat er een dag tussen

*ja*

wat denk had het beter aaneensluitend  
gekund of was het wel prettig zo'n dag  
zonder

*ja nee ik had niet het idee van van goh nou  
mis ik echt een dag of nee*

en op een gegeven moment zat er zelf  
volgens mij een hele week tussen ook dat  
was geen probleem

*nee*

je had hier een week helemaal niks en dan  
kwamen ze weer

*dan waren ze er weer  
nee ja goed dat gebeurt dan zo ik denk van  
daar is ie weer en dan vul je dat gewoon  
gewoon in ja*

ehm, hoe vaak denk je dat je geantwoord  
hebt

*nou ik denk eigenlijk wel heel vaak eigenlijk*

zullen we eens even kijken

*denk niet dat ik er veel gemist heb  
kun je dat terug vinden*

jij hebt heel vaak geantwoord 35 keer staat  
hier

*ja*

dat is eh dan heb je maar een keer gemist  
*nou dat bedoel ik*

dan ben jij

*topscoorder*

ja, je bent eigenlijk wel topscoorder  
ja

*ja, dat zeg ik ook omdat het op de telefoon  
heel gemakkelijk ging en ik dat ding altijd in  
de buurt heb of  
de mogelijkheid heb tuurlijk het is ook wel  
eens voorgekomen at het iets later was maar  
dat was ook ging probleem want dan kon ik  
hem later invullen*

ja dat was geen enkel probleem

*nee, dus dat is wel prettig als je dan toevallig  
toch even aan het werk bent of zo of ergens  
mee bezig*

*ja*

*dan eh*

en hoe snel denk je dat je meestal hebt  
gereageerd  
kijk je om de minuut op je telefoon of elk  
kwartier

*wel heel vaak eigenlijk  
te vaak denk ik te vaak ja  
dat zeg ik ja dat is best wel heel erg  
maar ik moet ook eerlijk zeggen dat ik mijn  
gewone email en mijn stenden-email op mijn  
telefoon heb als ik op die telefoon ook het  
account heb gezet krijg ik automatisch een  
popupje of een tril*

facebook of whatsapp

*ja  
ik moet er niet te veel over nadenken  
ja*

het is vrij normaal hoor

*jawel maar als er zo over nadenk het misschien toch wel als je dan echt serieus moet gaan nadenken hoe vaak kijk ik eigenlijk op mijn telefoon is dat best wel ziek veel denk ik ja*

heb je ook het belletje aanstaan

*nee ik heb eigenlijk het geluid altijd uit als ik thuis ben heb ik gewoon de trilfunctie aan want als ie dan ergens oplicht hoor je dat ook wel maar als ik op school ben is ie negen van de tien keer stil*

ja

ik wordt er erg onrustig van al die belletjes en gerinkel ik heb die van mij uit en ik krijg ook bijna weinig boodschappen maar bij mijn vriendin rinkelt dat de hele dag door ik zeg wel eens het is net zo'n thais afhaalrestaurant ping ping gaat het belletje weer

ja

*erg eigenlijk*

eh ik laat je heven kijken hoe je hebt geantwoord even kijken je hebt dertien keer gezegd nee ik heb geen Engels gebruikt

*oh dat is dan best wel vaak*

twalf keer receptief, passief dus dat je aan het lezen was of luisteren

tien keer actief en in interactie

*ik had niet verwacht dat ik zo vaak nee had geantwoord*

leg eens uit

*nou ik weet het niet als ik erover nadenk denk ik dat ik wel veel met Engels in aanraking kom dus dan zou het voor mij veel logischer wezen dat ik iets vaker ja zou hebben gereageerd ik vind tien keer is toch nog wel ongeveer een derde van het totaal*

en hoe kom je met het Engels in aanraking

*dat kom je toch overal eigenlijk wel mee in aanraking*

ja

[gelach]

*of ja tuurlijk met school en en de literatuur die je leest en en moduleboeken alles is in het Engels je hebt contact met mensen groepsgenoten eh muziek, televisie noem het maar op eigenlijk kom je ongelooflijk vaak ook het internet ook facebook ook overal zie je wel Engelse termen voorbij vliegen zou ik bijna zeggen*

dus wat dat betreft verbaast het jou dat een derde van het aantal keren dat je hebt gerapporteerd geen Engels het afgelopen halfuur

*ja, dus ja*

waar werk je

*ik werkte bij de jumbo en ik ga nu naar de shell maar goed daar heb je ook mensen die geen Nederlands die komen afrekenen dus dat doe je in het Engels dus dan gebeurt niet zo heel vaak maar dat gebeurde wel eens*

je werkte ten tijde van de proef bij de jumbo

ja

en wat deed je daar

*bij de servicebalie de andere caissières aansturen de klachten maar ook normale kassawerkzaamheden zorgen dat alles gedaan werd en zo*

welke jumbovestiging

*Camminghaburen*

die is ook wel heeft ook wel een internationale populatie

*eeh*

nee, Camminghaburen

*nee eigenlijk niet*

nee, sorry

*het is voornamelijk*

je zei Camminghaburen en ik zag Bilgaard voor me

*Camminghaburen valt best wel mee eigenlijk het zijn er maar een paar die geen Nederlands spreken dus dat eh ja maar goed een half uur is natuurlijk ook maar kort tijdsbestek het kan zomaar wezen dat ik een halfuur zomaar niet Engels hoor zie spreek*

[gelach]

eh  
ik heb ook gekeken naar de relatie tussen het taalgebruik en de locatie

ja

locaties waren thuis hogeschool onderweg of ergens anders

ja

heb je ook een indruk hoe dat in jouw geval eruit ziet de samenhang tussen gebruik van Engels en locatie

*nou ja goed sowieso met school dat is vrij logisch ehm*

*nee en thuis dat zeg ik als ik muziek luister hetzij film serie dergelijke kijk dat is ook Engels dus dan ga ik ervan uit dat ik dat heb ingevuld maar dat is niet altijd zo je spreekt ook niet altijd Engels op school als ik hem nu zou moeten invullen ik heb het afgelopen halfuur geen Engels gebruikt*

nee, en je zit nu ook in een minor met meer Nederlandse studenten denk ik of niet

*eh, nou nee, want ik heb net eh hoe heet het change en innovation gehad waarbij ik eh twee mensen uit Zwitserland in mijn groepje had eentje uit Spanje en inderdaad dan twee Nederlanders maar dat was toch wel voornamelijk Engels*

ja

*en ik ga nu naar beyond better business veel IABA studenten ik weet niet precies wie allemaal maar goed dat zal ook wel weer een mix wezen dan*

dat denk ik ook en gebruik van Engels en moment van de dag zie je daar ook nog een mogelijke relatie

*eeeeehm*

*nou met ons wisselende rooster eigenlijk niet echt kijk zou je vaste dagen school gaan misschien dat je het dan terug kan zien hoor als je bijvoorbeeld op maandag altijd les hebt op maandagochtend in deze periode toevallig zou je dat misschien kunnen terug zien maar verder ja weet ik eigenlijk niet*

nee

jij zegt het gebruik van Engels is toch ook heel sterk gebonden aan het actief

ja school

ja aan school en schooltijden

ja

en in je vrije tijd in het weekend in je privéomgeving gebruik je daar actief Engels

*nu best wel veel want ik woon nu tegenwoordig in een internationaal huis*

ja

*met huisgenoten uit allerlei hoeken ehm dat was vorig jaar nog niet zo*

waar woonde je toen

*even zien wat is dit voor periode mei ik ben de laatste vijf jaar nogal vaak verhuisd dus ik moet er even serieus over nadenken toen woonde ik alleen denk ik in het de tweede liedewarsstraat*

ja

ja

*dus dan heb je weinig aanspraak*

als je contact heb met je familie

*dat is altijd in het Nederlands*

ja

vrienden, vriendenkring

*ehm, ja Nederlands*

ja

OK

ehm

met wie heb je meeste contacten binnen school

*ja met je groepsgenoten je klasgenoten en dat is nu dan anders vorig jaar was dat gewoon met je IABA studenten*

*ehm maar goed*

*als ik moet ik namen gaan noemen nu*

met wie hang je eh het meeste

*dat is dan toch Myriam en Carolien*

*dat zijn de twee was ik het meest aan hang*

ja

dat zijn

dan spreken jullie Nederlands

*ja dat zijn Nederlandssprekenden dus dat*

en in welke mate lopen schoolcontacten en privécontacten in elkaar over

eh

*nou als ik kijk naar Myriam en Carolien dan doe ik daar heel veel in privé sfeer spreek je ook mee af we spreken elkaar veel*

eh

en

*voor de rest nou moet ik eerlijk zeggen als ik contact heb met groepsgenoten is dat niet alleen maar tussen negen en vijf dat kan ook rustig in de avond gebeuren als je wat moet bespreken want dat gaat altijd via whatsapp want dat is makkelijk en dan gebeurt dat ook wel in de avond maar daarnaast daarbuiten spreek ik eigenlijk niet heel veel af we zijn een keer een drankje wezen doen met mensen van de minor voor de rest ja je praat wel eens met elkaar maar dat is ook niet dagelijks en dat gaat negen van de tien keer toch over school dus dat is niet heel erg privé dan het is wel privétijd want het gebeurt 's avonds maar*

ja

dan dan gaat vrije tijd en school loop in elkaar over

*de een werkt 's avonds aan school en de ander doet dat overdag dat dat wisselt ook en eh nou de het gaat heel snel je hebt al heel veel je praat heel veel en heel snel*

te veel

nee het is goed het is juist

je hebt dit al beantwoord want mijn laatste onderwerp was het gebruiksgemak van de app

ja

daarover had je al gezegd van nou het werkte prima ik kreeg het en eh

ja

*kon zo doorklikken en dat ging heel makkelijk*

ja

*en dan kwam het plaatje*

ja

[gelach]

*gewoon voor de leuk*

ja

ja

hoe vond je dat

*op een gegeven moment als je dan in de gaten hebt dat dat komt dan ben je nieuwsgierig van goh wat zal er nu staan ja ik vond dat wel leuk ik kon dat wel waarderen jawel*

motiveerde dat ook om de vragen te beantwoorden

*het hielp wel het was wel dat ik inderdaad nieuwsgierig was naar dat er wel weer wat komt een soort van beloningssysteem zal dat vast wezen maar eh ja ik was al sowieso al gemotiveerd om te helpen dus ik wilde ze sowieso wel invullen dus als je het had weggelaten had ik net zo goed waarschijnlijk evenveel ingevuld als niet maar het was wel een leuke bijkomstigheid ja*

OK

je kreeg elke keer deze drie vragen hielp het ook dat het elke keer dezelfde vragen waren

ja  
ja

kun je dat uitleggen

ehm  
goed het is fijn voor mij als nou ja ik zal het niet autist noemen maar het is fijn dat je weet goh wat er komt en daar kan je je bent er dan al mee bezig omdat je weet van goh als die vragen komen zijn het altijd dezelfde kun je ze ook makkelijk invullen hoeft je er niet al te veel over na te denken en dat gaat gewoon makkelijk  
dan het wordt eigenlijk een soort van gewoonte omdat het ook zo vaak kwam

ja

dan is dat weet hoeft je er niet eens over na te denken alleen denken goh heb ik Engels gebruik ja tu tu tu tuut klaar

ok  
ehm  
als er staat other have you been using english no yes receptive interaction die heb jij nooit ingevuld

heb ik nooit other ingevuld

en even kijken who did you have contact with last thirty minutes no co-students friend and relatives other  
wat zou dat other kunnen zijn

eeeeeeeh dat heb ik ingevuld zeker

die heb ik hier niet

weet ik eigenlijk niet of ik die heb ingevuld dat zou het kunnen zijn als ik bij de jumbo werk bijvoorbeeld dat het een klant is

je hebt negen keer other ingevuld

oh dat is nog best wel vaak

daarmee sta je ben je ook in de top drie

ik ben weer topscoorder uiteraard dat zou dan kunnen wezen hetzij met mensen inderdaad van het werk eh collega's misschien maar dat lijkt me een beetje sterk verder

doe je ook aan sport

ik doe ook aan sport ja zeker  
maar dat is ook allemaal Nederlands

dat hindert niks, het ging even over het zouden ook collega-sporters kunnen zijn

op die manier  
o zo

wat voor sport doe je

stijldansen

oh, leuk echt ballroom  
in zo'n mooi jurkje

mijn partner wil geen wedstrijd dansen dus ik mag niet all the way dat is wel jammer maar daar heb je inderdaad ook contact mee nou is dat voornamelijk wel in de avonduren maar die heb ik toch ook ingevuld natuurlijk

ja

woensdagavond had ik vaak les dus het kan best wezen dat ik hier dan bijvoorbeeld wel gebruikt heb  
en in het weekend is er ook vaak wel soos of zo en dan ga je ook altijd dansen  
eh ja  
dat zeg ik het zouden ook collega's kunnen zijn  
mensen gewoon op straat dat gebeurt mij ook nog wel eens

o ja

ja  
eh  
of  
mensen in de trein in de bus de buschauffeur daar praat je ook mee, ten minste ik wel, ik praat met iedereen hoor dat eh

ja

nou dat zijn  
dat zijn een hoop others dan op dat moment

nee, dat is prima  
dezelfde vraag geldt voor locatie  
wat zou een andere locatie kunnen zijn

*ja dat dat zouden bij mijn ouders thuis kunnen wezen dat zou dus sportschool dansschool als je op visite gaat dat is allemaal ander het werk*

de jumbo

*et cetera ja daar is een hele ik denk dat ik hier nog meer in zit dan in die*

OK

eh

ja je zegt even voor de uitwerking dat er in bij locatie nog meer variatie is dan bij andere mensen

*in mijn hoofd wel als ik dan kijk dat je hebt toch meestal met dezelfde mensen veel contact*

*ja ik leg altijd heel makkelijk contact zou dat ook nog zou dat ook nog zomaar iemand kunnen zijn die vraagt hoe laat is het of zo*

ja

*of kan ik u even spreken over god ja natuurlijk kom maar ook dat gebeurt mij ook regelmatig in de stad of zo ja ik bedoel het is dat is een jaar terug ik kan het me niet precies herinneren wat ik ermee bedoeld heb of wie maar*

nee maar ik ben heel blij met deze uitleg is het wel eens voorgekomen dat je een vraag niet kon beantwoorden omdat de juiste optie er niet tussen zat

*nou ja goed je hebt altijd de optie other dus dan is er eigenlijk altijd een optie misschien wat het makkelijk geweest als ik erbij had kunnen zetten wat ik ermee had bedoeld met other zeg maar*

*eh maar ja goed dan krijg je ook weer heel veel variabelen natuurlijk eh ik denk niet dat daar als ik zo nadenk heb ik niet het idee gehad ik kan hem niet invullen nu*

die app is speciaal voor mij ontwikkeld en het programma voorzag in de mogelijkheden other puntje puntje en dat mensen het konden invullen

ja

maar ik was bang dat dat dan een moment dat at een afhaakmoment was zou kunnen zijn

OK

*ja ook omdat het nu een jaar terug is bedoel ik moet ik even heel diep graven ik kan niet al die antwoorden meer terug halen dus wat dat betreft was het misschien makkelijker zijn als ik het toendertijd had kunnen invullen maar ik kan me ook voorstellen dat je krijgt heel veel verschillen antwoorden*

ja

want eh

eh

ja je hebt hem volgens mij al beantwoord deze vraag hoe heb je de vragen beantwoord op je telefoon op een tablet of op een computer

*voornamelijk telefoon vermoed ik tablet niet heb ik niet zo heel vaak vast computer zou ook nog wel kunnen als ik bezig ben en je krijgt hem ik denk dat ik het sowieso driekwart van de keren op mijn telefoon heb ingevuld*

maakte dat nog wat uit telefoon of computer

*nee het werkte gewoon dus dat was makkelijk*

ja

*en als ik dan aan het werk was of ergens anders heb je dat ding altijd bij je en kon ik hem ook daar gewoon invullen*

vond je het leuk om deel te nemen

*oh ja wel wat dat betreft kostte het niet veel tijd moeite energie het was niet een ellenlange vragen lijst die je moest invullen het kostte me een twee minuten nou ja ik was eigenlijk ook wel nieuwsgierig naar de uitkomst ook naar wat gaat Folkert ermee doen*

dat ga ik je zo uitleggen

ehm

kwam het soms ook ongelegen dat je dacht nou even niet

*oh vast  
vast  
maar nogmaals omdat het maar zo kort is  
het zijn maar drie vragen waar je echt niet  
megalang over hoeft na te deken heb ik ze  
toch altijd wel ingevuld ondanks dat ik dacht  
ach toe maar weer die momenten zijn er  
vast geweest eh maar ja dat heeft me niet  
tegenhouden om het niet in te vullen*

OK

*dus zo'n bezwaar had dat niet*

nee want vijfendertig van de zesendertig  
keer

*ik ben trots op mezelf*

is het mogelijk dat je wel eens een verkeerd  
antwoord hebt aangetikt

nee

van o jee, ik heb travelling aangetikt en ik  
was eigenlijk op school

*nou dat denk ik niet eigenlijk je controleert  
wel wat je invult*

ja en het was ook groot genoeg

*ja en je kan altijd nog inzoomen in je telefoon  
en aanklikken en nee die kans is heel klein*

is er verder nog iets wat je me kunt  
adviseren

*nee, want het verliep ja het begin verliep  
wat minder soepel maar toen dat opgelost  
was ging dat eigenlijk goed en had ik op de  
minuut af altijd wel op tijd binnen en werkte  
het en kon ik het snel en makkelijk invullen*

OK

*is het ook doorgekomen gelukkig*

ik zal even een paar resultaten met jou  
doornemen  
ik heb het ook in Doha gedaan in Qatar  
nou dit was de achtergrond van de  
respondenten Nederlanders, Duitsers,  
Friezen, Chinezen, Koerden, Koreanen,  
Arabieren  
en dit is Doha mensen die Arabisch spreken  
mensen uit India die ook

*ja*  
herken je deze achtergrond komt het  
overeen met wat jij waarneemt

*ehm, ja als ik kijk naar IABA zeg maar is het  
toch voornamelijk mensen hier vandaan  
een paar uit de Oostbloklanden die zien  
we hier dan niet tussen staan wij hebben  
bijvoorbeeld geen Duitsers in de klas voor  
zover ik weet dus wat betreft zou bij ons het  
gedeelte Nederlanders groter wezen zou  
er maar een heel klein stukje anders wezen  
maar als ik kijk naar school of zo zou dat best  
zo kunnen*

nou dit was de respons  
dus je ziet op sommige momenten hele  
hoge respons andere momenten wat  
minder  
ik kan er verder niks uithalen  
nou Doha  
iets soortgelijks

*ja*

dit zijn de uitkomsten Leeuwarden heb je  
Engels gebruikt een derde nee, een derde  
receptief en een derde in interactie

*ja*

*mooi verdeeld*

en je ziet dat in Doha

*dat het hoger ligt*

en het percentage nee ik heb geen Engels  
gebruikt veel kleiner is

ik heb ook nog even de werkweek en het  
weekend met elkaar vergeleken  
in het weekend wordt Engels veel minder  
gebruikt dan door de week

*ja*

*wat op zich wel weer te verklaren valt*

nou dit zijn de contacten ik heb geen  
contact gehad medestudenten familie of  
iets anders

*ja*

je ziet hier de contacten gedurende de  
werkweek en in het weekend



*je kan duidelijk zien dat die wat kleiner is en die wat groter ja  
het lijkt jou wel aannemelijk allemaal*

*nou het ziet er allemaal wel logisch uit jawel*

*je herkent jezelf er ook wel in*

*jawel jawel*

*nou wat was je locatie nou*

*we zijn veel thuis zie ik wel*

*ook gedurende de werkweek zijn heel veel mensen thuis en een kwart van de tijd op de hogeschool*

*ja dat is daar dan weer veel hoger*

*ja*

*wat ik niet kan verklaren want ze hebben daar dezelfde tijdtabellen als wij hier hebben, gewoon gemiddeld veertien uur per week les*

*en toch ik denk dat wij sneller naar huis schieten om thuis bezig te gaan dan hier als ik bijvoorbeeld kijk naar de afgelopen minor en heel veel contact heb gehad met iemand uit Zwitserland die is veel meer gewend dat je van negen tot vier op school zit dus die zijn ook veel sneller geneigd om hier tot vier uur te blijven en hier aan de slag te gaan en thuis is gewoon thuis en daar ga je niet meer bezig waardoor wij zouden misschien als we om twaalf uur klaar zijn naar huis gaan en thuis nog even bezig gaan of iets anders doen en dan in de avond het weer oppakken bijvoorbeeld ik denk dat daar misschien wel verschillen in zitten*

*oh dat vind ik een aannemelijke verklaring want hier ben je ook snel op de fiets thuis ook als je een paar tussenuren hebt en dat is in Doha een veel groter probleem*

*dus dat zou misschien*

*die afstanden zijn daar veel groter en het vervoer is daar veel lastig*

*dus wat dat betreft mogen we in Nederland niet klagen je bent zo overal hier met bus trein fiets*

*de meeste mensen wonen toch in buurt hier op kamers of nou ja hetzij een stukje verder weg*

*ja*

*dit is use of English at home en use of English at the university*

*ja dat is een groot verschil maar ook wel weer logisch*

*en ook herkenbaar*

*jawel*

*nou wat gebruik je als je onderweg bent of in een andere situatie*

*ja*

*je ziet ook hier weer onderweg groot verschil*

*groot verschil ja*

*en Qatar is wat betreft toch echt een Engelstalige maatschappij*

*ja*

*ja dat hebben we hier en vooral hier in het noorden natuurlijk waarschijnlijk toch minder*

*nou dat waren*

*dat was hem*

*dat waren eigenlijk mijn resultaten*

*het ziet er allemaal heel logisch uit voor mij dan ik zie dat wel ja*

*nou besluit ik daarmee het interview en dan bedank ik je voor je medewerking en dan zet ik hem even stop hoe doen we dat*

**Interview with H.T.**

Female, Indian, Doha

9 May 2017

12.37-12.59

Roman: interviewer

Italic: interviewee

you don't have any classes anymore

*yeah*

alright

welcome H. I ask again for the recording is it alright if a record this meeting

*yes it's fine*

alright if you want to quite any moment you can tell it and if you want to erase the recordings feel free if you don't like it or you can refuse to answer

*ok*

these are things that we always have to tell people in the Netherlands

*ok*

that's the ethics of doing research your name is H.T.

*H.T., yes*

how old are you

*I'm 19*

you're very young

*ha ha ha*

well last year you participated in the research with the app

*yes*

I have a few questions about that

*ok*

ehm what's your nationality

*Indian*

Indian

and I know I asked it last year so I can look it up what it the language that you speak at home

*Konkani*

*Konkani*

*that's my mother tongue*

alright

do you remember that you participated in the research that you received an app what do you recall of it

*yes I remember there would be three questions*

*yeah*

*it was like when was the last time I spoke English*

*yeah*

*to where I was and where I use English*

*yeah*

*that is what you remember*

*yes*

that's entirely correct have you been using English what was your location and who did you talk to

*yes*

ehm you were ehm you received several messages

*yes*

and and one of my questions is was it too often or

*no*

or was it alright

*it was alright  
yeah*

it was not too often

yes

it was just the right amount

*right amount*

yes ehm ehm  
we had this schedule I don't know if I have  
it in print here  
I don't think I have it in print  
I didn't bring it we had a schedule  
you had several days some messages and  
then you had a week off and sometimes  
there was a day between  
do you remember that

*no I don't remember the pattern*

no

*yeah*

you don't remember a pattern

*yeah*

so for your feeling the messages came at  
randomly

*yeah that's what I felt*

yeah

so it was every time it was a surprise

*yes yes*

alright  
and do you think that you answered all  
messages

*yes I did*

I can look it up in the computer after I have  
interviewed you I will look it up  
I can show you how you answered

ok

did you

I can imagine that sometimes a message  
comes at an inconvenient time did that  
happen

*not really inconvenient time but like  
sometimes when I was in class it would  
pop up and then I wouldn't answer until  
after class but it was never late at night or  
something like that no*

alright

so you didn't answer when you were in  
class but after class and you appreciate that  
it wasn't late at night  
(DE RESEARCHER REPEATS EVERYTHING  
THE RESPONDEND SAYS BECAUSE HE SEES  
ON THE PHONE THAT THE RESPONDEND  
SPEAKS IN A LOW VOLUME)

*No I think most of the messages ended at  
eight o'clock and I think a few messages at  
ten o'clock  
ten o'clock in like Qatar timing?*

yes Qatar timing

*yes I didn't think it was inconvenient timing  
ever  
it was unless I missed a few email  
I don't think I did but yeah*

alright

ehm  
well  
I'm going to start the programme in a few  
minutes

ok

your native language is Konkani

yes

you speak that with your parents

yes yes

and do you have brothers sisters

*yes I have a sister*

and you speak Konkani with her

*no I speak English*

you speak English with your sister

yes

ehm  
that's how come you don't speak Konkani  
to your sister

*ehm I remember like when we were younger  
we wouldn't both our parents were working  
so we were sent outside for like with someone  
who (INAUDIBLE) but that person didn't  
speak Konkani so we had to speak English  
with her and so since we were so much time  
with her we ended up speaking in English  
with each other so*

alright  
do you still have relatives in India

yes  
and what do you speak with your relatives

*it depends if they're cousins again then we  
speak in English but then if it's someone  
who is like in aunt or an uncle then we speak  
Konkani with them*

alright  
can you write Konkani

no  
*I can't read I can't write*

how long do you live in Qatar

*for seventeen years*

seventeen years, you came here as a child  
so you were raised here in Qatar  
do you speak some Arabic as well

*no I don't speak Arabic*

and what language did you learn at  
primary school?

*at school we have another Indian language  
called Hindi so I learned that as a second  
language*

you went to a Hindi speaking school

*no it was an English school English medium  
but we had a second language and we had*

so you speak Hindi as well

do you use it

*yeah when I go to India it's pretty common  
there so people don't speak English there as  
much*

and I suppose Konkani is restricted to  
certain area

*yes yes it's in an area called Mangalore it's a  
small area they use it very less there*

this is the map of India how I see it can you  
point it where it is somewhere

*it's here  
it's here towards the south*

alright yeah  
I have a few questions about the app  
ok

did it work all times

*yes it always worked*

it always worked well that's great and you  
received the same questions every time

yes

was that helpful

*for me*

would you have preferred different  
questions every time

*no no no it was better that it was the same  
question so it was faster always to answer it  
was fast so  
so yeah*

so that made fast reply possible

*yeah I didn't have to read the questions every  
time*

ehm were you always able to answer the  
questions

yes  
yes

never occurred I cannot answer it's not  
suitable it was always suitable

*because I think for the location thing there was an option that says that you were in transit or travelling or something yea so it was always it was always good to do*

alright  
after you had answered the questions  
always a picture appeared

yes  
*I like that*

I see you smile

*(LAUGHTER) it was good I liked the pictures at the end it was a different picture every time*

yeah

*yeah it was really nice*  
and was that encouraging you to  
participate

yes yes

alright, it was encouraging

yes

if you had answered the last question you  
were waiting for the picture

yes yes

alright was it nice to participate in the  
research

*yes it was nice*

can you explain

*can I explain why it was nice helping  
someone do something and like maybe in the  
future I will want to carry out research and it  
would be nice if someone you know did it for  
me and helped me do it*

alright

*so it felt good*

it felt good

*yes and also the picture at the end it was  
always like a happy picture it was nice.*

ok they were happy pictures

so you want to help people

yes  
because you expect to do research in the  
future and you hope people are willing to  
help you  
did it help that there was a credit available,  
did you need that credit

*no I didn't I didn't need it*

you didn't need a credit  
so it was purely interest and helping people

*yeah*

alright I will show you a few results

*ok*

this is in general

*ok*

I did it in Leeuwarden at the main campus  
and I did it here  
this was the overall score  
people said  
no I do not use English  
I use it receptive  
I use it in interaction

*ok*

you see much more English in interaction  
in Doha than in Leeuwarden

yes

and this is total is during the workweek

*ok*

you see

*yeah*

much more English

*in Qatar than in Leeuwarden*

yeah  
what is the language you use when you're  
not at home

*English*

everywhere

*yes everywhere*

travelling shopping

*yes English*

friends

*English yes*

yeah

*yeah*

you have Konkani speaking friends

*yes I do but we do not speak in Konkani*

you have Konkani speaking friends but you speak English

yes

alright

well this is the use of English in the weekend you see in Leeuwarden the active use of English is in Leeuwarden limited

yes

you see the pattern of contacts who do students have contact with is similar, friends fellow-students a little bit more no contact I think that in Leeuwarden more students live on their own

yes  
(INAUDIBLE)

and I think many students here live with their parents

*yes, that's true*

all students

*I think yes I would say all or a majority*

yeah

well this is the contacts during workweek and well in the weekend it's quite similar

(INAUDIBLE)

*yeah*

some things are quite similar, that's very interesting to see that the pattern of contacts so apparently students have the same way of living

*ha ha*

and what is the location where are you total workweek

you see that students in Doha spend more time at the university can you explain that

*I think it's the assignments that we have to do and the fact that we don't have anywhere else to go out and do the assignment we'd rather stay here and do it cause we don't have anywhere else to go it's this other university offers wifi so it's far away from where most people live so I guess that's why most people (INAUDIBLE) group assignment and stuff*

how much time does it take you to travel from your home to this building

*to this building ah twenty minutes*

twenty minutes that's not that far but you come here by taxi

*I drive*

you drive you have a car

yes

because one of the students in Leeuwarden said well when we don't have class we go home so if you have three or four hours between class in Leeuwarden students go home and she said well maybe students in Qatar stay at the building

*yes that's true we don't go home because it because of traffic and stuff and it's quite far away*

it's quite far away

*yeah*

this is the location you see that students at Qatar spend more time home and I think other location many students in Leeuwarden have a job in the weekend do you students in Qatar have a job in the weekend

*I no not many  
(INAUDIBLE) a minority  
but none of my friends have a job*

and it's quite normal in Leeuwarden that students have a job

*yes that's what I've heard  
but*

yeah even parent children of rich parents this the parents insist that their children work

*oh*

yeah

*and then they pay their own tuition fees*

no in many occasions the parents pay the tuition fees

*oh, so why is it that they*

well, my son has a job he's working in a shop at a marina he's sells equipment for yachts but before that he worked in the cleaning kitchen of a restaurant

*ok*

and we find it very important that our children learn to work from the bottom to the top so even the princes the children of our previous queen they had a job in the weekend waiting tables or whatever

*wow*

yeah

*it 's surprising because that never happens here*

no

*you just no*

it's out of the question

yeah

*like I think even my parents wouldn't let me work*

because

*I don't know like  
I don't know I just think that if I really don't know why*

no

*but just like coming I feel like it's coming here because not many work I mean as children or like when I say children I mean if you're below like 22*

yeah

alright

let's see how you what your answers were I have to go to my laptop

please sit down

now I hope I can start the programme quite quickly

this is spss

you worked with spss statistical programme

*no I haven't*

well I can

well let's see what it is

oh

this is not what I was looking for no I feel very clumsy because I didn't know I was meeting you otherwise I would have prepared

*it's ok I have time*

Well, let's see what happens now

No it's

Well I'm doing something not right

Let me see if we can look it here

first time

well you answered many occasions

three, that means interactive

contact contact that was fellow students

number two is university

I should have

here we have

well you really answered nearly all the time

*ok*

and all the time you were using English

yeah

so I think it it it it it's in line say that you answered all the times you replied very vey very often here you missed a few

yeah

well that's not a problem I told you I calculated that sometimes you would be asleep or not available or no wifi

*probably*

ehm did you answer your questions on the phone or on the computer or on the laptop *on the phone*

always on the phone

yes

and are you always connected to the internet

*not always*  
*no if I'm at home or if I'm at university only*

only through wifi

yes

that was what one of the students well I always wanted to answer but sometimes I had no wifi and sometimes the message comes at ten o'clock and I'm not able to answer it and twelve o'clock the next message comes and then the ten o'clock one is gone

*oh ok*

*yes so maybe that's what happened*

yes I think that's what what what happened

yeah  
well do you think the data give good picture of how your language behaviour is

yes yes

Konkani with your parents

*but sometimes it's like a mixture of Konkani and English it's not Konkani all the time so yeah*

alright  
well  
thank you very much

*thank you*

you were most most helpful

*thank you*

thank you so much  
can we shake hands

*thank you so much bye*

bye see you thank you



## Interview with D.I. and S.D.

Interview with D.I., female, Lebanese

S.D, female, Egyptian

Doha

Thursday 11 May 2017

Remark: the ladies speak with a soft voice, therefore sometimes they are inaudible. The researcher anticipated and repeated the answers.

Interviewer: roman

Interviewees: italic

Once again, thank you for coming  
D.I.

Yes

and S.D.

*yeah*

alright, for the record once again if you don't want to answer, you can refuse if you want to have the recording erased you can tell me and I will do so

OK

thank you very much  
ehm ehm last year you participated in my research project

yes

with the app  
what do you recall of it

*ehm, I think we had like English how many times do you use English or anything is it like reading it or speaking it or listening to it yeah we choose like the options every day*

alright, that's entirely correct  
ehm  
was it hard to participate in this research project or was it easy

*no it was very easy  
ehm the questions were very simple and it didn't take us it took us less than a minute to answer the questions it was OK*

alright

and did you receive too many messages or was it doable

*it was doable  
- yeah  
we didn't receive too many  
I think it was once a day or twice a day  
something like that  
it was quite INAUDIBLE*

yeah sometimes three a day and sometimes a day without any messages but the maximum was three at a day

*yeah*

so, not too much

*as I said before like it didn't take us time to fill in it was a very easy simple question two minutes to fill in just fill in the questions so it didn't take much time*

alright  
how often do you think you replied

*I think I replied to most of them*

yeah

*in the beginning I replied it sent me I replied to it*

in the beginning  
and later

*and later like ha ha ha ha INAUDIBLE*

*like busy with some exam we forget to check our email sometimes*

OK, sometimes you were too busy and you forget to check the email busy with exams and a message comes at ten o'clock and then at twelve o'clock the next one and then the ten o'clock one is gone

*yeah*

*I think as like as soon as I gotten notification on my phone I read the email I used to do it most of the time but I don't know why the notification stopped coming I thought there were INAUDIBLE not receiving any more surveys for quite some time*

*yeah*

that's what one the other students in Leeuwarden said, she said I would liked when the final message had come and this was the final one and now

*yeah exactly we were'nt informed*

I gave you a printed time table, but every student told me oh I've lost the time table

*I think we've lost it.*

*yeah*

so I gave you time table and apparently paper information is not accurate anymore

*yeah*

did you sometimes ignore a message that you thought oh no not now

*yes, sometimes I did like if we were in class or really INAUDIBLE at work I wouldn't do it right away I would just leave it for later when I had free time and then I would do it*

oh yes

and if you filled it in later

how did you answer

for the moment you answered it or for the moment you received the message

*ehm for the moment I received the message*

alright

INAUDIBLE

it was a reconstruction

*yes*

one of the questions was how many contacts do you have I have a question to what extent are your class mates also your friends

*all my INAUDIBLE I think most of my class mates are my friends*

alright

is that normal here in Qatar or is that an exception

*I don't know I just know my last year was my first year in Qatar so it was very normal for me that all my class mates should be my friends because I don't know anyone else in Qatar*

*- for me like I think I was born here so like usually when you find people like the same nationality or like for example we have the INAUDIBLE we form a group and like we come close*

oh yeah

so your friends are your study friends and you (addressed to the other students) have friends outside Stenden University Qatar

*yeah*

you came in when you started here

*yes*

your native language is Arabic

*yes*

and what country do you come from

*well two countries I guess I used to live in Emirates*

in the Emirates, yes

*and then I moved Saudi and then I moved here*

and what is your nationality Salma

*Egyptian*

Egyptian

did you ever live in Egypt

*no I never lived in Egypt*

you never lived there

*no I never lived there*

and you lived in Saudi Arabia

*and Emirates*

and to what extent are these countries different and similar to Qatar

*to Qatar I think Emirates is very similar to Qatar even like the road structure and everything it reminds me so much of Emirates here like the road structure INAUDIBLE reminds me so much of Emirates and the way the people react and the culture it's very similar to Emirates I could like there is this INAUDIBLE like Qatar is a small copy of Emirates*

alright

so you say Emirates and Qatar are highly similar

*yeah*

*but for Saudi it's not similar at all I think I don't know have you ever been to Saudi Arabia*

I've never been to Saudi Arabia

*it's a very very closed community*

yeah

*and they are like to segregate a lot so when I went to school in Saudi it was we had a separate school for girls we had a separate school for boys and at the girls school was only girls even the teachers the janitors everyone was just girls and there was not much thing for me to do no one no girls are allowed to go to the mall so by themselves you mostly get scared to go by yourselves cause it's very dangerous and the culture itself is very closed so I didn't like it in Saudi it's completely the opposite of Qatar and like even the structure like the law and stuff if you want to get something done in Saudi you need a lot of ehm it is called Wasti I don't know if you*

yeah, Wasti yes

yes I know the phenomenon

*yeah OK so in order to get anything done in Saudi you need Wasti you need to pay money there no system there no law system you might go to one person and if this person is nice then he would help you get your stuff done but you can go to a different person and he feels mean he won't get you papers that's how it works in Saudi but it's very different here in Qatar and different than Emirates*

alright

and have you ever been to Egypt

*yeah, we go there every summer*

every summer

and where in Egypt

Cairo

Cairo the capital

yes

and what do you recall what do you regards as your home country

*I don't know much about my home country I like I don't enjoy much being there we only go there for a month or so and we don't have a house over there we stay with my grand ma*

oh yeah

*so it doesn't really feel like my home my home is where ever I live whether it's in Qatar or Saudi or Emirates we just go there for vacation we come back INAUDIBLE*

alright

you are one of the few students here no there are more who have Arabic as a native language

yes

is the Arabic of Qatar different from the Arabic of Egypt

*yes, two different Arabics*

two different Arabics

*yes, but it's it's somehow it's different yet it's similar we understand each other same thing is Dana she's from Lebanon*

you're from Lebanon

*she has a different Arabic*

different from Egypt as well

*different from Egypt and different from Qatar but there are some similar words - we even understand each other*

what do you talk to each other

*sometimes Arabic sometimes English it's a mix of both*

a mix of both

yes

so you switch and use Arabic words in English and English words in Arabic it's it's a mix

yes

and what do you speak with your friends

*it would depend*

- yes

*most of our friends speak they English only like there*

*- like here in university I speak English but with my friends like from school we speak Arabic with each other so it's different I don't speak Arabic with my friends a majority of my friends like my friends Saudi and Emirates I mostly speak in English with them because a majority they INAUDIBLE language is not Arabic they don't know Arabic that much but here in university it would depend on the person you're talking to because sometimes we talk in English but sometimes we speak in Arabic it just depends*

alright

and when you go shopping or something like that

*we all just speak in English*

also English

*yes unless we don't know how to say it how to like phrase the sentence in English properly then we try to explain it in Arabic*

Alright

and what do you talk with your parents

*I speak Arabic with my parents - yeah*

and do you have brothers sister

*I have three sisters yeah*

what do you speak with them

Arabic

Arabic

*I have two brothers and one sister and I speak like I speak with them in Arabic but sometimes I help them with the study and so so I talk to them in English so I can help them*

you went to primary school here in Qatar

yes

and what school was that

it was the Lebanese school

Lebanese school

*yeah it had like two like a French section and an English section I was in the French section I was in the French section I studied mostly in French*

so you speak French very well

yeah

*but then when I came to university I improved my English because I took like English as a second language in my school so I did improve it and now I'm like I'm good enough*

so you speak French, English and Arabic so you can go all over the globe ever been to France

*no I want to like travel one day*

yeah, it's a lovely country

*yes I want to*

we're living in the Netherland and that's quite close to France so I've been there on vacation several times

*it's really good*

yeah

I have some more questions  
I asked you the same questions every time

*yeah*

how was that

*it was INAUDIBLE you got used to it like we this question we answered immediately - it was very predictable*

yea

*- it wasn't surprising*

and was that helpful was that nice or boring

*I think it was helpful*

*yeah*

*because you know how to answer the questions you just have to*

alright

and it worked always the app

*yeah*

*it worked always*

are you always connected to the web or only when you have wifi

*only when I have wifi*

*- only when I have wifi*

so not when you're travelling or

*depends, yes sometimes we travel we have internet like 3G*

*- oh yeah that's true the 3G*

oh yeah the 3G

alright

did you always press the right button or did it happen that you thought oh I pressed no but it should have been

*yeah I've done this sometimes*

sometimes

*yeah*

alright

you're the first who admits that did it happen you couldn't answer a question because there was no right option

*yes sometimes like I think one of the questions was like did you speak the options were friends family classmates and stuff like that and I had wanted to pick two options*

alright

*friends and classmates or friends and something like that or in class something like that and I had wonder to pick two options and I didn't know what option to pick so I just took one option as truth as much*

then you took one

*yeah*

alright thank you that's very very helpful because that could be an advice for an improvement that it should be possible to tick two options

alright, thank you that's very very helpful how did you answer the questions, on your phone on a tablet or on the computer

*phone*

*- for me it depends where I am like if I was in university I most open my email so I answered but if it's on my phone I open it on my phone so both*

alright and if you answered the question, were you waiting for the picture to appear

LAUGHTER AND SMILING

you're smiling

*because we would compare our pictures*

oh

*what did you get and what did I get I got this*

and then you sometimes you got the same or always different

*sometimes we did have the same like two would have the same and others are different*

yeah the programme should assign the picture at randomly was that motivating to participate

*yeah it was fun  
- feels like we want to see next picture is again*

that made it fun

*yeah*

so alright, it's an incentive to answer

*yeah*

well I already asked was it nice to participate and another question a credit was offered faculty point free credit I don't know how they're called here

*faculty point*

was that helpful for you did you need it

*yes  
- yes*

alright, if the credit wasn't offered would you have participated then?

*like it's been like helpful for research so it's a good thing to do  
- to be honest when we first read first offer the credit because they told us if you do this research then you get a faculty point*

*yes*

*and at that time we needed a faculty point*

*yes*

*one faculty point is 28 hours of volunteer*

*yes*

so it would save us so much time if we do the same

it didn't cost you 28 hours, it cost you approximately ten hours but it might be an intrusion into your private life so that's why more hours were rewarded

*maybe*

it's like when you are a doctor and you are at home but you have to be stand by those hours get paid so that's why I would like to share a few results with you

OK

this is the use of English in Doha and this is in Leeuwarden I did it in Leeuwarden as well you see that in Leeuwarden more people do not use English

*yes*

and the active use is way more is way less than here in Leeuwarden English is restricted to the studies, to the building and outside it's another language this is the workweek you see that well workweek

*I think maybe it's because do you have like a lot of different nationalities in Leeuwarden*

*no*

*I think that would be*

no we have international students, but 95 of the population is Dutch

*I thinks it's the opposite in Qatar the majority of students are international and we're all like from different countries and world*

*and*

*so that's probably how you*

our student population is sixty percent Dutch forty percent international but the people outside the university they are most Dutch

use of English in the weekend well here the contacts

you see that the pattern of contacts is quite similar except that more students in Leeuwarden don't have any contacts and a possible explanation could be that many students in Leeuwarden live on their own they rent a room and here in Doha you are living with your parents

*yes everybody is  
- we all live with our parents*

*yeah*

*and pretty for our culture and tradition*

that that that's normal  
so in Leeuwarden the use of English of  
Dutch students and of German students is  
restricted to the building and studies when  
they're having Whatsapp contact with an  
international student and otherwise they  
will have they will use Dutch  
the pattern of contacts you see similarities  
so I found a lot of similarities so that was  
quite interesting so apparently students  
life has similarities other things are that are  
different especially the use of English  
well what was your location you see that  
students in Leeuwarden in the weekend  
they spent time at other location more and  
that can be explained that many students  
in Leeuwarden have a job  
Do you have a job

no

in the weekend

*no no*

no

your laughing why is that so funny

*because it's so weird to work like before you  
get a degree for us  
it's not normal*

yeah and in the Netherlands it is normal all  
Dutch people want their children to have  
a job not because the money is needed  
because we want to teach them how life is  
my son has a job and what he earns he can  
spend I pay his tuition fees and clothes the  
things he needs but money for fun he has  
to earn he started in the cleaning kitchen  
of a restaurant dirty work and now he sells  
equipment and sailing clothing at a marina  
but all people in the Netherlands even the  
children of the royals they're waiting tables  
in the weekend

*that's weird*

*- I think it's mostly because if I was looking  
for a job but here in Qatar you don't have a  
lot of work opportunities unless you have a  
degree even the waiting jobs and stuff they  
don't give it to anybody it's very hard to get a  
job in Qatar*

alright

*it's really really hard and if I'm looking for a  
job*

*- I wanted to help my mom with a job to have  
my own spending  
because the fees at Stenden are super high  
and we wanted to help but we didn't have an  
option*

your mom has a company

*no she's just work in a news paper Al Watan  
here*

I don't know that news paper I know the  
Peninsula and a news paper website

*it's like website and like paper*

and how do I spell it

AL

can you write it down

Al Watan

Alright I'll look it up your mother is a  
journalist

*No she's just like advertisement she works in  
advertisement*

oh advertisement marketing department  
and you wanted to work there as well for  
pocket money

*just like yeah yeah for my own to have*

alright

I found several ways to spell your name S.  
with an 'a' S. with an 'e' D. D.

*ehm this is wrong they spelled it wrong at  
Stenden*

alright

*yeah*

*the whole thing it's not supposed to be D., D.  
is my name*

D.

*like I used to be in my old passport but I  
renewed my passport and I give them a copy  
and they're supposed to renew my name  
like re-entered in Stenden but they never did  
INAUDIBLE*

so this is a Stenden mistake

*yeah and S. with an 'e' would be S. so I don't know that's different I guess*

that's a different name

and your name is D.  
D.A.I.

*yeah*

alright

*do you have anything else to tell me to share with me regarding use of language or my project*

*I have the thought in Netherlands if we want to communicate outside university are we supposed to use the Dutch language or like it's OK to use English*

it's OK to use English many people speak English quite well some older people might have problems with it my mother doesn't speak but my father he's 77 he speaks some English most people even lowly educated they speak English quite well so if you go to the supermarket to buy groceries it's not a problem you're coming to the Netherlands next year

*Inshallah*

and you as well

*yeah*

in what programme are you IBMS

*yes IBMS*

alright and what did you hear from people who went before you

*they were quite happy I see their Facebook pictures they like to travel a lot*

yes

*and they go to concerts in Amsterdam we're so excited to go there*

yes so you're looking forward to visiting Leeuwarden

yes  
-yes

are you on track with your studies did you pass everything

yes  
- yes

ah you did quite well that's great so you have a bright future ahead of you a business degree you are a Muslim I suppose you use Inshallah and you were a scarf

yes

and you

*I am too Muslim*

you're a Muslim too alright and because you don't wear a scarf

*it's an option*

yes I know many Muslim people in the Netherlands and they're so different and they make their own choices

yes

*and you don't want to wear the long black*

*abaya no I don't like wearing it I used to wear it in Saudi because in Saudi it's a must*

yes

*like women have to wear it*

yes

*they're not allowed not to wear it but like in Emirates I never wore it and here I never wear it it's not my style*

and your parents don't insist you wear it

*no no they never did and don't have to choice to force me wear it it doesn't go like that it's my decision*

alright it's your decision

yes



and it's respected

yes

and in Egypt

yeah it's the same thing in Egypt

alright

*no I don't think anyone wear abayas in Egypt like minority*

and you come from Lebanon but you were raised here as a child

*I was born here*

yeah and have you ever been to Lebanon

*yeah every summer I travel there*

you travel there

*and then we come back*

I think it's a lovely country

*yes it is like it is enjoyable during summer*

yeah and where in Lebanon did you live

*in like the mountains near Beirut near the capital*

alright it must be beautiful there

*yes the weather is good during the night*

my friend served in Lebanon for the United Nations' army it was in eighties, nineteen eighty one to to prevent a war between Israel and Lebanon

*yeah*

but it didn't work because suddenly they were overrun by the Israeli Defence Force so they had to protect Lebanon from the Israelis and they had to protect Israel from terrorists but apparently they didn't a good job yeah but my friend says Lebanon is a lovely country

*it is*

yeah

alright thank you so much

*thank you*

thank you

well I will publish a PhD dissertation and I will announce it and you're welcome to read it your names will not be mentioned I will thank all students at Qatar and Leeuwarden for their collaboration but I have to guarantee you anonymity so alright thank you

*thank you*

## Appendix V

### Questionnaire for students

#### Questionnaire about the impact of the use of English on your studies

What do you regard as your first language? .....

Studying in an English medium programme has had a positive impact on my English skills:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I understand everything teachers say in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read course materials and textbooks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand course materials and textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand written examination instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had the choice and I knew that the examiner wouldn't have problems with it, I would choose to answer examination questions in my first language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable asking questions in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable answering my teachers' questions in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable doing group work in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable communicating with fellow students in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have gained more knowledge if this programme was offered in my first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix VI

### Questionnaire for lecturers

Studying in an English medium programme has a positive impact on the students' following English language skills:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Speaking	0	0	0	0	0
Listening	0	0	0	0	0
Writing	0	0	0	0	0
Reading	0	0	0	0	0

Please rate the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Most students understand everything I say in class.	0	0	0	0	0
Most students can read course materials and textbooks.	0	0	0	0	0
Most students can understand written examination instructions.	0	0	0	0	0
Most students can answer examination questions in English.	0	0	0	0	0
Most student could answer examination questions better in their native language than in English.	0	0	0	0	0
Most of the students feel comfortable asking questions in English.	0	0	0	0	0
Most of the students feel comfortable answering my questions in English.	0	0	0	0	0
Most of students feel comfortable doing group work in English.	0	0	0	0	0
Most of the students feel comfortable communicating with their fellow students in English.	0	0	0	0	0
Too many entering first year students, show a lack of English language skills.	0	0	0	0	0
Some students have problems during their entire studies because lack of English language skills.	0	0	0	0	0
When I'm teaching, I take the level of English into account by elaborating on the information and using simplified and accessible language.	0	0	0	0	0

## Appendix VII

### Tables experienced impact of EMI programmes

Students in the experienced impact of studying in an EMI programme on speaking, listening, writing, and reading.

**Table A. Doha students' assessment of the impact of EMI on their English proficiency Doha only (n = 54)**

Doha (n = 54)	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
Speaking	7.4	0	5.6	24.1	63
Listening	7.4	0	13	22.2	57.4
Writing	7.4	0	13	24.1	55.6
Reading	5.6	5.6	9.3	18.5	61.1
Mean	7	1.4	10.2	22.2	59.2

**Table B. Doha Arabic speaking students' assessment of the impact of EMI on their English proficiency (n = 23)**

Doha, Arabic speaking students (n = 23)	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
Speaking	4.3	0	4.3	26.1	65.2
Listening	4.3	0	13.0	26.1	56.5
Writing	4.3	0	13.0	26.1	56.6
Reading	4.3	8.7	8.7	17.4	60.9
Mean	4.3	2.2	9.8	23.9	59.8

**Table C. UAE students' assessment of the impact of EMI on their English proficiency UAE (n = 500) (Belhiah & Elhami, 2015)**

UAE (n = 500)	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
Speaking	2	4	20	35	40
Listening	3	3	18	38	41
Writing	2	3	18	39	39
Reading	1	4	19	42	34
Mean	2	3	19	38	38

## Appendix VIII

### Lecturers' experienced impact of EMI

Lecturers on the experienced impact of studying in an EMI programme on speaking, listening, writing, and reading.

**Table A. Doha lecturers' assessment of the impact of EMI on students' language proficiency**

Doha (n = 15)	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
Speaking	0	0	0	53.3	46.7
Listening	0	6.7	0	46.7	46.7
Writing	0	0	6.7	33.3	60
Reading	0	6.7	13.3	20	60
Mean	0	3.4	5	38.3	53.4

**Table B. UAE lecturers' view on the impact of EMI on students' language proficiency UAE (Belhiah & Elhami, 2015, page 11)**

UAE (n = 100)	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
Speaking	0	9	19	47	25
Listening	0	12	12	45	31
Writing	0	12	31	41	16
Reading	0	9	28	44	19
Mean	0	10	22	44	23

## Appendix IX

### Students' experienced impact comprehension

Students on the experienced impact of studying in an EMI programme on comprehension of academic language

**Table A. Doha students' self-assessment of their ability to read and understand academic English**

Doha N = 54	Strongly disagree %	Disagree	Neutral	Agree	Strongly Agree
I understand everything teachers say in class	1.9	3.7	11.1	29.6	53.7
I can read course materials and textbooks	1.9	1.7	3.7	13	79.6
I can understand course materials and textbooks	1.9	0	7.4	31.5	59.3
I can understand written examination instructions	1.9	0	3.7	18.5	75.9

**Table B. UAE students' self-assessment of their ability to read and understand academic English (Belhiah & Elhami, 2015, p. 13)**

UAE N = 500	Strongly disagree %	Disagree	Neutral	Agree	Strongly Agree
I understand everything teachers say in class	1	4	12	44	39
I can read course materials and textbooks	1	3	14	40	42
I can understand course materials and textbooks	1	4	16	44	35
I can understand written examination instructions	1	2	8	34	55
Mean	1	3.3	12.5	40.5	42.3

## Appendix X

### Tables impact of emi on interaction

Students on the experienced impact of studying in an EMI programme on interaction in an academic setting.

**Table A. Doha students' self-assessment of their ability to interact in English**

Doha	Strongly disagree %	Disagree	Neutral	Agree	Strongly agree
I feel comfortable asking questions in English.	0	0	1.9	29.6	68.5
I feel comfortable answering my teachers' questions in English.	0	0	3.7	31.5	64.8
I feel comfortable doing group work in English.	1.9	1.9	3.7	22.2	70.4
I feel comfortable communicating with fellow students in English.	29.6	0	9.3	20.4	70.4

**Table B. UAE students' self-assessment of their ability to interact in English (Belhiah & Elhami, 2015, page 16)**

UAE	Strongly disagree %	Disagree	Neutral	Agree	Strongly agree
I feel comfortable asking questions in English.	4	10	29	35	22
I feel comfortable answering my teachers' questions in English.	2	10	26	36	26
I feel comfortable doing group work in English.	2	9	24	34	31
I feel comfortable communicating with fellow students in English.	4	13	27	33	23

## Appendix XI

### Tables on answering questions in first language

**Table A. Doha students' preference for English or first language**

<b>Doha N = 54</b>	<b>Strongly disagree %</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
If I had the choice and I knew that the examiner wouldn't have problems with it, I would choose to answer examination questions in my first language.	31.5	27.8	11.1	13.0	16.7

**Table B. UAE students' preference for English or Arabic (Belhiah & Elhami, 2015, page 13)**

<b>UAE N = 500</b>	<b>Strongly disagree %</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
If I had the choice and I knew that the examiner wouldn't have problems with it, I would choose to answer examination questions in Arabic	19	10	22	36	44



## Appendix XII

### Students' experiences interaction

Students on the experienced impact of studying in an EMI programme on interaction in an academic setting.

**Table A. Doha students' self-assessment of their ability to interact in English**

Doha	Strongly disagree %	Disagree	Neutral	Agree	Strongly agree
I feel comfortable asking questions in English.	0	0	1.9	29.6	68.5
I feel comfortable answering my teachers' questions in English.	0	0	3.7	31.5	64.8
I feel comfortable doing group work in English.	1.9	1.9	3.7	22.2	70.4
I feel comfortable communicating with fellow students in English.	29.6	0	9.3	20.4	70.4

**Table B. UAE students' self-assessment of their ability to interact in English (Belhiah & Elhami, 2015, page 16)**

UAE	Strongly disagree %	Disagree	Neutral	Agree	Strongly agree
I feel comfortable asking questions in English.	4	10	29	35	22
I feel comfortable answering my teachers' questions in English.	2	10	26	36	26
I feel comfortable doing group work in English.	2	9	24	34	31
I feel comfortable communicating with fellow students in English.	4	13	27	33	23