

English In Higher Education: A Threat For The Dutch Language Or A Must For Future European Professionals?

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Executive summary

Purpose

The purpose of this report is to research the possible effects of the English language in the study program European Studies on the Dutch language proficiency of the Dutch students. European Studies is a four years bachelor program at The Hague University of Applied Sciences. The central question of this research is: *'How do Dutch European Studies students at The Hague University of Applied Sciences experience the effects of their English study program on their Dutch language proficiency?'*

Methods

To answer this question, research was conducted among the Dutch European Studies students with an online survey. Secondly, relevant information from desk research was used and the ideas and knowledge of interviewed specialists in higher education and internationalization. Two of the three interviewees are employed at The Hague University of Applied Sciences and one specialist is currently active in The National Dutch Students Union.

Findings

The results from the conducted surveys, desk research and interviews showed important outcomes:

- 1- Dutch students experience a diminishing in the quality of their Dutch language.
- 2- Dutch students are educated as generalists and they can adapt easily to different situations.
- 3- There are significant differences between the general, academic and professional language.
- 4- European Studies can be described as a study program where the English language is suitable for the nature of the study and the focus of the program is very clear on the international working environment.

Recommendations

All the information from the surveys, desk research and interviewed specialists led to the conclusion that the Dutch students experience effects on their Dutch language proficiency. Looking into the theories this could especially become a problem for the professional Dutch language proficiency and the use of the academic Dutch language. These aspects of language are only trained in English in the study program. Therefore, it is advisable to offer more training in Dutch professional and academic language skills, this in order to prepare the students for the Dutch working environment. Lastly, it is as well strongly recommended to do more research on how European Studies graduates experience their language skills in their working environment.

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List of abbreviations

NVAO- Accreditation Organisation of the Netherlands and Flanders

LSVB- Dutch National Students Union

KNAW- The Royal Dutch Academy of Arts and Sciences

THUAS- The Hague University of Applied Sciences

CUP- Common Underlying Proficiency

CALP- Cognitive Academic Language Proficiency

BICS- Basic Interpersonal Communicative Skills

HAVO- Higher General Secondary Education

VWO- Pre-university education

MBO- Intermediate Vocational Education

Preface

I would like to thank some persons who helped me during the research and writing process. Firstly, the specialists who shared their ideas and knowledge in the three interviews I conducted. Ms. De Louw, Ms. De Swart and Mr. Heinemann made it possible for me to receive more knowledge and show different opinions on the topic. Secondly, I would like to thank my supervisor Mr. Van Der Sluijs, who gave relevant feedback and especially helped in the beginning with finding the right research question. Moreover, I would like to thank the European Studies students who took the time to fill in the survey online. Their ideas and experiences have been very valuable for this research. At last I would like to thank my family members and friends who had to listen to all my troubles.

1. Introduction

1.1 Background

Since 1990 internationalization in higher education has been a part of society (Heest, 2018). However, the discussion about the growth of internationalization in higher education has increased rapidly over the last years. Universities, specialists in internationalization and the National Dutch Students Union (LSVB) shared their concerns regarding increased international study programs (Heest, 2018; Landelijke studenten vakbond, 2018; Wit D.J, 2011). The statements mainly explain the possible negative influences of internationalization in higher education on the Dutch students. For example, a lack in attention for the quality of English from students and lecturers, a decline in the knowledge of the native language and therefore the overall diminishing in quality of higher education (Wit D. J., 2011). In contradiction, Ms. Van Engelshoven, Minister of Education, Culture and Science, shared her more positive vision on internationalization in a letter. She clarifies that internationalization can be perceived as an extra value to higher education, this for example by preparing the students for an international work environment (Engelshoven, 2018).

1.2 Identifying the issue

Particularly the anglicized study programs brought up a large debate. The rector of the University of Amsterdam stated that she believes the focus of study programs should be on the Dutch language as well, next to all the existing English study programs (Heest, 2018). There is an increase in English offered study programs in Dutch universities and universities of applied sciences. Universities offer 74% of their masters in English, for bachelors this is only 23%. Universities of applied sciences offer 25% of their masters in English and only 6% of their bachelors (Engelshoven, 2018). One of these English bachelor programs in the Netherlands is the study program European Studies at THUAS.

1.3 Scope and purpose

European Studies is a four years bachelor program that is taught in English. The study is open for both Dutch and international students. The European Studies program prepares students for a job in the international public or private work field. The students follow courses such as marketing, politics, intercultural competences and foreign languages. In addition, to these courses the students are also obligated to study abroad for a semester (De Haagse Hogeschool, n.d.). European Studies is taught in English and the concerns of the Dutch stakeholders are mainly focused on the possible negative influences of the English language on the Dutch students.

The research on the effects of this English study program on the Dutch students is therefore relevant. The purpose of this research is to develop more knowledge on the possible effects of the English language on the Dutch students and their Dutch language proficiency. This matter is essential, as studying is crucial in the development of the students and prepares them for the labour market (vcp, 2018). For the European Studies students the possible effects of the language are significant, because they can end up in Dutch and international working environments. The perspective in the research is from the LSVB, this in order to focus on the experiences and opinions of the students. There are many stakeholders involved in this debate and the opinions of the students are central in this research. The research is limited to one study program and only on the experiences of the Dutch students. Furthermore, the desk research is conducted until the beginning of December, this is important to mention because this topic is still current.

1.4 Theoretical

The BICS/CALP model by Professor J. Cummins provides a clear interpretation of language proficiency. In short, Cummins distinguishes two types of language proficiencies; the first is Cognitive Academic Language Proficiency (CALP) and the second are Basic Interpersonal Communicative Skills (BICS) (Murray, 2016, pp. 82-83). This model shows how language proficiency is perceived by Professor J. Cummins and this can provide a framework for the research. Furthermore, the Common Underlining Proficiency (CUP) theory by Cummins and the tripartite model offer more knowledge on the different circumstances where language is used.

Secondly, theories on internationalization in higher education by Hans de Wit and Jane Knight, both professors in internationalization and education, show more insights in the development of the concept of internationalization. They both perceive internationalization in higher education more as a process than a goal; a process in order to improve the quality of education by different international dimensions (Knight, n.d.) (Wit d. J., 2011). THUAS works with these two theories as well and they refer to the ten-key model by Elspeth Jones (The Hague University of Applied Sciences, 2018).

1.5 Outline

The central question of this thesis is:

'How do Dutch European Studies students at The Hague University of Applied Sciences experience the effects of their English study program on their Dutch language proficiency?'

In order to answer the central question, the next sub questions will provide more information and knowledge on the topic:

1. How are the language and internationalization policies for higher education organized in the Netherlands?
2. How is the study program of European Studies organized?
3. What are the benefits and limitations students experience when studying the English study program European Studies?
4. What are the effects on the study process of the students who study a program taught in a language other than their native language?

Chapter two is a description of the used methodology and the underlying motivations. In the following chapter the relevant theories on language proficiency and internationalization are explained. In the results chapter the sub questions will be answered through desk research and relevant information from the interviews and theories. In chapter five this information will be analysed and compared. Finally, in the last two chapters the conclusion and recommendations are shared.

2. Methodology

2.1. Introduction

In order to answer the sub questions and central question, both quantitative and qualitative research methods are used for this purpose. In this chapter the motivations and structure of the methods are explained.

2.2. Quantitative research methods

The quantitative research methods consist of desk research and surveys conducted among the Dutch European Studies students. This type of field research will provide the right information about the opinions and ideas of the students. This information is needed in order to answer sub question three. The central question is based on the experiences of the students in the study program, therefore conducting a survey is the best method for this research. The surveys will be made on the website Survey Monkey and conducted at THUAS and online through Facebook. A list of the questions can be found in appendix 7. The answers will be proceeded via the website Survey Monkey and more studied in chapter five. No personal information is used of the respondents. In addition, these surveys, desk research is needed to explore the underlying factors of internationalization and effects of foreign languages on the study process. In the desk research earlier conducted research on internationalization, foreign languages in higher education and other related topics are reviewed, as well as more information about European Studies and THUAS.

2.3. Qualitative research methods

Furthermore, interviews with specialists in the field of internationalization and foreign languages in higher education will offer more qualitative information. This information is needed to develop a broader and wider point of view on internationalization and the English study programs. Examples of specialists are employees who work at THUAS and know more about the study program European studies. Other persons could be specialists of Nuffic, an organization specialized in internationalization in higher education, employees of the National Students Union or other specialists in languages in higher education. The type of interview for this qualitative research method will be a semi structured interview. Keeping in mind the short time of the specialists, a set of questions will be prepared.

However, if during the interview other related topics come along, improvisation and extra questions can be added. Because in the end receiving an idea of the knowledge and ideas of the specialists is the purpose of the interview.

Below by question is explained how the quantitative or qualitative research methods are linked to the question.

How are the language policies for higher education in the Netherlands organized?

To have a clear image on how the English language could have an impact on the Dutch students, it could be good to have more knowledge on the language and internationalization policies for higher education institutions in The Netherlands. What are the regulations and how did the different organizations react on the discussion in the media? Resources of different organizations such as KNAW, NVAO and the Board of Education will be used to answer this sub question. As well as relevant information conducted from the interviews with the specialists.

How is the study program of European Studies organized?

This question can be answered mainly by desk research. The sources of THUAS or other sources with information about the study are useful. The structure of the study program, the courses and other curriculum criteria are important for the research. An example of a reliable source is a National Competency Profile for European Studies (Minkman & Rawal, 2013). More in depth questions about language policy could be asked in an interview with a lecturer or board member of European Studies.

What are the benefits and limitations students experience when studying the English study program European Studies?

Quantitative research by means of surveys conducted among Dutch students studying European Studies will provide the best and most reliable answers for this question. The opinions and experiences of the students regarding the English language of the curriculum have to be explained. Which difficulties do they experience or are they satisfied with the study program? Secondly, what are the benefits for the students when studying European Studies? Therefore, a clear picture of the opinions and ideas of the students are needed in order to answer this question. Furthermore, desk research of earlier conducted research on this topic can provide extra information.

What are the effects on the study process of students who study a program taught in a language other than their native language?

Earlier conducted research on English or another foreign language as instruction language for a study program could offer more knowledge on this topic. What does it mean for students to learn something in a different language than their native language? An example of a research is the recent research by Folkert de Jong (2018). He researched the effects of an English study program in higher education on the native language of Dutch students.

3. Theoretical framework

3.1. Introduction

The central research question is established by considering the current situation of internationalization in higher education, and the theory explained by THUAS. Secondly, the definitions of language proficiency are explained and the most relevant are selected as framework for the research.

3.2. Cummins theory on language proficiency

In a report of the University of Amsterdam, by J.H. Hulstijn, professor in second language acquisition, different models on language proficiency are discussed. The first theory explains the ideas about language proficiency by Cummins, who is a professor in bilingual education and second language acquisition (Hulstijn, n.d.). According to Cummins language proficiency can be divided in two types. The first is Cognitive Academic Language Proficiency (CALP) and the second are the Basic Interpersonal Communicative Skills (BICS) (Murray, 2016, pp. 82-83). The CALP refers to the language students use at school and is less visible than the BICS. This type of language is more focused on academic use of language and the written language expressions. Secondly, the CALP explains language proficiency with less context than BICS (Murray, 2016, pp. 82-83). More knowledge and analysis are necessary from the students to understand this type of language.

The BICS refer to the language students use at home and is more focused on verbal language. This type of language expression is focused on listening and speaking and is often quickly learned. The definition by Cummins explains the types of verbal and written language expressions and he makes a distinguish between the easier learned language and the more academic language (Murray, 2016). Later Cummins developed the BICS-CALP model where he added two dimensions and made a difference between these two. The first dimension relates to how ideas are contextualized and the second one to the difficulty of those ideas (Murray, 2016, pp. 82-84). Concepts which are highly contextualized in comparison with abstract ideas which are hard to exemplify. Complex ideas can be understood if they are embedded in a familiar situation, whereas simple concepts may be harder if they are written rather than discussed orally. Language proficiency is in this model the way how students can handle the language in those two different dimensions (Murray, 2016, pp. 82-84).

Additionally, Cummins explains the definition of common underlining proficiency (CUP). He states here that by learning one language a student obtains a set of skills and implies metalinguistic knowledge that can be used for other languages. The CUP refers here to the skills and knowledge of the students. These skills and knowledge generate a basis for the development of a first and a second language for students (esl, n.d.).

According to the CUP theory any growth of the common underlining proficiency that occurs in one language will have a positive effect on other learned languages. This theory of Cummins explains why it becomes easier to learn more languages. The conceptual language that is developed in one language can help by learning a second language. If a student knows the word happiness, he or she only needs to translate this in to another language, but the label and concept is already clear (esl, n.d.).

3.3. Other theories on language proficiency

Multiple other theories for language proficiency and competences have been established. According to Spolsky, it is important to focus on the function and specific situations when looking into language proficiency (Murray, 2016, p. 76). When do students need specific language skills and in which situations? This is a theory that is also applicable in this research, since students use different forms of languages in different situations. One of the theories that is focused on specific components in communicative skills is the model of Canale and Swain. The framework consists of four components (Murray, 2016):

- Grammatical competence – refers to the grammar and structure of language
- Sociolinguistic competence – refers to the social context
- Strategic competence – the ability to make strategic choices and redirect communication
- Discourse competent – interpretation of language in terms of the connection to the discourse in total

Another theory on language proficiency is the model of Bachman and Palmer. Below in Figure 1 the model communicative language abilities by Bachman and Palmer is presented.

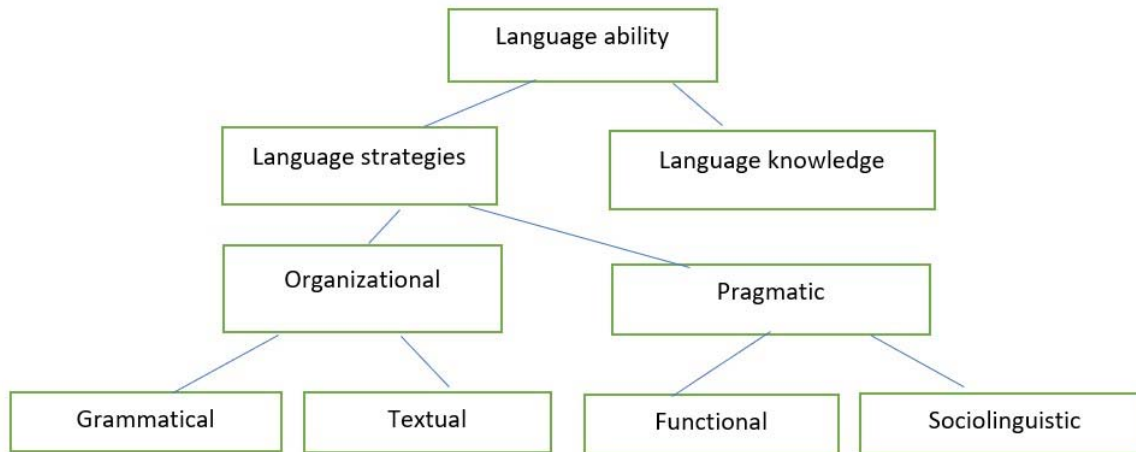


Figure 1: Model Bachman and Palmer (Hulstijn, n.d.)

In this definition Bachman and Palmer shaped a model with different components needed when assessing foreign languages (Murray, 2016, p. 77). There are five elements who are divided in smaller parts:

1. Knowledge structures
2. Language competence
3. Strategic competence
4. Psychophysiological mechanism
5. Context of situation

In this model Bachman and Palmer clearly created a difference between the strategic competence and the knowledge of language itself. Furthermore, they have developed different components to understand language. In this research the focus is mainly on the experience of the students. Therefore, the first theory of Cummins is more appropriate in this research. It is difficult to test the different components in the language ability model of Bachman and Palmer on the experiences of the students. However, this theory is relevant as it shows the more social and cultural background of the students and their language study processes. It could be suitable for researches more focused on the language part.

3.4. Tripartite model of language proficiency

In the book *Standard of English in higher education* the tripartite model of language proficiency is explained. This model provides three domains of English language students use in higher education: general proficiency, academic literacy and professional communication skills (Murray, 2016, pp. 88-90).

The general proficiency comes close to the definition of the BICS as is mentioned in section 3.2 in the theoretical framework. It refers to the more general skills, particularly the daily communication in a social setting. For university students with a non-English speaking background, these skills are important to provide the students a basis to continue the rest of their study process. They need this general language skills to communicate with others and feel comfortable to further academically develop. Examples are general listening skills, general reading skills, writing skills and vocabulary development (Murray, 2016, pp. 88-90).

The academic literacy discusses the literacy practices of the specific study program or field of study (Murray, 2016). These skills are new skills that students do not learn at high school or at other prior education. An understanding of academic texts and the ability to develop that specific knowledge are time consuming. Students should have a certain level of general proficiency in English to be able to understand the concepts in academic literacy. This part of the tripartite model refers more to the CALP theory of Cummins. As third the professional communication skills are explained by Mr. Murray in this book (2016). These skills are mentioned as the skills students need to communicate effectively at their future workplace. Graduates have to be able to communicate professionally in an environment that often changes and is culturally diverse. Employers are seeking for professionals who have these communication skills, especially in the globalized society. This skill is also important to complete the study program for example with an internship.

Professional skills can be divided in three sub skills (Murray, 2016, pp. 92-95).

1. Intercultural competence – capability to cooperate with individuals from different cultures and countries
2. A cultural relativistic orientation – perception of the student placed in the global society and a cultural relativism
3. Interpersonal skills – obtaining the right skills to communicate effectively with others and maintain relationships

3.5. Motivation for most relevant theories

As the central question is mainly based on the definition of language proficiency and the possible effects on this, it is important to understand this aspect for the research. The BICS/CALP theory is relevant for defining the word language proficiency in this research. Cummins clearly differentiates two types of language proficiency. The CALP could be used to define the academic and written language expressions. For example, how Dutch students experience their level of writing Dutch academic reports after their English study. This is also used at school and not at home, therefore this definition of CALP could be useful for this research. When looking in to BICS, this part of the theory could be valuable when researching the more basic Dutch expression of the students. In more at home and during informal situations or for example at a meeting with colleagues after work. Secondly, also the CUP explanation can support this research. As the learned skills and knowledge of the Dutch language can help by learning the second language, in this case the English language. It could be interesting to see if the two languages also effect each other's language proficiency.

The framework by Canal and Swain and the model of Bachman and Palmer are both relevant as well, but in this research to complicated and diverse to use and test. There are too many components and in this research the focus is narrowed down on the student's experiences. The Cummins theory will be easier to link to the results from the research. Furthermore, research with for example language tests could be useful and for that kind of research the other models could give the right theoretical framework.

The tripartite model is useful for the research as well. The model distinguishes three types of language skills and is also particularly focused on the skills students need after graduation or during the internship. The central research question is concerned about the effects on the Dutch students in for example a future job. Therefore, this model can provide an idea about the professional language skills for example. This model can also be linked to the Cummins theory. The CALP has the same idea as the academic literacy in the tripartite model for example. In short, the CALP/BICS and CUPS theory by Cummins and the tripartite model in the book of Murray are selected as a framework in this research.

3.6. Internationalization theory Hans De Wit

English study programs and other internationalized curriculum could be one of the results of internationalization (Wit D. J., 2011). Therefore, different theories on internationalization in higher education are discussed. Hans de Wit, professor of internationalization at the School of Economics and Management, Hogeschool van Amsterdam, has written a report with 9 misconceptions about internationalization in higher education. Looking into the English language, Hans de Wit states there are numerous unintended negative effects (Wit D. J., 2011).

The increased English study programs are viewed as the equivalent of internationalization. A result is the diminishing focus on other foreign languages, or in this case the Dutch language. The lack of quality in the level of English spoken by both teachers and students also contributes to a decline in the quality of education (Wit D. J., 2011). According to Hans de Wit, *“Internationalization is a process to introduce intercultural, international, and global dimensions in higher education; to improve the goals, functions, and delivery of higher education; and thus, to upgrade the quality of education and research”* (Wit D. J., 2011). He defines internationalization more as a process and not as a goal by itself. Furthermore, he is also focused on the quality of higher education. This fits with the research, because the central question is focused on the experiences of the students. The quality of education is important for the students.

3.7. Internationalization theory Jane Knight

Jane Knight, adjunct professor at the Comparative International Development Education Centre, at the University of Toronto has a different definition for internationalization in higher education (Knight, n.d.). Jane Knight created a definition fitting in the modern times, with in mind the fact that the international dimension relates to all parts of education and the role in society. She stated the following, *“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 postsecondary education.”* (Knight, n.d.). This theory puts the focus on the process of qualitative education and the intercultural and global dimension as mentioned. These two theories explain clearly how internationalization is characterized in the present time.

3.8. Internationalization theory THUAS

In the internationalization strategy, provided by Lieke Steijger who is international policy officer at THUAS, the goals and strategies are explained. The goal of THUAS is to prepare the students to become global citizens. The students learn how to manage with intercultural differences and how to effectively react on intercultural and international situations. This is perceived as important by THUAS, taking in mind the global and always changing 21st century. (The Hague University of Applied Sciences, 2018). THUAS states that comprehensiveness is important to reach the internationalization goals. In the policy they refer back to one of the theories by Jane Knight: *“The process of integrating an international, intercultural or global dimension into the purpose, function or delivery post-secondary education”* (The Hague University of Applied Sciences). Additionally, the University refers to the 10-key element of integrated internationalization provided by Elspeth Jones. The main focus is a clear policy, internationalized curriculum for all the students, international culture, student diversity, partnerships and staff development. This is illustrated in appendix 9.

4. Results

4.1. Introduction

In this chapter the sub questions are answered through relevant information from the desk research, the surveys and the interviews. The transcriptions of the interviews can be found in Appendix 2, 3 and 4. The list of questions of the surveys are listed in Appendix 7 and the graphs with the relevant outcomes are listed in Appendix 8.

4.1.1. How are the language and internationalization policies for higher education in the Netherlands organized?

To have a clear image on how the English language could have an impact on the Dutch students, more knowledge on the internationalization and language policies in higher education could be helpful. The statements of different organizations such as KNAW, NVAO, VSNU and the Board of Education will be illustrated. Relevant information conducted from the interviews with specialists and outcomes from relevant researches are also showed.

4.1.2. Minister van Engelshoven

The minister states in her letter that the possibility should be there for universities to choose between English or Dutch, only if the language choice can be justified because of relevance for the sector or field of study (Engelshoven, 2018). For example, an international work field. Furthermore, it should be possible for universities to turn back the language to Dutch, if it appears that English is not the right language. Universities joined forces and created agreements about the language policy. An example is the condition for teachers to obtain a level of C1 English, because teachers have to obtain the right level of English to teach proper classes. The institutions are primarily responsible for the choice of language. A balanced internationalization starts with a joint responsibility and the minister puts herself responsible as well (Engelshoven, 2018). The LSVB thinks the universities are unable to create fair language policies, looking back to the choices from the past. Therefore, the LSVB would like to organize a higher education accessibility committee which ensures the accessibility of study programs in the Netherlands. This committee will check if the language choice of the study programs is implemented for the right reasons and not only to attract foreign students (Landelijke studenten vakbond , 2018). The letter shows implemented adjustments and regulations to check the process of internationalization. The minister points out that internationalization and the English language can form an added value for a study program, but only if it matches with the nature of the study.

4.1.3. Nuffic research

Nuffic conducted a study focusing on internationalization at home, the research was in cooperation with the Ministry of Education, Culture and Science. The research is focused on the policies higher education systems in the Netherlands have for internationalization at home (Galen, Hobbes, Roodenburg, & Gielesen, 2014). Internationalization at home can be explained as all the forms of international education that can be performed in the Netherlands itself. Examples are international classrooms, intercultural courses, international projects and international teachers and therefore also English study programs. This research is focused on the existing policies that Dutch higher education institutions have created and their performance.

In order to reach more students with internationalizing, the forms of internationalization at home have increased. According to Noording and Teekens, internationalizing will be recognized by complexity, curricula and competition in the future (Galen, Hobbes, Roodenburg, & Gielesen, 2014). This is also visible in the situation in Dutch higher education, there is an increase in English study programs, more competition from foreign students and therefore higher education became more complex.

According to the outcomes in the report, one of the most important results was the fact that almost 76% of the institutions has a specific policy on internationalization, 15% does not have a specific plan but has included internationalization in their regular institution plan and only 4% has no international plan at all (Galen, Hobbes, Roodenburg, & Gielesen, 2014). A remarkable point is the lack of attention in the policies on the knowledge of foreign students in an international classroom. Looking into which intercultural and international competences they want to teach to their students; the main goal is to prepare the students to work and live in a globalized world and develop an idea of the global involvement. They will live and work together with different nationalities and develop their intercultural communication skills in order to be equipped to participate in this globalized world (Galen, Hobbes, Roodenburg, & Gielesen, 2014).

Next to intercultural and international competences, more regular learning outcomes such as personal development and professional knowledge are important as well. Students will develop their personal skills and grow as a person. Something that stood out of the research was the finding that in most of the policies the goal of the international classroom is attracting highly talented foreign students, rather than learning the Dutch students intercultural competences (Galen, Hobbes, Roodenburg, & Gielesen, 2014).

Difficulties in the implementation of the policies occur often because the institutions do not have the right means or enough money to realize their goals. The English language is perceived as a problem in some cases. Study programs worry about the negative effects of the English language on the Dutch students. Their Dutch language expression could be affected was stated in the report. Secondly, the level of English among the teachers and students is often not as wished for. Students sometimes show resistance to the English language in class. As last, the integration of the students with different nationalities in classes can be considered as difficult. An international classroom contains different students from other countries, with other languages and other habits. This makes it difficult to integrate all those differences to a whole (Galen, Hobbes, Roodenburg, & Gielesen, 2014).

4.1.4. KNAW

In the report of The Royal Netherlands Academy of Arts and Sciences (KNAW) the English language is perceived as something good for the international orientation of the Netherlands, but it also has disadvantages like concerns about the knowledge transfer and possible consequences for culture and society (KNAW, 2017).

The justification of the language choice is mainly based on the nature and specification of the study program. Besides this there are other arguments for the choice of language. Examples are business related arguments; the Dutch funding system and internationalization goals could play a role (KNAW, 2017). Attracting more foreign students is easier with more English study programs. Furthermore, the professions and labour market where the study programs focus on are important for the choice. Universities of Applied Sciences have in this case a stronger relation with the labour market than programs at universities. According to the report the universities should sometimes put more diversity in the language policy, more specific attention for the language by department of program for example (KNAW, 2017). There is sometimes a need for a wider, more careful language policy. There are some crucial requirements for the language policy needed in order to protect the quality of the education. The first requirement is that higher education institutions should invest in the subject-specific and educational features related to the language choice. This means that both the students and the teachers are skilled in the English language. Especially the teachers have to be able to clearly teach the subjects in English and provide clear feedback (KNAW, 2017).

Secondly, it is important that students and teachers have multiple intercultural skills to communicate and act in an international environment (KNAW, 2017). In international classrooms there are many diverse students and therefore it is substantial to obtain the right intercultural skills. Moreover, it was remarkable that some universities did not spend enough attention on the labour market of the study programs. While the labour market is becoming more international, not all graduates will work in an English environment. This should be a point of consideration, there is still a large group of students who will work at a workplace with the Dutch language. Moreover, the outcomes of the report show that many institutions believe that the Dutch students who study in English, do not need to work on their Dutch language proficiency. Though, extra training in professional Dutch language proficiency is needed to prepare the students for the labour market (KNAW, 2017).

4.1.5. NVAO regulation

The NVAO decided to pay extra attention from February 2019 onwards on the language choice in the regular quality assessment of degree programs (NVAO, 2018). Every 6 years the NVAO examines the quality of study programs, different criteria are involved. The higher education institutions will be asked to explain how the choice of language will contribute to the study outcomes of the students (NVAO, 2018). European Studies achieved the NVAO accreditation special recognition for internationalization (The Hague University of Applied Sciences, 2018).

4.1.6. Board of Education

The education council explains the importance of the Dutch language; however, they also agree that the English language is essential in the international economy. The board advises higher education institutions to clearly show their vision on internationalization and language policy. Quality assurance of the English spoken language of teachers is key. Furthermore, the Council states that the final attainment levels of MBO, HAVO and VWO must be similar with the requirements regarding language proficiency imposed on foreign students. (Onderwijsraad, 2011). Additionally, the Council proposes to ensure the quality of English-language education by making it explicitly part of the accreditation framework.

4.1.7. VSNU internationalizing

The VSNU, the association for universities in the Netherlands published an agenda for internationalization in 2018. For the upcoming years the increase of English study programs will mostly take place at the universities. The language policy of VSNU is therefore mainly focused on universities. Zooming in on the language policy for study programs, it is stated by law that a study program can change for different reasons to English as instruction language. If the specific nature, the origin of the students or the organization and quality of the study program explains the reason for changing the choice it is perceived as acceptable. Secondly, higher education institutions must have a code of conduct drafting that supports decision-making on teaching language (VSNU, 2018).

4.1.8. Comparison other parts of the world

To compare the Dutch language policies with other parts of the world and their language policies, it is remarkable that the Netherlands is quite progressive. Belgium for example applies tougher measures to limit the internationalization. The number of programs that can use English as the language of instruction is subject to a statutory maximum: eighteen percent for the bachelor's programs and 50 percent for the master's degree programs (NOS, 2018). In another research between seven European countries, the Netherlands was as well described as very focused on attracting more international students. Compared to countries such as Greece and Germany, who are more focused on maintaining their own language, the Netherlands is quite easy with changing the courses in English. Especially, Germany is afraid for loss of cultural heritage. For Greece it is also important to focus on the Greek language (Huisman, Van der Wende, & Luijten-Lub, 2005).

Looking more into the world, in Japan and China joined programs and private institutions are more popular. Different than the Netherlands and China, Japan has multiple private institutions with international curricula available. Chinese universities cooperate as well with other universities, for example in Hong Kong, Norway or the USA. In the Netherlands there are fewer forms of cooperation and more individual initiatives. Another difference with China is the fact that they are not qualified to recruit international students in all universities. Secondly, even in the universities where it is allowed to recruit foreign students, not all curricula are available to them. Regarding the language of international curricula in China, the majority is taught in Chinese (Huang, 2006).

At European level the importance of preparing the students for a globalized and international diverse world is perceived as important as well. The students must be skilled enough to work and live in an international environment. Their goals focus on cooperation between education providers, facilitating peer learning and boost innovation and job creation in Europe by attracting internationally mobile students. Through actions as Erasmus + and Horizon 2020 the EU wants to strengthen the academic partnership on a global scale (Commission, 2013).

4.1.9. Interviews

Three interviews are conducted, the transcriptions are listed in Appendix 1, 2 and 3. Mr. Heinemann, from LSVB explained the same about the law on language policy. There should be a necessary reason to provide a study program in English. In reality he clarifies there are often no necessary reasons to change the language into English. Often institutions switch to English to for attract more foreign student for example. Thus, the organization believes that universities are not able to make the language decision on their own, looking into their choices of the past. Moreover, he described that it would be impossible to teach European Studies in Netherlands, due to the nature of the study. But it is important to know that students often end up in Dutch companies as well. He quoted: *“for a while it seems as if everyone is going to work in a super multinational company. And travel all over the world and we find that a somewhat exaggerated picture. From what reality is”*.

Information out of the interviews with Ms. De Louw and Ms. De Swart gave some more details on the language policy of European Studies. They both work as teacher at THUAS and Ms. De Louw is international policy advisor as well. One of the outcomes was that THUAS offered a Dutch stream in the past, however they stopped offering this stream a couple of years ago. Ms. De Louw explains that the Dutch and English stream had too much differences. In the beginning of the Dutch stream the majority of the courses were in Dutch, but later in the study process there were more English courses. Therefore, it was difficult for the students to accomplish a clear image of the study in the beginning. The first year is important to see if the study matches with the expectations of the students. Besides, the final thesis had to be written in English. This was difficult for students who studied in the Dutch stream. Ms. De Louw stated: *“The preparation was not right”*. Likewise, the European Studies graduates should be equipped with the right skills to work in an international work environment. The study made the choice to position themselves as an English and international study program.

Ms. De Louw described that THUAS believes the students have a solid basis of the Dutch language after high school or any other prior education. Although, there are always individual differences. They do not see offering extra Dutch courses as their responsibility.

Moreover, she states that the level of English has to be slightly higher than the current level of the students. In that case the students are triggered to learn more and challenge themselves. Ms. De Swart, a Dutch lecturer, likewise shared her ideas on the language policy of European studies. She explained that not all students need for example academic Dutch language skills, taking in mind the nature and purpose of the study. In the case of European Studies, it is especially important to have good English language skills. Because most of the possible careers are international orientated.

4.2. How is the study program of European Studies structured?

4.2.1. Introduction

This research is limited to one specific study program: European Studies at THUAS. Therefore, the organization and details of this study program are important to understand. The study program will be explained in this chapter.

4.2.2. In general

The Bachelor European Studies is a four year program at THUAS. It offers a three year and four year during program. For this research the focus is limited on the four year program. It is an international focused study with an English instruction language. In October 2018 there were 832 students enrolled for European Studies, this can be seen in the Appendix 1.

4.2.3. Admission requirements

The admission requirements for students starting 2019-2020 are the following (De Haagse Hogeschool, n.d.): HAVO-, VWO- of MBO level 4 diploma. For the HAVO and VWO students, the culture and society profile is advisable. However, according to the website every profile will be accepted if the students have a foreign language in their profile. Examples are French, Spanish or German. The students should be interested in the political and business field of study. Furthermore, they describe the future to be students as open, with a feeling for languages, multitasking talented and curious to discover the world (De Haagse Hogeschool, n.d.).

These requirements are all applicable for Dutch students. For international students it is remarkable to add that there is a special English Academic Preparation school. International students will be prepared for the study program but also learn more about the Dutch culture and the university (De Haagse Hogeschool, n.d.).

4.2.4. English language

The upcoming Dutch students who are not used to follow all the courses in English, should have a good level of English in verbal and written context. Furthermore, there are no extra languages tests or requirements for the Dutch students. Additionally, according to the information of Ms. De Louw from the interview there often occur changes in the question to offer an English or Dutch language test or not. Those choices are up to the universities of applied sciences to make. Therefore, THUAS assumes the students have a solid basis of the Dutch and English language before entering the Bachelor European Studies (De Haagse Hogeschool, n.d.).

4.2.5. Curriculum

Year 1

In the first year the students learn more about Europe in a broad sense. The political, cultural and business side of Europe will cross the border. Management and marketing courses will also start in the first year, the same for the courses regarding obtaining the needed professional skills. Examples are a presentation course, intercultural communication and languages (De Haagse Hogeschool, n.d.).

Year 2

In this year the students select the private or public specialization. They can focus on the business and management side of the study or focus on the public and governmental side. There is also the possibility to add an extra language to the curriculum like, French, Spanish, German, Italian or Russian. In addition to these languages the students can also choose other extra courses like global development issues, American studies or lobbying in the EU. Additionally, there are multiple projects to put the gained knowledge in practice (De Haagse Hogeschool, n.d.).

Year 3

In the beginning of the semester the students move abroad for the exchange period of 5 months. There are different partner universities in European countries. The courses at the exchange can be diverse and give an extra personal touch to the curriculum outside the Bachelor European Studies program. After the exchange the students start their second semester.

Courses as European Law, issues in the 21st century and the languages will continue. Secondly, the semester will end with a big group research project (De Haagse Hogeschool, n.d.).

Year 4

In the last year the last courses are offered, and different minors can be selected. But the internship is central for the fourth-year students. The internship can take place in another country or in the Netherlands. The study is completed after the thesis or final project. A research based on a marketing, export or a more theoretical topic is possible (De Haagse Hogeschool, n.d.).

4.2.6. Future European Studies students

After four years of studying there is a broad range of career possibilities for the students. Careers in management, marketing, communication, public relations or governmental organizations are suitable for graduates. The study program is characterized by flexibility and a broad employability. Students are able to give the study a personal touch by the choice for a different specialization, the public or private side. Minors and the internship give the students also the opportunity to make the study more personal. Some examples of jobs of European Studies students:

- Marketing coordinator
- Europe specialist
- Policy officer
- Public Relations officer
- Business development analyst

Another possibility is to choose a master after the graduation. For example, International relations, Political science, International business or Marketing (De Haagse Hogeschool, n.d.) .

4.2.7 National competences at European level

In the national competence profile written by Berry Minkman and Rajash Rawal, both employed at the European Studies program at THUAS, the most important competences for European Studies students are described. The competences are made by keeping in mind the following three areas (Minkman & Rawal, 2013):

- European connection
- The Dublin descriptors
- HBO standard

The European Union organized the Tuning Project, where accreditation agencies from different European countries work on the development on criteria to make study programs more comparable and on the same wavelength (Minkman & Rawal, 2013). This because globalization makes the world more complex and it is therefore important that the outcomes of study programs are understood in a European context. The Bologna process made this process already easier by creating the same forms of degrees. A second important part are the Dublin descriptors, they created different levels of study programs. A distinction is made between three levels: Bachelor, Master and Ph.D. European Studies is a first cycle bachelor program (Minkman & Rawal, 2013). The explanation of European Studies in the three-cycle form is presented in appendix 6. The Tuning document describes European Studies as a study with diverse approaches and a strong focus on European and contemporary issues. The most important learning goals are focused on: the knowledge about Europe and their institutions, an understanding of diverse disciplines and the use of the native and foreign language.

According to the National competence profile the future labour market for the Bachelor European Studies is describes as broad, multi-disciplinary and intercultural (Minkman & Rawal, 2013). The report also shows some possible future jobs for the public and private European Studies students. For the public sector the opportunities are mainly founded at European institutions and national public administrators. Examples are the European commission, European parliament or a function in public relations and policy making. For the private students the chances are mainly focused on companies and the economic market. Examples are sales and marketing functions or online marketing assistant for a specific market in a country (Minkman & Rawal, 2013).

4.2.8. Interviews

Ms. De Swart and Ms. De Louw provided some more information on the study program. Looking at the future of the graduates, it could be possible that the students work in a Dutch company. But most of the times they will work on international projects or somehow in an international environment. Ms. De Louw points out that European Studies educates their students as generalists. They have a broad set of skills and are equipped with a sort of survival techniques, with this technique they can quickly adapt to different situations. Also, situations as for example a Dutch working environment. The students can easily switch back to the Dutch language and they have generated more needed skills for the 21st century.

4.3. What are the benefits and limitations students experience when studying the English study program European Studies?

4.3.1. Introduction

In order to answer this sub question a survey among the Dutch European Studies students is conducted. The complete list of questions can be found in appendix 7. There were 102 respondents in total. The most important outcomes are shown in the graphs in this chapter or will be referred to the graphs in appendix 8. Relevant information from the interviews are described as well.

4.3.2. Surveys Dutch European Studies students

At question 13 students gave their answer on the question if they had the feeling that studying in English is harmful for their Dutch language proficiency. Figure 2 shows that 50% of the respondents thinks that their Dutch language proficiency is affected a little. Almost 22% answered with yes and almost 29% with no. For question 8, if the students have the feeling, they became less good in Dutch, the majority with 47% answered yes. This can be seen in the graph overview in appendix 8.

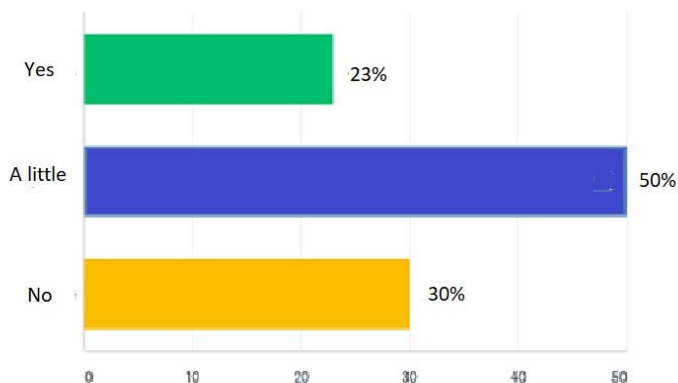


Figure 2: Question 13: Is the English language harmful for the Dutch language proficiency?

Question 9 concerns the extent to which the students feel the need to improve their Dutch written proficiency skills. For example, write reports at the future internship or work place. The students address with 46% that they would like to improve these skills. In contradict almost 32% of the answers show that the students have no much need to improve these written skills. This is illustrated in Figure 3 below.

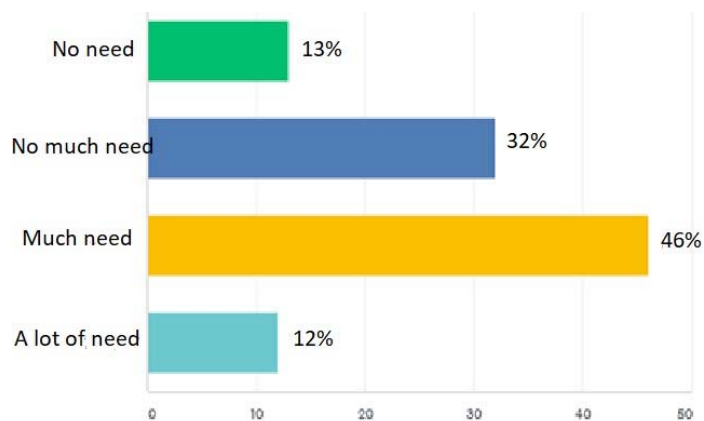


Figure 3: Question 9: Do the student feel that they need to improve their Dutch written skills?

For question 11 the students had to rank their level of satisfaction from 1 to 5 for the level of English spoken by the teachers. As is showed in Appendix 8 at question 11 the majority of the students is satisfied with the level of English spoken by the teachers. However, around 30% is neutral. Yet, a large group of the students can understand the English study material. This is illustrated at question 10 in Appendix 8. Moreover, the results of the survey showed that most of the respondents is likely to live and work in the Netherlands. This is shown at question 12 in Appendix 8.

The majority of the respondents answered HAVO as their prior education. This can be seen at question 3 in Appendix 8. Question 4 investigated whether the students were satisfied with their basic Dutch language skills, concerning listening, speaking writing and reading. In Appendix 8 at question 4 is illustrated that most of the student totally agree with this statement. The students were also satisfied with their general Dutch language knowledge, this is illustrated in Figure 4 below. The students had to rank their level of satisfaction ascending from 1 until 5.

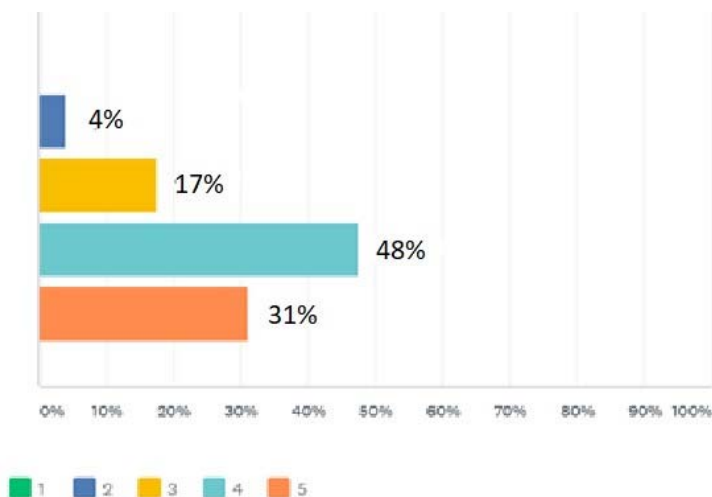


Figure 4: Question 5: On a scale from 1-5 to what extent are you satisfied with your command of the Dutch language?

4.3.3. Interviews

Looking more at the benefits for the students and the knowledge of the interviewed specialists, THUAS perceives the students as future to be global citizens. According to The Hague University the right skills and attitude to communicate in international and intercultural context are beneficial for the students while studying European Studies in English (The Hague University of Applied Sciences, 2018). This matches with the modern and always changing 21st century. This also comes back in the interviews with Ms. De Louw and Ms. De Swart. They both address that the Bachelor European Studies stands for an international and English study that matches with the rapidly changing labour market. The students will become generalists, who are flexible and resilient to new situations and changes. They can adjust easily and can therefore also learn further their whole life. They both stated that in some cases the Dutch language is maybe less developed, but that the English language really embodies the international character where European Studies stands for.

4.4. What are the effects on the study process of the students who study a program taught in a language other than their native language?

4.4.1. Introduction

What are really the negative impacts on the study process of the students who study in another language than their native language? In case of this research the instruction language in English and the existing Dutch language. The answers of this question will provide more knowledge on how this phenomenon in higher education is explained by earlier conducted research, theories and interviews.

4.4.2. Earlier conducted research

A relevant earlier conducted research on the effects of English study programs on students is the recent research of Folkert de Jong. The most important outcomes of the research are that students only use English when they are at the university or busy with studying. Their native language is still actively used at other moments, for example at home with family or friends. The more informal use of language can be linked to the CALP language proficiency theory by Cummins mentioned in section 3.2. Mr. Jong stated that the chances of negative effects on the Dutch language is little, because the students are still surrounded with the Dutch language and they only use the English language in the context of their study. (2018). The results of sub research 3 indicates that students would not have achieved better study results if the study program was taught in their native language. The students do not experience any negative effects from the English language, looking in to their knowledge and skills (Jong, 2018). With this research De Jong illustrates that the effects of the English language are not as bad as people think.

In the desk research the opinion of Rick De Graaff a Professor of Bilingual Education was founded, he declares that no research has been conducted into the effects of the English language on students (Bouma, 2018). Therefore, he indicates that the effects on the knowledge of the Dutch language for Dutch students will be minimal. The Dutch students are still living in the country of the language and experience the language every day in their day to day life and via media. Additional, according to Marc van Oostendorp, a Professor of Dutch and Academic Communication at Radboud University, the chance is small for Dutch students to experience real problems as a result of English study programs. On the other side, the Dutch language is not developing and therefore students will experience a deterioration (Bouma, 2018).

The outcomes of the research of the National Dutch Students Union about the role of the English language in higher education are researched as well. The focus in the research is based on the ideas of the students (Onderzoeksbureau LSVb, Juli 2015). The majority of the students feel that if the English language skills of the teacher are not sufficient enough, it distracts the students in learning. It is an important factor for students in order to be able to study in English. The results showed that students consider their own Dutch and English language skills are appropriate to finish their study program. However, students judge the language skills of the other students not that high as the student's themselves. Looking into the percentages of English courses in the study programs of the students, the majority with 33% has a fully English study. And 76% students have English courses in their study program. Not all students are happy with the proportion between Dutch and English courses. A conclusion could not be made from these analyses; however, the students feel more rejection to adding Dutch courses in comparison to adding more English courses. In that way the students are somehow pleased with the English courses they follow (Onderzoeksbureau LSVb, Juli 2015)

4.4.3. Theories

Additionally, looking in to the theories on using two languages, according to the theory of Cummins any growth of the common underlining proficiency that occurs in one language will have a positive effect on other learned languages (Murray, 2016). Therefore, it should become easier to learn more languages, in this case English next to the existing Dutch language. The conceptual language that is developed in one language can help by learning a second language. If a student knows the word happiness, he or she only needs to translate this in to another language, but the label and concept is already clear (esl, n.d.). Additionally, the other theories divide forms of language in different situations. For example, the CALP/BICS theory and the three forms of language in the tripartite model.

In the research of Folkert it became clear that students still use their BICS, but the CALP are more trained in the English language. Often there is distinction between the more informal and verbal language and the more academic and written used language. Moreover, there is also the form of language used at the professional field. This skill is important for the students in order to communicate effectively at the future work place.

4.4.4. Interviews

The interviews with the specialist also provide relevant information on this topic. Mw. De Louw agrees on a more positive view on the English language at European Studies. On the question about the idea that students could become less good in the Dutch language when studying in English, Ms. De Louw responded: *“It doesn't have to be that way, you find anyway, that if you invest very much time in something, that you have the feeling now I become worse in something else. Because something gets the upper hand. But it is also true if you're in a totally Dutch environment again, you can easily express yourself again, you just have to activate again”*. On the question if all the students all are able to understand the English courses, Ms. De Louw clarified that the University assumes that the level of English after high school or other pre-study programs are sufficient enough. Students should have a good basic knowledge on the Dutch and English language. However, she also explains that the level of English in the study program is slightly higher because this makes it more challenging to learn more new things.

In the interview with Ms. Swart, she told more about a language test for the Dutch students around 6 years ago. The level of Dutch language was supposed to be on B2 level, what is already not that high. Nevertheless, 80% of the Dutch students did not pass the test. She did however state that it is doubtful whether the students of European Studies need these Dutch language skills, but it was an indication. Furthermore, she elaborated more on the idea that the Bachelor European Studies has a study program that is focused on an international working environment and that Dutch language skills are maybe not necessary for this type of study. Looking in to the ideas of the Students National Union, they also stated that the language choice is highly depended on the study program. The Bachelor European Studies is a study program with a clear motivation for the English language was clarified by Mr. Heinemann.

5. Analysis

5.1. Introduction

In this chapter the results will be analysed and further discussed. The relevant outcomes and contradictions will be described. The four sub-questions have been answered with information from the desk research, surveys, theories and interviews in the previous chapter. In this chapter everything will be linked and analysed.

5.2. Language and internationalization Policies

Studying the different policies and reactions of the different organizations on internationalization for higher education, it can be concluded that the nature of the study program is important in the process of making the language choice. Which professions or working environments are the students educated for? It is important that the choice of language fits with the future working environment. In some cases, the institutions chose too easily for the English language, while the students sometimes end up in Dutch speaking work environments. The Dutch funding system and the desire to obtain a higher number of enrolled students could explain this. If the study and work field have an international character, then it is beneficial for the students to learn how to communicate in English. In this case the nature of European Studies is international and therefore the English language is required in order to prepare the students for their future jobs. In all the explanations from the organizations was especially stated that it is important for higher education institutions to clearly explain their language choice and their considerations. This to avoid wrong choices, for example by focusing only on the economic motives. One of the outcomes of the Nuffic research showed some institutions focused more on attracting foreign students rather than learning the Dutch students' intercultural competences. This of course is not the right motive to offer a study program in English. This should be prevented in order to maintain the quality of education for the Dutch citizens.

In the information from THUAS and the knowledge of Ms. De Louw and Ms. De Swart, is clearly explained that the Bachelor European Studies is an international orientated study. Additionally, in the structure of the study program extra attention is paid to the intercultural competences and the right guidance for students. It is very visible that the Bachelor European Studies has an international character and the learning outcomes are clear for the students. The study program even achieved the NVAO accreditation special recognition for internationalization.

This makes the Bachelor European Studies a study with an international and intercultural character, with the aim to educate the students to become European professionals. It can be indicated that THUAS has the right motives to select the English language as instruction language in this study program.

Additionally, the research by Nuffic demonstrates that a large group of the institutions has an internationalization policy. This shows that most institutions are aware of the importance of this matter and contemplate on relevant choices. Moreover, the purpose of the policies matches with the purpose of other stakeholders such as the European Commission and THUAS. The focus of internationalization lies on preparing the students for a global world and work environment. Intercultural communication skills and the knowledge about the globalized world are included. Nuffic also addressed some difficulties regarding the English language and international classrooms. Especially the level of English of both the students and the teachers were addressed as a possible problem and could possibly have effects on the Dutch language. This shows that there are always challenges to keep in mind, for the Bachelor European Studies as well. Furthermore, in the analysis the effects of the English language on the European Studies will be discussed.

Moreover, it seems that the Bachelor European Studies has the right requirements and reasons for instructing in English. For other Dutch institutions, it is advisable to have a diverse language policy. In this way the language is adjusted to the different study programs. Something that also counts for the Bachelor European Studies is to note that not all students will end up working in an English speaking or international environment. The Bachelor is strongly related to international jobs and careers but, also for this study applies that there is a large group of students who will work in a Dutch environment. To make the gap between the Dutch language skills and the labour market smaller, extra training in Dutch language proficiency is needed to professionally prepare the students for the labour market. To link this to the tripartite model from section 3.4. the professional communication skills of the Dutch skills might need some extra training and attention in order to also prepare them for the Dutch working environment.

Mr. Heinemann believes that the institutions need some extra guidance in making the right language choice. Because in the past some universities chose too easily for the English language. With the debate on this topic more regulations are sharpened and with the extra attention of the NVAO the universities will be extra monitored in this process. This is good in order to maintain the quality of the education for the Dutch students.

In the information from Ms. De Louw the Bachelor European Studies is as well explicated as an international positioned study with a clear goal to educate the students for the globalized labour market. This justifies the choice for English, because the nature of the study. Secondly, the basic language skills for both English and Dutch should be enough. Students should all have a HAVO or MBO level 4 level, this should be a solid basis to study and develop further according to Ms. De Louw. This opinion of her shows that the learning process never stops after the graduation, graduates will always develop and learn more at the working place. Also, in regards of the Dutch language, specific language and terms are most of the times learned in practise and not at university.

To compare the Dutch language policies with the policies all over the world, the Dutch approach is quite progressive. Countries such as Greece and Germany are way more careful, in order to maintain their native language. It seems that the Netherlands are more internationally orientated and proud to be part of Europe and the world in regard of academic matters. This is also positive, however the native language in a country shall always be important for the culture. In the comparison of China and Japan, it stood out that China for example is not allowed to attract foreign students everywhere. Here again is illustrated that other countries are more watchful in attracting foreign students and offering English programs. This comes back in the comparison with Belgium as well. The approaches on internalization differ by country and it is interesting to see the differences. The Netherlands want to participate at a European and international level. The EU has the same international goal as many higher education institutions. The students should be able to work and study around Europe and be equipped with the right skills.

In short, the Dutch language and internationalization policies are mainly focused on the explanation for the choice of language and can be described as quite progressive. Attention for the possible career options are important just as the level of English of the teachers and students. Furthermore, the institutions should make well considered choices based on the right motives. Only then, it can positively contribute to the study outcomes of the students. Luckily, multiple organizations are aware of the challenges and pay extra attention to the institutions in higher education.

5.3. Bachelor European Studies

In the results the structure and organization of the study program are illustrated. It became clear that the Bachelor European Studies can be summarized as an English taught, international, intercultural and broad four year bachelor program. Furthermore, the focus is mainly on Europe and their institutions, an understanding of diverse public and private disciplines and the use of the English and foreign languages. There is a very strong link with the current issues in the world and the trend of globalization.

Intercultural competences are learned through curriculum such as the course intercultural communication, foreign languages, foreign students in the classrooms and the compulsory exchange of 5 months. These facets contribute to the student's development and this teach them intercultural communication skills and knowledge about the globalized world. What is beneficial in the modern and globalized world. The courses are very diverse, and the students have the possibility to choose for the public or private sector. This makes the study program very broad and suitable for the students' different interests. The results show the lack of specific English admission requirements. Looking at the results of Chapter 1 on the language policies, THUAS believes the students have a good basis knowledge of both the English and Dutch language. This also explains the lack of a specific English language test. Yet, it is remarkable because the entire study programs start in English in the first year. The level is quite high, and a language test could give more insights in the understanding of the language by the students. And it would also be an opportunity to show the students how it is to study in a fully English environment, as this is something new for most of the students.

The future for the European Studies students is full of opportunities and possibilities, different careers and choices possible. This can be perceived as beneficial for the students, they have numerous opportunities and are not tied to one profession. Examples of the professions all show an international aspect, from communication or international marketing to more politics and public related professions. Yet, a group of the students could also be working in a Dutch environment. Especially the public students might end up in a ministry for example. This is important to keep in mind, as a majority of the study program is focused on an international career. As Ms. De Louw states, the students will be led up as generalist with skills who are desired in the current time period. The students have a wide range of knowledge and a broad different set of skills. With all this skills and knowledge together, they have developed an ability to adjust easily in different situations. Especially, in a time with many changes this is very useful and applicable in the current labour market.

5.4. Experiences from students

The students experience the Bachelor European Studies study program quite positive. They can understand the English courses and are in general satisfied about the level of English of teachers. In the chapter on language policies this is explained as very important. A more negative side of the results of the students is the fact that half of the students has the feeling that their Dutch language is affected by the English study program and that the English language is harmful for their Dutch. This indicates that the Dutch students do notice negative effects on their native language. This is not strange if they study in English for 4 years. This is also shown in the answers on the questions if they have the need to improve their written Dutch language skills. Around 45% would like to improve their written skills, however 32% did not have that feeling that much. It is difficult to create a complete opinion in this case. It could depend on each person, not all the students have the same writing skills. To link this question to the theory of Cummins, the Dutch CALP probably need more attention. The students learn in English how to write reports for example. Their Dutch professional and academic skills are not trained. Analysing these answers from the European Studies students, it can be indicated that the students experience any effects on their Dutch language. And linking this to the tripartite model, especially the professional skills could be affected.

However, the other results of the surveys show that the Dutch students are content about their general Dutch language proficiency and their basic Dutch language skills. Linking this to explanations of the specialists from the interview, the students have a good basic knowledge of the Dutch language to enter the labour market. The largest group of the students have a HAVO prior education, THUAS expects these students to have a good basic knowledge of their native language. They will develop this more in the working environment, if they end up in a Dutch environment. Though, it can be indicated that most of the students will end up in an international working place. In the end European Studies is a program focused on the international side of the labour market. It seems that students who chose for this study are interested in this. Linking this information to the theory of the tripartite model the Dutch general proficiency of the students is good and will not be affected because they will still use this language daily. However more training on their Dutch academic- and professional proficiency could be necessary. These skills are only trained in English, what fits with the desire of the study program. Namely, to focus on an international working environment. Yet, some students might choose for a more Dutch orientated workplace and in that case the students might miss knowledge on the Dutch language.

The results of the survey showed that around 47% of the students is planning to work and live in the Netherlands in the future. This shows that not all students are focusing on the international work field. Therefore, some specific Dutch language skills are necessary as well.

Analysing the benefits for the students, according to Ms. De Louw and Ms. De Swart the students will develop intercultural skills and other skills that are required in the current globalized world. The labour market is quickly changing, and the European students will develop the right skills to perform in an international and changing environment. Likewise, the students are skilled with specific surviving skills and are therefore also able to adapt to for example a Dutch working environment later. This insight is given by Ms. De Louw, and she has a strong point. These skills are one of the most precious benefits for the students, because it really fits with the current labour market.

5.5. Effects English language on study process

In the results chapter different information was used to answer this question. An important part of the results were the outcomes of the research by Mr. Folkert. In the research is stated that students who follow an English study program have the same performances as students who follow a Dutch program. The students would not have achieved better study results. This indicates that the Dutch language knowledge and study process are not affected by the English instruction language of the study program. Furthermore, he stated that the students are still actively surrounded by the Dutch language. At school and when they are studying, they use the English language, but at home or in more informal settings they use the Dutch language. This result also matches with the BICS/CALP theory of Cummins mentioned in the theoretical framework. The BICS refers to the more informal way of using language, for example at home or with friends. The research shows that the students still actively use this form of language, and therefore their Dutch language will not be affected. During the study program and while studying they use the CALP. This form of language is more linked to their specific study and a more academic nature. This form of language will be more developed in English than the Dutch academic language. But do students from an international orientated study programs need these Dutch academic skills? The students specifically choose for an international study. The two teachers from THUAS agreed on this as well. Yet, it was seen in the surveys that the students do experience any form of diminishing, but this is probably more focused on their general ideas about their Dutch language. Seen in the result chapter 4.4.4. Ms. De Louw explains this and clarifies that people often have this feeling, but they can easily pick up the language again.

The outcomes of the research by Folkert De Jong also come back in the ideas of Rick van der Graaff and Marc van Oostendorp, as is mentioned in the result chapter they both believe that the Dutch language will not be affected that much because the students still use their own language regular. Secondly, linking this to the CUP and BICS/CALP theories from Cummins, it can be indicated that the English language does not have to be a threat for the Dutch native language. Folkert De Jong also stated in his recent research, that often there is a lack of scientific research for those statements. People often get scared or intimidated by something that is involving and therefore they make assumptions that may not prove to be true. This could be an explanation for all the concerns and debates around this topic.

The information of the specialists who have been interviewed, are helpful for answering this sub question. Ms. De Louw explains that the students should have a good basic knowledge on the Dutch language. This should form the basic and can be expended after graduation at the work place. She clarifies that often students learn more and learn skills when they start working. European Studies students are broad educated and develop multiple skills, therefore they can easily adjust to different situations and switch to other languages. Furthermore, she states that the level of English is slightly higher than the level the students have when finishing high school or another pre-study program. This is because the students will be challenged to learn more and develop the English language at a higher level. Yet, looking to the explanation of Ms. De Swart, she clarified about the 80% of Dutch students who did not pass the Dutch language test. This shows that the Dutch language is affected by the English study program. She did however state that it is doubtful if the students of European students need these Dutch language skills. As is also defined in chapter 4.2 in the results, the Bachelor European Studies is a study with an international character and have the ambition to deliver graduates who are ready to work in an international environment. Maybe it is in this case not a problem if the students lose a little bit of their Dutch language skills, if the goal of the study is to prepare them for an international work environment.

In short, the study process of the students is not affected by a language other than the native language. They can understand the material properly and the language is justified by the nature of the study. It can only have some effects on the professional or academic language proficiency in Dutch.

6. Conclusion

After answering the four sub-questions with all the relevant information, the central question can be answered: How do Dutch European Studies students at The Hague University of Applied Sciences experience the effects of their English study program on their Dutch language proficiency?

Analysing the Bachelor European Studies and the guidelines for Dutch language policies, it can be concluded that the Bachelor European Studies uses the right motives to offer the study in English, namely the nature of the study and future career options. As mentioned earlier, THUAS clearly described their aim to educate the students into international, intercultural aware, diverse skilled and flexible graduates in their strategy. Matching with the current changeable labour market in Europe and the rest of the world. Even though the reasons to offer the study in English are grounded, the question: 'do the European Studies students experience any effects of this language on their Dutch proficiency?' remains. The students do feel some diminishing of their Dutch language proficiency, referring to the answers of the students in the surveys. However, the effects are minimal taking the goal and purpose of the study into consideration. The study is designed for students with an interest in the international public and private work field and a desire to explore the world. This can be concluded after the statements from the interviewed specialists and the information from THUAS and the study program in chapter 4.2.

Connecting the relevant theories of Cummins and the tripartite model, the CUP theory explains that two languages can exist next to each other. It can even provide benefits for learning a second language. In the tripartite model the different moments when languages are used are illustrated, this is very important in this conclusion. Because the study prepares the students for an international working environment, and therefore the professional and academic languages skills are focused on the English language. Logically, these types of languages will not be trained in the Dutch language and could give the students a feeling of diminishing in their native language. What Ms. De Louw also confirmed in the interview. The Dutch basic skills or in other words the general language skills will not be affected, because the students have a solid basis and are still actively involved in the Dutch culture. This is as well illustrated in the earlier conducted research of Mr. Folkert and the information from Ms. De Louw and Ms. De Swart. It can be indicated that the students have a good basic knowledge of the Dutch language and are therefore ready to further develop this at a future profession. Graduates will always keep learning and developing at the work floor, for example the typical jargon in a work field.

Looking at the knowledge of the specialists, the students can easily adjust to different situations due to their mind-sets as generalists and equipped diverse set of skills. They are educated for international positions but if they somehow need their Dutch language skills, they can easily adapt to this. This makes the effects of the Dutch language less urgent and more justified for the students. Linking the theories on internationalising by Jane Knight and Hans de Wit, the importance of internationalization is the maintenance of the quality of higher education. In the case of European Studies, the quality of the study program is sufficient. Because the purpose matches with the languages and the students make the choice for this international study conscious. For the rest of the Netherlands it is wise to always keep the quality of the study program in mind. As was mentioned in chapter 4.1.8, the Netherlands is quite progressive in comparison to other countries, therefore it is important to keep the focus on the quality instead of the number of enrolled students.

To conclude, the English instruction language is suitable for the purpose of the study program, the choice of English can therefore be justified. The Bachelor European Studies delivers graduates who are ready to work around the world with the right set of skills and knowledge. Even the Dutch labour market is still accessible for the students, because they have gained the ability to adapt to different situations. However, due to the English language there are effects existing in the experiences of the Dutch students. This is especially the case for the professional Dutch language proficiency and the use of academic Dutch language. These are not trained in the study program as mentioned earlier in chapter 4.4. The basic Dutch language proficiency is not affected that much, because Dutch students are still surrounded by the Dutch language.

7. Recommendations

For this research the LSVB is set as the most important stakeholder, this in order to focus on the wellbeing of the students. After the research and the conclusion, it is now time to enlighten the recommendations. This is mainly focused on the LSVB, but also on THUAS. Because they are responsible for the study program of European Studies.

It is advisable for the LSVB is to keep monitoring the needs of the students and maintain the quality of the study program to meet those different needs. This seems necessary after reading the results of sub chapter one and information of the interviews. Especially looking into the possible careers or internships the students would like to achieve. The study of nature should be suitable for the English language. In the case of the Bachelor European Studies, it can be indicated that most of the students choose for an international study program and are therefore interested in an international career, but there are differences within the motivations of the students. In addition, in the results from the surveys was illustrated that a large group of the students is planning to live and work in the Netherlands after graduation. Therefore, it can be helpful to offer the students who are interested in Dutch companies or an internship in the Netherlands, extra Dutch language training. Especially training in the professional use of Dutch language, as is mentioned in the theoretical framework. For example, specific jargon or writing skills for reports and emails. This to decrease the gap between the English study program and the possible Dutch working environment. Additionally, language tests on the Dutch language could help to research the effects on the language proficiency for the long term. As in this research the focus was more on the students' experiences instead of the language components for example. This is recommended to THUAS, if there are language tests for the English and Dutch language for upcoming students, they will have more insight in the situation. For students who still need some extra help in the English language, they could offer an extra English course. And for the Dutch language test, it is important to take those tests at the beginning and end of the study, in this way THUAS can form a clear view on the language proficiency.

Finally, it is strongly recommended to conduct more research on the experiences of graduated European Studies students. Do they really miss the Dutch language experience in their job? Even though this was not highlighted in this research, it could reveal the long-term effects of English Studies on the Dutch language proficiency.

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Appendix 1. Number of enrolled European Studies students in October 2018.

Retrieved from the Central enrolment office from THUAS

aantallen		Man	Vrouw	Totaal
MO	CO	107	317	424
	CO-ES	4	5	9
	CO-ES-3	9	30	39
	ES	36	94	130
	ES-ES	250	582	832
	ES-ES-3	5	14	19
	FM	310	398	708
	FM-AD	15	31	46
	HRM	224	465	689
	BK	467	273	740
Totaal		1427	2209	3636

	Man	Vrouw	Totaal
Totaal HHS	12458	10695	23153

Appendix 2. Transcription interview Ms. De Louw

Interview with Eveke De Louw, international policy advisor and teacher at THUAS. The transcriptions are in Dutch, because this made it easier to discuss the topic with the specialists. Below a summary of the interview conducted with Ms. De Louw in English can be found. In the summary the most important information is translated and explained.

English summary interview Ms. De Louw

In the interview the importance of internationalization and also the challenges of the English language in higher education were discussed. Ms. De Louw explained that the discussion around this topic is very undifferentiated. She agrees that internationalization in higher education is more than just the English courses. The professions where the students are educated for is also from great importance in this debate. She clarifies that the discussion can be perceived as something good as well. Universities are triggered to reflect more carefully on their goals. The instruction language is only a facet of the curriculum in a study program. Students can develop international competencies very well in many other ways. Looking into to causes of internationalization, Ms. De Louw believes that it has become very clear now that The Netherlands had to deal with the influx of refugees and many international students. There is an upward trend and that comes with all kinds of challenges. The Netherlands may feel threatened by those new people. Secondly, the tendency around localization is upcoming as well.

The study program of European Studies had a Dutch stream a couple of years ago. Ms. De Louw clarified the reasons for not offering this stream and only offering English courses from that moment. There were several reasons to make the four-year course entirely in English. The first is to prevent the creation of false expectations for the students themselves. They start in a Dutch program, but from the second year on the courses are mostly in English. A first year is meant to see if the match between the student and study is good. And if the main phase is essentially different from the rest, in this case namely the language of communication, then something is wrong. Moreover, the goal of European Studies is to at least write the final thesis in English. But there were big differences between the English and the Dutch versions of the students. Where Dutch students, because there was no room in the curriculum for extra English courses, write much less English final papers. Therefore, the preparation for the students was not right. At last, Ms. De Louw explains that European Studies really positioned themselves as an international study. Thus, the European Studies graduates are likely to end up in an international environment and the study program is fully taught in English. The entire high school program should have sufficiently trained the students in the Dutch language. The university believes it is not their job to solve gaps or deficiencies that have arisen in high school. In terms of the level of the English language there are very large individuals' differences. The level of English in the study program is set slightly higher than the current level of the students, this in order to encourage them to learn more.

Looking into the problems regarding the students who might end up in a Dutch working place, Ms. De Louw describes that the learning process continues after a study. There are still many things people learn at the work place itself. In the case of specific jargon for example, the students will learn this when they start working. As second example, if someone studies a language then these students will not be further trained in the Dutch language as well. However, they still have to write Dutch in a certain professional work environment and this will be picked up by the students when they start working. Furthermore, specific generic or 24 centuries skills are important for the study program of European Studies. Because the professional field changed very quickly and asks for these skills. The students can continue to learn new things for their lifelong. At European Studies the students learn how to deal with unpredictable situations and become very flexible by adapting to new situations. These skills can be called a sort of surviving techniques. The European Studies students will be led up as generalists and therefore not all the needed skills for every profession comes back in the curriculum. But, with this surviving techniques they are able to adjust to a lot of professions and different situations.

Moreover, asking her opinion about other more careful systems of language choices in for example Belgium, Ms. De Louw tells that The Netherlands has always focused very much at the outside and is a successful export country. This is mainly possible due to a certain attitude. She agrees that the own language of a country is still very important. And it is not the case that all programs of the Hague University of Applied Sciences must be in English. But, for European Studies the profile is specifically internationally focused. Communicating well with people from other countries as an example. However, the native language remains important and there are many cultural elements in it. Also, the way of communicating is different for each language, for example the direct way of communicating in the Netherlands.

Dutch transcription Interview Ms. De Louw

Date: 20 November 2018

Sophie: Ja 20 November.

Sophie: Uhm ja ik doe dus laat maar zeggen onderzoek over naar wat het effect is op de Nederlandse taaluitdrukking van de Nederlandse studenten.

Ms. De Louw: Ja Ja

Sophie: Een beetje naar aanleiding van heel die discussie van uhm in het nieuws van dat er teveel Engelse programma's zijn. En dat de focus meer op Nederlandse taal moet.

Ms. De Louw: Ja

Sophie: Uhm en wat vind jij van die discussie, vind je dat laat maar zeggen nuttig of heb je zoiets van het is veel te negatief. Enne

Ms. De Louw: Ja het is heel ongenueanceerd.

Sophie: Uhm ja

Ms. De Louw: Dus ik ben het er mee eens dat het internationalisering van een opleiding uhm betekent niet dat het allemaal in het Engels moet. Het houdt veel meer in waar lijdt je je student voor op. En wat, waar komen ze mee in aanraking. Dus ik vind de discussie opzich wel goed omdat je goed moet nadenken wat zijn je doelen als opleiding en wat wil je bereiken. Uhm en ja zeg maar het, de taal, de instructie taal is maar een facet. Je kunt internationale competenties heel goed op allerlei andere manieren ontwikkelen. Ik vind het ongenueanceerd omdat het of of is.

Sophie: Ja het is of goed of slecht of

Ms. De Louw: Ja. Het gaat dus eigenlijk alleen maar om de taal en uhm en er wordt helemaal niet gekeken van wat is internationalisering. Internationalisering is meer dan Engels.

Sophie: Dan alleen maar die Engelse taal.

Ms. De Louw: Ja wat dat betreft vind ik het aan de ene kant positief omdat je de dialoog kan aangaan en duidelijker kan maken wat is internationalisering van het onderwijs. Uhm aan de andere kant vind ik het heel negatief omdat die heel ongenueanceerd is.

Sophie: Ja Ja. Want het is ook laat maar zeggen al best wel lang bestaat het al volgens mij, internationalisatie, en nu is er pas laat maar zeggen die discussie. Waar denk je dat dat vandaan komt?

Ms. De Louw: Ja hm, ja dat is wel een goede vraag waarom. Het komt wel, het is wel regelmatig op gekomen. Ik denk dat het heel erg uhm nu naar voren is gekomen omdat we natuurlijk wel heel erg te maken hebben met de toestroom van vluchtelingen en heel veel internationale studenten. Daar zit een stijgende lijn in, ja en dat uhm dat komt met allerlei uitdagingen. Ik denk dat Nederland zich misschien bedreigt voelt door alle nieuwkomers.

Ms. De Louw: Dat. En je ziet sowieso dat er, hoe heet het, natuurlijk heel erg in verschillende landen de neiging is om alles weer lokaal te willen he. Uhm

Sophie: Ja niet meer allemaal globaal.

Ms. De Louw: Ja en Europa staat onder druk. Brexit uhm

Sophie: Allemaal dingen die meespelen

Ms. De Louw: Ja allemaal dingen die denk ik van invloed zijn. Ja

Sophie: En voor de, want ik doet het dus specifiek voor European studies. Ik ben volgens mij nog het laatste jaar die Nederlandse vakken heeft. Weet jij iets over die waarom toen, er was volgens mij eerst een hele Nederlandse stroming, toen alleen een paar Nederlandse vakken, en nu volgens mij helemaal niks meer. Weet jij wat daar het idee achter is?

Ms. De Louw: Ja uhm er waren een aantal argumenten waarom op een gegeven moment besloten is om de vierjarige opleiding helemaal in het Engels te maken. Het eerste is dat zeg maar verkeerde verwachtingen creëerde in de studenten zelf. Je start in een Nederland programma maar eigenlijk vanaf het tweede jaar was het grotendeels in het Engels is. Terwijl wel we goed moeten. Zon eerste jaar is bedoeld om te kijken of de match goed is. Pas jij bij de opleiding. Past de opleiding bij jou. Kan je het aan. En als dan de hoofdfase wezenlijk anders is dan de rest, namelijk de voertaal, dan is dat niet goed. Uhm dus dat in eerste instantie.

Sophie: Oke

Ms. De Louw: Ten tweede uhm zagen we dat he het einddoel van European studies is om in ieder geval bijvoorbeeld je eindscriptie in het Engels te schrijven.

Sophie: Hm ja

Ms. De Louw: En we zagen gewoon dat er grote verschillen waren in de Engelstalige versie of de Nederlandstalige versie. Waarbij de Nederlandse studenten, natuurlijk omdat er geen ruimte was in het curriculum veel minder in het Engels kregen. Veel minder in het Engels schreven, maar wel hetzelfde eindproeven moeten geven.

Sophie: Ja precies

Ms. De Louw: Dus de voorbereiding was gewoon niet in orde.

Sophie: Hm

Ms. De Louw: Uhm dus dat. En als laatste toen hebben we gemeend, wat willen we nou echt. Hoe ziet een European studies graduate eruit. Wat moet die kunnen, wat is ons toekomstperspectief van uhm wat vinden we waar onze studenten terecht moeten komen. Uhm En ja we vinden nog steeds dat European studies graduates eigenlijk he in een hele internationale context terecht moeten komen.

Uhm en het hele middelbare school traject zou studenten genoeg gecupeerd moeten hebben met de Nederlandse taal.

Sophie: Oh ja ja

Ms. De Louw: We vinden het niet onze taak om hiaten of deficiënties die in de middelbare school zijn ontstaan, om die dan op te lossen. Dus we hebben echt bewust de keuze gemaakt. We positioneren ons echt als Engelstalige internationale opleiding. Want daar willen we voor opleiden.

Sophie: Ja precies

Ms. De Louw: En die werkplek kan toevallig in Nederland zijn. Maar we willen een internationale werkomgeving.

Sophie: Want, stel bijvoorbeeld mensen gaan, of studenten gaan bij een ministerie werken of bij een publieke of politieke groep. Dan moet je denk ik ook best heel veel academische Nederlandse teksten lezen of rapporten schrijven. Ik denk dat je daar, ik bedoel ik zou best even moeten nadenken van ohja in het Nederlands.

Ms. De Louw: Ja ja dat is ook zeg maar. Er zijn ook heel veel dingen die je op de werkplek leert.

Sophie: Ja

Ms. De Louw: Dus ja je hebt een bepaald profiel in gedachten van dit is, dit willen we afleveren. En we merken sowieso dat met uhm, als je bijvoorbeeld een taal studeert. Dan wordt je ook niet verder getraind in de Nederlandse taal. Terwijl je toch in een bepaalde professionele werkomgeving ook Nederlands moet schrijven. En dat pik je ook wel weer op.

Sophie: Ja die basis heb je wel. Je gaat niet opeens ik word met een t schrijven.

Ms. De Louw: En uhm wat wou ik nog meer zeggen, uhm ik denk dat tegenwoordig opleidingen veel meer moeten kijken. Naar welke generieke of 24 eeuwse skills transversale skills willen we onze studenten meegeven. Omdat het beroepenveld ontzettend snel veranderd op dit moment. Dus als wij genoeg bagage meegeven nou je kunt dingen blijven leren, levenslang leren. En uhm om moeten gaan met onvoorspelbare situaties. Je ergens in moeten werken. Ik denk dat European studies studenten daar ontzettend goed in zijn. Dat heeft te maken met hoe we het curriculum hebben we opgebouwd. Daarbij zit ook, he kom je inderdaad bij een ministerie te werken, dan weet je wel hoe je dit zelf dan weer kunt opbouwen en waar je hulp kunt zoeken, hoe je dat gaat doen.

Sophie: Gewoon iets breder dan alleen maar de taal, maar ook dat je weet hoe je je kan aanpassen en dingen kunt aanleren.

Ms. De Louw: Je hebt bijvoorbeeld bepaalde overlevingsmechanismen strategieën aangeleerd.

Sophie: Ja ja

Ms. De Louw: Waardoor je jullie worden opgeleid als generalisten. Uhm Dus dat soort skills en strategieën krijg je mee. Uh omdat we niet voor alle beroepen kunnen we iets in het curriculum laten terug komen.

Sophie: Ja dat is waar. Oke ja dat is inderdaad, niet alleen maar taal maar je bent meer breder opgeleid, niet alleen maar

Ms. De Louw: Ik denk dat jullie heel inderdaad flexibel en heel veerkrachtig zijn.

Sophie: Ja

Ms. De Louw: Uhm je snel ergens in kunnen werken. Dus je hebt bepaalde methoden meegekregen. Uhm waardoor je ja met een generalistische achtergrond, heel snel dingen eigen kan maken.

Sophie: Ja hm in andere landen zoals, België, daar moeten mensen ook buitenlandse studenten en leraren een toets doen, omdat ze wel echt Nederlands of Vlaams laat maar zeggen kunnen.

Ms. De Louw: Uhm

Sophie: Omdat ze dan meer in society mee kunnen gaan, bijvoorbeeld in Nederland is het veel meer best wel makkelijk van oh we doen het in het Engels, bijvoorbeeld Griekeland of Duitsland we willen iets meer onze eigen taal hm beschermen. Zou dat in Nederland ook moeten? Dat we meer moeten letten op ons Nederlands of. Is dat internationalisering juist heel goed?

Ms. De Louw: Jaa Naja ik denk dat Nederland altijd hele erg de blik op buiten heeft gericht. En ook al heel lang een export land. En een heel succesvol export land. En dat komt door een bepaalde houding. En uiteraard eigen taal is belangrijk. Absoluut, en het is ook niet zo dat alle opleidingen van de Haagse hogeschool in het Engelstalig moeten zijn. Absoluut niet. Maar wij hebben juist European Studies profiel in gedachten met over de grenzen kunnen kijken. Goed kunnen communiceren met mensen uit andere landen. Dus dan maak je bepaalde keuzes. En het is inderdaad heel opvallend dat he uhm dat Nederlanders heel makkelijk uhm kunnen switchen van het Nederlands naar het Engels. En het eigenlijk heel moeilijk is voor buitenlanders om Nederlands goed te leren. Dat we al vaak zeggen, doen we in het Engels.

Sophie: Doen het in het Engels.

Ms. De Louw: Ja Ja. Dat is heel frustrerend.

Sophie: Ja dat hoor je heel vaak.

Ms. De Louw: Uhm dus ja uiteraard blijft de eigen taal belangrijk. En er zitten heel veel culturele elementen in. Hm maar ik denk dat dat juist ja het verrijkender is, dat we in de Nederlandse taal bepaalde dingen kunnen uitdrukken en dat er bepaalde communicatie stijl bij is, heel direct hm recht voor zijn raap. En dat je dat dan kan vergelijken oke en als ik nou in een andere taal moet spreken. In het Engels moet schrijven hmm of moet presenteren dan moet ik diplomatieke zijn. Dat zegt iets over die taal. Hmm en ik denk dat het feit dat we zo makkelijk switchen dat dat eigenlijk wel een bepaalde

Sophie: Pluspunt

Ms. De Louw: Ja een pluspunt is.

Sophie: Hm wij hebben ook niet echt een toets om het Engels te testen.

Ms. De Louw: Nee Nee

Sophie: Denk je dat studenten gelijk alles begrijpen in het eerste jaar?

Ms. De Louw: Naja je weet, de opleiding is natuurlijk wel geend op de uitstroom niveaus van de middelbare school. Dus dat weten we. Dus we weten wat het onderwijs.

Ms. De Louw: Qua niveau zou moeten hebben en daar zitten natuurlijk wel hele grote individuen verschillen en naja als oorspronkelijk taaldocent weet ik ook he dat je altijd het niveau waar je studenten aan moet bloot stellen iets hoger moet liggen dan wat ze al kunnen.

Sophie: Ja

Ms. De Louw: Het wordt uitdagend om te leren. Hm dus we proberen inderdaad wel die match in de gaten te houden en het moet aansluiten op het eindexamen havo, dus dat weten we maar we doen er wel een stapje bovenop. Omdat je dan wordt geprikkeld om te leren.

Sophie: Op zich is het studeren in een andere taal dan je moedertaal niet schadelijk voor het Nederlands?

Ms. De Louw: Dat hoeft het niet zo te zijn, je merkt sowieso, dat als je heel erg tijd investeert, dat je voor gevoel hebt oke nu wordt ik slechter in iets anders. Omdat iets de bovenhand krijgt. Maar het is ook zo als je je weer in een totaal Nederlandse omgeving bevindt, kun je je wel weer makkelijk uitdrukken, alleen maar even weer moet activeren.

Sophie: Ja dat denk ik ook wel inderdaad. Nu met zoeken naar stages, moet je natuurlijk in het Engels schrijven maar ook weleens Nederlandse.

Ms. De Louw: Ja

Sophie: Dan denk ik ohja Dear, oh het is geen Dear maar opzich komt het wel weer terug, het is niet dat

Sophie: Helemaal lost bent opeens.

Ms. De Louw: Ergens zit het verborgen hoe krijg je dat dan weer naar boven.

Sophie: Ja dat is waar, wat had ik nog meer, ik denk dat ik wel goede informatie al heb. Dat niet alleen maar op de taal focussen. Dat je ook breder wordt opgeleid. En dat niet perse schadelijk is. Mensen over het algemeen ook al een goede basis hebben van het Nederlands.

Ms. De Louw: Ja, daar ga je vanuit. Dat omdat er ook geen taaltoets van Nederlands of Engels, dat zijn dan bepaalde keuzes die een hogeschool dan maakt. Daar zie je ook wel weer wisseling in, de ene keer wel een toets Nederlands of Engels de andere niet. Zijn ook van die schommelingen die je ziet.

Sophie: U heeft verder niet gehoord van studenten, leraren of bedrijven dat studenten niet goed Nederlands kunnen?

Ms. De Louw: Hm dat hoor je altijd, en dat hoor je maar dat maakt ook niet uit. Want hetzelfde kritiek hoor je van bedrijven die neerlandici in huis krijgen.

Sophie: Oh ja ja

Ms. De Louw: Dat heeft ook, met wat ik eerder zei, te maken met bepaald vakjargon wat je je eigen moet maken, wat je ook niet op een opleiding krijgt. Weet je En werkgevers en mensen die in de prof setting werken, vergeten ook weleens ohja hoe was ik eigenlijk toen ik net begon. Mijn sollicitatiebrief was ook gewoon bagger.

Sophie: Oh ja

Ms. De Louw: Maar dat leer je, en vergeet je gewoon. Van Ohja ik heb in de tussentijd zoveel geleerd. Dus dan is alles wat vers binnenkomt, He wat raar dat ze die fout maken.

Sophie: Ja dat is ook zo, na je studie ben je natuurlijk niet klaar. Dan ga je pas beginnen met alles leren.,

Ms. De Louw: Ja je hebt een soort bagage die je meenmeet. En dan is het op een gegevens moment, je hebt dit. Een soort startpakket. Hm en wij denken dat je dan al heel veel hebt maar je blijft ontwikkelen.

Sophie: Zelf nog ff verder gaan. Nee oke duidelijk.

Sophie: En weet je of er iets van onderzoeken, ik kon daar dus niet helemaal de juiste persoon voor vinden. Zijn van European Studie studenten hoeveel procent daarvan Nederlands is of welke vooropleiding ze hebben.

Ms. De Louw: Ja hm,

Sophie: Want het internationaal office wist het niet echt, bijvoorbeeld mr. Van munster program manager ook niet echt.

Ms. De Louw: Ja ik heb weleens die lijst gehad, dus ik kan hem wel voorleggen, ik weet alleen niet of die is gefilterd naar opleiding.

Sophie: Ohja hmm,

Ms. De Louw: En uiteindelijk een opleidingsmanager wel moeten hebben. Weet niet of je Dave van Ginhoven hebt gesproken

Ms. De Louw: Die kan je vragen, hij houdt zich heel erg bezig met de werving van nieuwe studenten. En hij doet ook alle instaptoetsen en werkt nauw samen met ES. Wij krijgen weleens aantallen, maar dat is heel algemeen. Ik weet niet of die per opleiding nog zijn gefilterd. En anders kan ik nog aan Lieke vragen.

Sophie: Oke ja

Ms. De Louw: Of de centrale studenten inschrijving

Sophie: Dankjewel voor je tijd, hier kan ik echt iets mee

Ms. De Louw: Jaa geen vragen meer?

Sophie: Nee, ik heb het meeste wel.

Ms. De Louw: Als je nog ergens tegenaan loopt.

Sophie: Jaa dankjewel, dan laat ik het zeker weten. En ik zal het sturen als het af is.

Appendix 3. Transcription Ms. De Swart

English summary Interview conducted with Ms. De Swart, Dutch teacher at THUAS.

In the interview Ms. De Swart starts with explaining that the discussion about the English language in higher education is different for diverse study programs. In the case of an international study program the English language is for example more justified. The students of European Studies will be expected to speak English at a fairly high level and then it is also important that they get English courses and know the jargon well. However, looking in to where the students end up it is quite often a Dutch company. In the case of a Dutch working environment, it differs whether the graduates need advanced Dutch language skills or more basic Dutch language skills.

In the study program of European Studies they do not offer any Dutch courses anymore. Ms. De Swart taught in different phases in the study program, in the beginning the Dutch courses were still available. And the level of Dutch by the students was as that time still fairly good. At a certain point all the students had to do a language test to see what the level of Dutch was. The idea was that students have at least B2 level. This level is actually not that high yet. The outcomes showed that 80% of the students did not passed this level. This was only an indication, because it is not clear if the students need these skills after their study. The students start after their prior education from the HAVO or MBO, and it is questionable if the students have the right Dutch skills to start at a working place. Especially the academic and professional Dutch language is not trained at that moment. At the moment students end up at a municipality and they have to write a policy document, then that will be quite difficult if you have never done that in Dutch. Ms. De Swart do has the ambition to develop something for students in order to develop their Dutch from the third year on, especially for students who would like to work or do an internship at a Dutch company. Then mainly the Dutch professional writing and speaking skills would be trained.

Furthermore, if someone knows their mother tongue very well, that they know how that grammatically works, it is as well easier to learn another language. Someone understands the basics and the structures. But, the proponents of the language discussion argue that students understand things easier in their own language and are able to go more into depth. This is something Ms. De Swart also sees back in her work, especially in the large differences between the levels of students. An example is the time that she as a teacher had to prepare a speech in both Dutch and English. The Dutch speech was longer and had more jokes for example. In a native language it is easier to express what you really want to say.

However, for both students and teachers who are actually Dutch and live in the Netherlands. They particularly practice and talk in English at the university or at their work. At home and with their friends they are still talking in their native language. Ms. De Swart explains she feels the responsibility to educate the students to become European professionals. And maybe in this case the students do not need that much Dutch language skills. The labour market changes every time and society changes too, it used to be much more important and now less. But, personally Ms. De Swart do acknowledged that it is an added value to speak your native language. Especially, in the case of professions in service or care. People understand more but also nuances become more clear.

Dutch transcription interview with Mw. Swart.

Date: 28 November 2018

Sophie: Dankjewel, u bent natuurlijk Nederlands docente, volgens mij heb ik van u Nederlands presenteren gehad,

Ms. De Swart: Ja

Sophie: Dus wat vindt u van heel die discussie en voor dat negatieve over de Engelse studieprogramma's, vindt u dat goed of vind u dat veel te negatief? Niet nodig

Ms. De Swart: Ja dat is heel lastig vast te stellen he, dat hangt heel erg af van de aard van de opleiding af, en het doel van de opleiding, wat wil je studenten leren, wat hebben ze nodig als ze straks gaan werken. En zoals ik de discussie in de media zie, kan ik me voorstellen dat sommige opleidingen dat het behoorlijk onwenselijk is om je helemaal op Engels te richten

Sophie: Hm ja

Ms. De Swart: Juist ook omdat je ze misschien helemaal niet goed voorbereid op het beroep.

Sophie: Ja

Ms. De Swart: Bij internationale opleidingen ligt dat natuurlijk iets anders

Sophie: Anders

Ms. De Swart: Ja, van jullie wordt straks verwacht dat je het Engels op behoorlijk hoog niveau beheerst, en dan is het ook wel belangrijk dat je Engelse vakken krijgt en het jargon goed kent.

Sophie: Ja

Ms. De Swart: Hm, dat neemt niet weg, en dat is misschien wel aardig voor jou om te onderzoeken, dat als je gaat kijken waar onze studenten terecht komen dat het ook best wel vaak zo is dat ze uiteindelijk in een Nederlands bedrijven terecht komen.

Sophie: Ja precies Ja

Ms. De Swart: En daar zit natuurlijk wel een soort van pijnpuntje, of iets van waar van je zou kunnen zeggen, ja ben je dan goed genoeg opgeleid om daar

Sophie: Ja

Ms. De Swart: Terecht te komen, en het gekke is ook dat sluit niet perse aan bij de opleiding, maar de realiteit leert wel dat een hoop Nederlandse studenten uiteindelijk in een Nederlandse omgeving terecht komen. Weliswaar dat ze daar werken aan internationale onderwerpen.

Sophie: Hmm

Ms. De Swart: Dan is het nog steeds harstikke goed als je je talen spreekt.

Sophie: Ja ik zag in de enquête, die ben ik nu al aan het doen, en dan zegt de meerderheid ook dat de kans groot is dat ze in Nederland blijven. Hm werken en wonen ja

Ms. De Swart: Ja dat kan ik me voorstellen. Ik weet wel dat er verschillende onderzoeken geweest, misschien is dat voor jou interessant om misschien toch nog met wat docenten te praten, zo hebben we gekeken naar wat Alumni doen, en waar ze werken. Je zou kunnen kijken naar waar studenten stage lopen, waar gaan ze naartoe, en wat hebben ze dan allemaal nodig.

Sophie: Ja

Ms. De Swart: Dus dat geeft iets meer houvast, van oke heb je dat Nederlands dan echt nodig of heb je het nodig op het niveau van dat je een beetje gezellig kan kletsen bij het koffieapparaat. Of heb je straks echt moeite om te gaan werken omdat je de begrippen in het Nederlands niet kent en geen zakelijke brief meer kan schrijven.

Sophie: Want zie u zelf in de les bijvoorbeeld bij Nederlands presenteren of andere Nederlandse vakken, dat studenten daar moeite mee hebben of dat ze achteruit zijn gegaan.

Ms. De Swart: Nou Nederlands bieden wij niet meer aan

Sophie: Nee

Ms. De Swart: Dat is helemaal uitgedaagd.

Sophie: Ja

Ms. De Swart: Ik heb in verschillende fasen lesgegeven, dus in het begin heb ik nog echt veel les gegeven in de Nederlandse stroom. Toen hadden we nog een Nederlandse stroom.

Sophie: Oh ja

Ms. De Swart: Dat niveau was redelijk.

Sophie: Hmm

Ms. De Swart: Op een gegeven moment hadden we alleen het vak Nederlands in een Engelstalige omgeving.

Sophie: Ja

Ms. De Swart: Dus dan werd het niveau al iets minder.

Sophie: Iets minder

Ms. De Swart: Maar om een indicatie te geven, wij hebben destijds ooit hebben we een keer een taaltoets gedaan. Volgens mij heb jij die nooit gemaakt he

Sophie: Nee volgens mij niet nee

Ms. De Swart: Volgens mij is dat ook een jaar of 6 geleden ofzo dat we dat gingen doen. Dat was een soort hogeschoolbeleid. En alle studenten moesten een taaltoets doen om dan te kijken wat je niveau van Nederlands was. En het idee was dat studenten in ieder geval B2 niveau hebben.

Sophie: Ja

Ms. De Swart: En B2 niveau is eigenlijk al niet zo hoog.

Sophie: Voor je eigen Nederlandse taal

Ms. De Swart: 80% van de studenten haalde dat niet.

Sophie: Ja oke dat is inderdaad wel een goede inderdaad

Ms. De Swart: Ja nu kun je je afvragen wat is, wat stelt die toets voor, klopt dat wel met wat studenten nodig hebben, maar dat was wel even een indicatie

Sophie: Ja dat is wel, van inderdaad je eigen Nederlandse taal die je al 18/19 jaar zoiets spreekt.

Ms. De Swart: Het is natuurlijk ook heel anders, kijk van wat leer je precies op de middelbare school.

Sophie: Ja

Ms. De Swart: Is dat al voldoende op het moment dat je je havodiploma haalt. Om te gaan werken, is je niveau dan goed genoeg om in een junior positie aan de slag te gaan.

Sophie: Ja want dat zei mw. De Louw ook dat dat een van de argumenten was om te stoppen met de Nederlandse vakken. Dat ze er toch van uitgaan dat studenten een goede basis hebben na de havo of het mbo. Dat is dan misschien inderdaad meer de basis en niet academisch bijvoorbeeld.

Ms. De Swart: Nee academisch taalniveau heb je dan sowieso niet, dus dat ontwikkel je natuurlijk altijd in een vervolgopleiding he

Sophie: Ja

Ms. De Swart: Uhm zakelijk taalniveau heb je dan eigenlijk ook niet. Je Nederlands taalniveau is gewoon voldoende.

Sophie: Ja

Ms. De Swart: Maar het gebruiken van je Nederlands in hele specifieke situaties dat heb je dan niet geleerd

Sophie: Nee,

Ms. De Swart: En dat ja ik zie het wel terug als studenten als nog een mailtje in het Nederlands sturen.

Sophie: Oh haha lang geleden

Ms. De Swart: Ja ja dat gebeurt dan.

Sophie: En waren laat maar zeggen die combinatie van Nederlands en Engelse vakken hm droeg dat wel iets bij aan dat het wat beter ging, dat ze toch bezig zijn met Nederlandse vakken en dat dan

Ms. De Swart: Dat is heel lastig te zeggen dat

Sophie: Ja

Ms. De Swart: Dan zou je het uitstroom niveau moeten bepalen van een x aantal geleden, van was dat dan echt goed genoeg en hebben ze daar echt iets aan gehad

Sophie: Ja, ik vond het bijvoorbeeld best wel fijn, maar ik weet niet of ik daarna super ja beter ben geworden in Nederlands. Dat weet ik niet, het is wel fijn om er mee bezig te zijn.

Ms. De Swart: Kijk het moment dat je het nog aanbied in je curriculum, gewoon als losse vakken, waar toch wel een soort lijn in zit aan het einde van je studie. Dan is het niet zozeer, dat je beter wordt in de zin van dat je taalniveau echt een enorm stuk stijgt.

Sophie: Ja

Ms. De Swart: Maar je onderhoud het in ieder geval

Sophie: Ja dat is waar

Ms. De Swart: Het zakt niet weg

Sophie: Ja het wordt niet nog slechter

Ms. De Swart: Dat is wel een pluspunt en je leert je taal in andere situaties gebruiken

Sophie: Ja

Ms. De Swart: En dat is, hmm kijk ik geloof heus wel dat studenten het redelijk goed zullen doen op het moment dat ze natuurlijk zometeen gaan werken. Maar op het moment dat ze natuurlijk bij een gemeente terecht komen en ze moeten een beleidsstuk schrijven dan zal dat best spannend zijn als je dat nooit in het Nederlands hebt gedaan.

Sophie: Ja. En bijvoorbeeld België die heeft een soort van policy, dat buitenlandse studenten en docenten moeten binnen 5 jaar een taaltoets halen van het Nederlands of Vlaams om laat maar zeggen een beetje dat ja die zijn iets voorzichter in het taalbeleid laat maar zeggen. Omdat ze toch wel belangrijk vinden dat mensen kunnen meegaan in de samenleving met die taal. Zou dat voor Nederland ook iets zijn of is dat juist de sterkte kant van Nederland dat ze zo internationaal zijn en alles in het Engels doen?

Ms. De Swart: Nou wat we natuurlijk wel hebben hier op de faculteit is het schakeljaar.

Sophie: Hmm

Ms. De Swart: En ik weet niet of je daar bekend mee bent

Sophie: Voor buitenlandse studenten?

Ms. De Swart: Ja dat is voor buitenlandse studenten, en dan krijgen ze 1 of 2 jaar onderwijs in het Nederlands, en dan hopen ze dat dat niveau zo goed is dat ze ook naar een Nederlandse opleiding kunnen.

Sophie: Oke hm

Ms. De Swart: Dus op een gegeven moment hadden we daar ook een enorme piek

Sophie: Ja

Ms. De Swart: Ook met vluchtelingen destijds die natuurlijk gewoon dat taalniveau heel hoog wilde krijgen omdat ze dan konden gaan studeren. Dus dat uhm dat soort constructies bestaan er wel, wij zijn nu op dit moment bezig met het ontwerpen van een nieuw curriculum, en daar gaan we ook wel kijken naja goed het moet nog allemaal beslist worden, maar of we toch wat meer ruimte kunnen bieden en ook een leerlijn kunnen bieden voor internationale studenten zodat ja wat beter kunnen werken aan hun Nederlands ja.

Sophie: Ja

Ms. De Swart: Nu is het idee als ze gewoon Nederlands bijvoorbeeld als een soort tweede taal kunnen volgen dan zou het kunnen zijn dat het in ieder geval goed genoeg is, zodat ze in Nederlands kunnen blijven en hopelijk vergroot het een beetje hun arbeid

Sophie: Ja hmm

Sophie: Kansen

Ms. De Swart: En zelf heb ik ook nog wel de ambitie om iets te ontwikkelen voor studenten zodat ze vanaf het derde jaar al toch weer wat aan dat Nederlands kunnen doen, zeker voor die studenten, we hebben bijvoorbeeld ook mbo instroom, echt hele verschillende studenten, die zeggen ik vind het fijn een internationale opleiding, ik ben blij dat mijn talen goed zijn, maar ik wil echt in een Nederlands bedrijf werken.

Sophie: Ja

Ms. De Swart: Weliswaar die internationaal bezig is, en nu wil ik gewoon nog even mijn Nederlands bijschaven

Sophie: Spoedcursus

Ms. De Swart: Voordat ik daar zomenteen op stage ga

Sophie: Soort van stage voorbereiding op de taal

Ms. De Swart: Ja, en dat zou dan echt zakelijk taalgebruik zijn, spreken en schrijven

Sophie: Ja, denkt u dat het verder laat maar zeggen schadelijk is om te studeren in een taal anders dan je moedertaal of kan dat wel gewoon samengaan?

Ms. De Swart: Ja ik denk dat het op zich wel kan. Het hangt er een beetje vanaf welk niveau je nastreeft he. Ik ben wel echt heilig overtuigt dat op het moment dat je iets in je moedertaal doet, dat je meer begrijpt.

Sophie: Ja

Ms. De Swart: Meer nuances begrijpt

Ms. De Swart: Maar op het moment dat je natuurlijk een internationale opleiding hebt, dan is dat überhaupt al niet meer mogelijk. Omdat je ook

Sophie: Het is niet het doel van de studie laat maar zeggen

Ms. De Swart: Ja en je wil ook andere exchange studenten leren kennen en moet je ook iets aanbieden in een taal dat iedereen het begrijpt. En heb je natuurlijk weer een andere waarde, en dan leer je iets anders. Daar zitten ook communicatieve voordelen in. En dat heeft meer te maken met interculturele en sensitiviteit

Sophie: Ja

Ms. De Swart: Hm ja wat talendocenten je ook wel zullen vertellen en dat onderstreep ik ook wel grotendeels, is dat op het moment dat jij je moedertaal heel goed beheerst, dat je gewoon weet hoe dat grammaticaal in elkaar zit, zal je zien dat je veel makkelijker een andere taal leert. Je snapt gewoon de basics en je snapt de structuren.

Sophie: Dan moet je dat alleen nog vertalen in een andere taal.

Ms. De Swart: Ja

Sophie: Ja dat zag ik ook in een van de theorieën, dat dat inderdaad dat je alleen de concepten moet veranderen nog.

Ms. De Swart: Ja en je ziet natuurlijk ook in heel die discussie dat er best voorstanders zijn die zeggen van ja we willen dat Nederlands toch weer wat terug in het onderwijs.

Sophie: Hmm

Ms. De Swart: En die komen dan inderdaad ook met argumenten als je kunt het beter begrijpen, dus op het moment dat je het beter kan begrijpen dan ga je ook meer de diepte in.

Sophie: Ja

Ms. De Swart: Dan krijg je veel mee verdiepingen en veel meer know how en hm en op het moment dat het toch een beetje op een

Sophie: Oppervlakkig

Ms. De Swart: Ja in een taal is die niet eigen is, behalve als je taalniveau natuurlijk extreem goed is.

Sophie: Ja

Ms. De Swart: Uhm ja dat is lastig en ik zie dat dat ook wel lastig is voor docenten

Sophie: Hmm ja

Ms. De Swart: Dat je toch Verschillen hebt in niveaus

Ms. De Swart: Ik heb hier in de opleiding ook bijvoorbeeld enorm gewerkt aan mijn Engels. Ik denk vermoed dat het nu wel redelijk goed is.

Sophie: Ja

Ms. De Swart: Maar toch, een paar jaar geleden ook, toen moest ik een college geven, en ik heb hem een keer in het Nederlands en een keer in het Engels gegeven, toen waren die twee dingen door elkaar, en toen merkte ik toch dat mijn college in het Nederlands tien minuten langer duurden.

Sophie: Ohja, dat je veel meer te vertellen hebt

Ms. De Swart: Ik had veel meer voorbeelden, ik had veel meer grapjes. En dat zijn natuurlijk de nuances in een andere taal

Sophie: Die je dan een beetje mist

Ms. De Swart: Die lastiger zijn zeker als het natuurlijk niet je native taal is. En op het moment dat ik hier binnenkom, kijk nu praat ik met jou Nederlands

Sophie: Ja

Ms. De Swart: En ik ga zo lesgeven, dan geef ik een college in het Engels. Maar als ik thuis kom praat ik weer Nederlands.

Sophie: Ja

Ms. De Swart: Met mijn vrienden praat ik Nederlands, dus dat Engelse taalniveau ook van docenten bijvoorbeeld. Kijk als je volledig alles in het Engels doet dan gaat het enorm omhoog.

Sophie: Ja als je alleen maar daar mee bezig bent.

Ms. De Swart: Maar voor zowel studenten als docenten die eigenlijk Nederlands zijn en in Nederland wonen. Dan zal dat oefenen in het Engels alleen maar plaats vinden daar waar je werkt of les hebt.

Sophie: Ja bijvoorbeeld in de klas

Ms. De Swart: Of jij in je vrije tijd alles in het Engels is opeens

Sophie: Nee, bijvoorbeeld in mijn klas ik had wel veel internationale studenten opzich, omdat ik dan van het mbo afkom, en dan had je Frans en Spaans op 0 niveau, dus dan zat je automatisch met veel internationale studenten. Maar er waren ook klassen en die hadden bijvoorbeeld bijna alleen maar Nederlandse studenten. Dus dan blijf je ook lekker heel de dag in het Nederlands kletsen. Danne ja

Ms. De Swart: Nou ik zie het ook in de klas en dat is soms echt ontzettend lastig. Ik heb nu twee eerstejaars klassen en dan, ik wil dat ze Engels spreken. Dat ja he dan leren ze ook het vak in het Engels.

Sophie: Ja

Ms. De Swart: En in de ene klas gaat dat redelijk, daar zitten iets meer Engelstalige studenten ook, of niet Nederlandse studenten. Maar in de andere klas is er maar 1. Die werkt dan wel goed samen in de groepje, en dan gaan ze natuurlijk wel Engels met elkaar praten. Maar als ik dan de andere kant op kijk, en ze zijn daar bezig dan hoor ik ze weer in het Nederlands praten.

Sophie: Ja

Ms. De Swart: En dat is soms best wel pijnlijk. Dus ik heb ze al een paar keer aangesproken van jongens in de klas echt alleen maar Engels praten.

Sophie: Hmm

Ms. De Swart: En toen zeiden ze ook tegen van mij ja maar nu zijn we toch in ons groepje bezig dus de buitenlandse studenten is toch niet met ons bezig.

Sophie: Hmm

Ms. De Swart: En toen zei ik ook van dat klopt he

Sophie: Ja maar alsnog

Ms. De Swart: Maar alsnog vind ik het belangrijk, 1 omdat je ook die taal eigen moet maken als het gaat om dit vak

Sophie: Ja

Ms. De Swart: Maar ook dat op het moment als jullie als groep een grapje gaan maken dan hoort het groepje daarnaast dat dat begrijpt het grapje begint te lachen. En dan uiteindelijk gaat iedereen lachen en dan is er dus een iemand in de klas die niet mee kan doen in die dynamiek.

Sophie: Die het niet snapt ja

Ms. De Swart: En de valt er automatisch buiten en 1 keer is daaraan toe, dat is al niet leuk. Maar dat gebeurt dan dus heel de dag door.

Sophie: De hele tijd

Ms. De Swart: Gebeurt een keer bij mij in de klas en dan in de volgende en dat, dan voel je je natuurlijk heel erg buitengesloten.

Sophie: Ja dat kan ik me voorstellen

Ms. De Swart: Dat is heel ingewikkeld

Sophie: Ja zeker als je echt in je eentje bent, als je dan nog in een groepje bent kan je nog beetje met elkaar samen zitten

Ms. De Swart: Ja dat is wel, ja

Sophie: Als je helemaal in je eentje zit dan is het wel pijnlijk

Sophie: Even kijken wat heb ik nog meer, ja wat zou u aanbeveling zijn, vond u laat maar zeggen de combinatie goed tussen Engels en Nederlands. Of juist helemaal die Nederlandse stroom? Daar zou mw. De Louw over van ja dat is natuurlijk wel hm ja dat is op een gegeven moment ging in het derde of vierde jaar toch heel veel dingen in het Engels, omdat het toch een internationale opleiding, dus daarom zijn ze daar ook mee gestopt.

Ms. De Swart: Kijk het voordeel van een Nederlandse stroom is natuurlijk dat op het moment dat je, stel je bent private student he.

Sophie: Ja

Ms. De Swart: Nou stel he European Studies is eigenlijk ook een product wat wij verkopen,

Sophie: Hmm

Ms. De Swart: Dus als je gaat kijken van naar aan wie wil ik dit product verkopen, en je gaat kijken naar je doelgroepen. Dan zou je natuurlijk kunnen stellen, tenminste dat is een vermoeden dat op het moment dat je een Nederlandse stroom hebt, en zeker voor die eerste twee jaar om er wat meer in te komen dat je meer mbo studenten kunt krijgen.

Sophie: Ja oh ja

Ms. De Swart: Want die vinden het vaak een hele stap naar een Engelstalige opleiding. En misschien krijgen we die dan iets makkelijker binnen.

Sophie: Ja

Ms. De Swart: Als we dat zouden willen, dus je kan het ook als een bepaald verkoopargument gebruiken. Van oke als je dat product in twee verschillende versies aanbiedt dan is misschien ook wel doelgroep veel groter.

Sophie: Ja, dat was ook in de media dat heel veel mensen zeiden dat er veel masters in het Engels zijn op universiteiten. Maar bijvoorbeeld ook een master in het Frans ofzo, dat ze die opeens ook in het Engels gaan doen omdat ze meer internationale studenten willen die dan weer meer geld opleveren.

Ms. De Swart: Maar dat is nog lastiger he

Sophie: Maar dat is weer een andere discussie

Ms. De Swart: Want zeker voor bijvoorbeeld een, ik weet niet hoe jij dat hebt ervaren maar dan ben je zelf Nederlands en dan kom je op een Engelstalige opleiding, dat is al even wennen aan het begin

Sophie: Ja

Ms. De Swart: En dan vervolgens moet je een andere taal leren en is de instructie bij die taal in het Engels

Sophie: Ja ja dat is ook inderdaad weer lastig, ja j a

Ms. De Swart: Dat kan voor, kijk als je zelf heel talig bent dan kom je daar wel behoorlijk goed uit. Als je op die manier nog helemaal niet gecommuniceerd hebt, is dat best lastig. Zo is dat wel lastig

Sophie: Ja

Ms. De Swart: En ik vind de hele discussie daaromtrent vind ik, kijk ik ben natuurlijk zelf Neerlandicus, dus ik vind wel iets van het Nederlands. Maar ik vind er ook wel iets van oke bij welke opleiding past het nu echt.

Sophie: Ja bij ons is het wel redelijk logisch

Ms. De Swart: Ja

Ms. De Swart: Uhm persoonlijk vind ik het gewoon echt een meerwaarde om als je gewoon je eigen taal goed spreekt.

Sophie: Jaa

Ms. De Swart: Je gaat dingen gewoon veel beter begrijpen, en niet alleen maar letterlijk wat er staat maar ook wat er gebeurd he hoe je dingen kunt voelen hoe je nuances gewoon beter kunt aanvoelen.

Sophie: Ja

Ms. De Swart: Dus dat vind ik een meerwaarde en wie dat dan perse heel goed moeten leren dat hangt natuurlijk ook wel af van het beroep.

Sophie: Ja

Ms. De Swart: En onze studenten hoeven misschien niet dat hele hoge niveau van Nederlands te beheersen. Ik zou dat wel zeggen voor een pabo student.

Sophie: Oh ja ja

Ms. De Swart: Het zou wel aardig zijn als juffen goed Nederlands kunnen.

Sophie: Haha Ja

Ms. De Swart: Haha, spreekt, en ook in heel veel andere beroepen, als het toch echt heel erg gaat om die dienstverlening, bijvoorbeeld verpleging of in winkels. Dan moet je ook goed kunnen praten in je eigen taal.

Sophie: Ja, en mw. De Louw dat vond ik ook wel grappig zei ook, daar had ik nog niet zo over nagedacht, dat hm juist ook heel veel mensen pas als je gaat werken ook nog heel veel leert. Dus dat je dan ook specifieke vaktaal in het Nederlands kan leren. Toen dacht ik ja dat is ook wel een goede/

Ms. De Swart: Absoluut.

Net als met je rijbewijs dan ga je misschien pas echt auto leren

Ms. De Swart: Nee maar dat is zeker zo en dat geldt voor, je hebt straks een diploma

Sophie: Ja en dan moet je nog zelf

Ms. De Swart: En dat diploma is eigenlijk je toegangkaartje om ergens een baan te vinden en dan gaat het beginnen.

Sophie: Ja ik vond het ook wel een goed uitgangspunt. Je bent niet perse klaar met je studie, je kan natuurlijk ook nog heel veel leren.

Ms. De Swart: Kijk en het is heel lastig, kijk wat ik ervan vindt is ik denk ook weleens het is gewoon belangrijk, wij hebben ook weleens de noodzaak, of ik voel de verantwoordelijkheid om de studenten op te leiden tot een European professional en dan uiteindelijk voor onze specifieke opleiding is het belangrijk om te kijken wat hebben ze nodig.

Sophie: Ja

Ms. De Swart: Misschien hebben ze niet zoveel nodig in het Nederlands. Dat veranderd ook iedere keer en de maatschappij verandert ook misschien was het vroeger veel belangrijker en nu minder.

Sophie: Ja dat is waar

Ms. De Swart: Dusse

Sophie: Oke, nou dankjewel voor je tijd. Hier heb ik weer veel aan. Dan ga ik deze lekker weer uittypen.

Ms. De Swart: Ja

Appendix 4. Transcription Mr. Heinemann

English Summary of the interview with Maarten Heinemann member of the Dutch National Students' Union.

Mr. Heinemann is a member of the Dutch National Students' Union (LSVB), he provided more insight in their opinion on the discussion regarding internationalization and the English language in higher education. The opinion of the organization is pretty clear in that sense that they are quite in favor of internationalization, only the concept of internationalization is important in this case. The LSBV perceives internationalization as bringing together different cultures, perspectives and to a certain extent language as well. However, in practice internationalization is often much more focused on one thing, such as the anglicization in study programs. But in the case of European studies, it would be impossible to facilitate that study in Dutch with only Dutch articles. Then the whole international focus would be gone. For other studies such as The Dutch language and culture the language is of course essential. The experiences of the organization showed that some study programs such as business administration and psychology are being anglicised too easy. They are simply translated in order to reach a larger group of students, namely attracting students from abroad. Without any added international dimension. This is something that they are really against. In the case of higher education, the connection between the study program and the future professions is stronger than for example at universities. What Mr. Heinemann explained about this, is that most of the students will start working at a Dutch company. The work environments are not dominant internationally in all cases. The idea that all students will travel around the world and will work in an international multinational is a slightly exaggerated picture from the reality according to the LSBV.

Asking about the level of Dutch from the students, Mr. Heinemann explains that some students indeed discover after their graduation that their level of Dutch is not as high as they have wished for. The positive side of the English language is that it is the easiest language to understand for most of the diverse cultures, thus the language facilitates the conversation across the borders. For European Studies it would be interesting to get the perspective of a Portuguese, a Spaniard and an Italian. They could share their vision on the European case and problems. Furthermore, in this time with the many foreign students coming to the Netherlands, the institutions are surprised. Sometimes it is therefore difficult for universities to react on this change. Someone like a special committee member, who could guide that process would be recommended by the LSBV. Another possible solution is the adjusted law for higher education, in this law the universities will have the responsibility to estimate if the English language is necessary for the study program. And the LSBV believes that this responsibility has not been taken in the past by the universities. Further, one of the rules is that the language change must be a necessary addition to education. If a study program changes from Dutch to English, the university should have a necessary reason. And in many cases the reason is not necessary, it is easier but not necessary.

Dutch transcription of the Interview via telephone with Maarten Heinemann member of the Dutch National Students' Union. In the conversation Mr. Heinemann is informed about the fact that I recorded the interview.

Date: 6 December.

Mr. Heinemann: Goedendag met Maarten Heienman

Sophie: Hallo je spreekt met Sophie

Mr. Heinemann: Hai Hai

Sophie: Hai Hai, Nou dankjewel voor je tijd, dat je even tijd hebt. Aangezien jullie best wel druk zijn.

Mr. Heinemann: Ja ik heb veel met het vraagstuk en het thema, dus dan komt dat helemaal goed uit.

Sophie: Oke toppie. Ik zal het telefoongesprek opnemen, om zo later de transcripties te schrijven. Ik zal nog even iets meer uitleggen over waar mijn scriptie over gaat.

Mr. Heinemann: Ja dat is goed.

Sophie: Uhm ja het gaat vooral over het internationalisering in het hoger onderwijs. En dan is mijn vraag specifiek gericht op de studie die ik zelf ook volg, dat is European studies aan de Haagse Hogeschool. En uhm het is laat maar zeggen een internationale opleiding helemaal in het Engels. En dan is mijn vraag gericht op wat de eventuele effecten zijn op de Nederlandse taalvaardigheid van de Nederlandse studenten. Dus of de studenten ervaren dat ze minder goed zijn geworden in het Nederlands bijvoorbeeld. Dus ja jullie als vakbond hebben daar misschien ook wel een nuttige mening over. Uhm Want ja, jullie als vakbond hoe staan jullie in die discussie en over internationalisering en over al die Engelse opleidingen? Wat is een beetje jullie mening daarover?

Mr. Heinemann: Uhm nou onze mening is in die zin vrij helder dat hm dat we best wel voorstander zijn van internationalisering, alleen dan is het meer van hoe we het begrip internationalisering ervaren. Verschillend van hoe dat wordt uitgevoerd. En het komt er voornamelijk op neer dat wij internationalisering daadwerkelijk zien als het samenbrengen van verschillende culturen, perspectieven hmm en eigenlijk tot op zekere hoogte ook talen.

Sophie: Hmm

Mr. Heinemann: Om dat te faciliteren. Maar wat we in de praktijk vaak zien is dat internationalisering veel meer geenkt wordt, en dat we het voornamelijk over verengelsing hebben. Dus ik denk dat jou studie misschien een goed voorbeeld is. European studies, ik denk dat dat onmogelijk is om die studie in het Nederlands te faciliteren met alleen maar Nederlandse artikelen.

Sophie: Hm ja

Mr. Heinemann: En alleen maar Nederlandse perspectief. Dan He dan kom je misschien iets te kort in die opleiding.

Sophie: Hmm ja

Mr. Heinemann: Maar er zijn ook opleidingen, Nederlandse taal en cultuur, waar dat misschien een stuk logischer is. Dat dat wel zo wordt ingevuld.

Sophie: Hm ja

Mr. Heinemann: En wat wij ook ervaren, is dat sommige opleidingen zoals bedrijfskunde en psychologie, worden verengelst. Die worden gewoon bijna 1 op 1 vertaald, om op die manier maar aanspraak te maken op een grotere groep studenten, namelijk studenten uit het buitenland aantrekken. En dat is het, er wordt geen internationaal dimensie toegevoegd, er is geen perspectief. Er is geen extra echte inrichting in het onderwijs om die uitwisseling tussen die verschillende groepen te faciliteren.

Sophie: Ja

Mr. Heinemann: En wat we dan eigenlijk hebben, is een vertaalde opleidingen. En dat is iets waar we wel echt tegen zijn. Waar we ook altijd heel kritisch geluid laten horen, dit is niet hoe het bedoeld is of zou moeten zijn.

Sophie: Ja hmm dus dan vooral inderdaad opleidingen die veel meer gericht zijn op een Nederlands beroep bijvoorbeeld.

Mr. Heinemann: Uhm ja in het hbo denk ik dat dat voornamelijk opgaat. Omdat je dan wel meer aansluit op een sector. Maar wat we daar ook wel zien is dat je veel minder, dat het steeds moeilijker wordt om echt direct aan te sluiten op een beroepenveld. Maar inderdaad het grootste deel van de studenten zowel hbo als wo zal gewoon bij een Nederlands bedrijf gaan werken. Gewoon in het Nederlands gepraat wordt, en is helemaal niet dominant internationaal. En als we toch dat debat volgen wordt er heel de tijd voorgehouden alsof iedereen in een super multinational bedrijf gaat werken. En overal op de wereld gaat reizen en dat vinden wij een iets te gechargeerd beeld. Van hoe de werkelijkheid is.

Sophie: Ja oke duidelijk. En zie jullie bijvoorbeeld zelf ook dat studenten, horen jullie daar ook verhalen over dat ze echt moeite hebben met Nederlands. Stel ze gaan op stage of werken na zo'n Engelse opleiding.

Mr. Heinemann: Nou we merken wel inderdaad dat studenten die Engelstalige opleiding volgen, zeggen van Mijn Nederlands is eigenlijk veel minder, en op het moment dat ze gaan werken bij bijvoorbeeld psychologie studenten, die uiteindelijk toch gewoon bij een Nederlands bedrijf gaan werken toch meer die kant op gaan, dat ze eigenlijk weinig voordeel halen uit het feit dat ze een opleiding in het Engels hebben gevolgd.

Sophie: Ja

Mr. Heinemann: En ook veel minder er mee bezig zijn. En uiteindelijk ook achter komen dat hun Nederlands misschien niet op het niveau is maar ze het hadden willen hebben.

Sophie: Hmm

Mr. Heinemann: Niet per definitie dat ze geen Nederlands kunnen haha. Dat je toch wel merkt dat hun niveau lager is dan soms van ze verwacht wordt.

Sophie: Ja misschien vooral een beetje het academische en rapporten schrijven dat leer je dan natuurlijk allemaal niet op zo'n studie.

Mr. Heinemann: Nee dat is volledig in het Engels. Dat is op zich een hele grote vaardigheid. Maar niet altijd een vaardigheid die je nodig hebt op de plekken waar je uiteindelijk uit wil komen.

Sophie: Ja

Sophie: En wat vinden jullie laat maar zeggen wel positief aan de Engelse opleidingen? Je zei iets over culturen, dat je dat leert.

Mr. Heinemann: Ja het positieve is dan, ja de Engelse taal is het makkelijkst te begrijpen voor de meest verschillende culturen dus in die zin is het gewoon een taal die faciliteert om dat gesprek ook over de grenzen te voeren.

Sophie: Ja

Mr. Heinemann: En als je dat goed faciliteert, creëer je vanuit allemaal verschillende werelddelen mensen die een taal spreken, en dan krijg je dat concept internationaal classroom uhm.

Sophie: Ja

Mr. Heinemann: Wat je ook daadwerkelijk ziet is verschillende perspectieven en die uitwisseling heel erg hebt. Maar dan is het wel van belang dat die ruimte ook in het onderwijs programma zit. Uhm dus ja

Sophie: Ja

Mr. Heinemann: Misschien past het wel heel erg bij jou studie, maar misschien vul ik dat teveel voor je in. Dus corrigeer me als ik het fout heb.

Hmm

Mr. Heinemann: Maar als we European studies zien, is het denk ik ook interessant om het perspectief van Portugal, vanuit het Portugees te krijgen en Spanjaard en een Italiaan. Dat ze allemaal kunnen uitleggen van dit is hoe wij tegen de Europese zaak en problemen aan kijken.

Sophie: Hm

Mr. Heinemann: En dat geeft een heel ander beeld.

Sophie: Ja

Mr. Heinemann: Dat zou wel heel interessant zijn.

Sophie: Ja ja dat is wel een goede inderdaad. En wat, ik las iets over dat hm dat jullie echt meer zijn van concrete oplossingen zeker ook na die brief van de minister. Dat zij het toch een beetje vaag houdt en meer bij de universiteiten zelf houdt dat zij het moeten oplossen qua Engelse taal. Uhm

Mr. Heinemann: Ja

Sophie: En jullie hadden het ook over bijvoorbeeld een speciale marktmeester of een commissie die dan in de gaten houdt uhh dat de toegankelijkheid ook voor Nederlandse studenten niet verloren gaat. Zijn dat dan echt jullie aanbevelingen om dat Engelse studies in de gaten te houden?

Mr. Heinemann: Uhm ja tot op zekere hoogte wel, en dat blijft doorgaan. Want we merken ook dat internationalisering zit een beetje in zo'n sneltreinvaart.

Sophie: Ja

Mr. Heinemann: Is natuurlijk een thema waar OCW eigenlijk al tientallen jaren mee bezig is. Maar waar we zien dat de laatste jaren het echt zichtbaar is. Dus nu zien we eigenlijk dat er eigenlijk heel veel buitenlandse studenten naar Nederland komen en dat instellingen eigenlijk verrast zijn. Dat dat ontstaan, en ons in te snel handelen. Uhm en daarom zien we graag dat iemand daar meer op toeziet omdat te begeleiden en dat proces. En er is nu ook een wet traject gaande waar ze de Willen aanpassen. Dat is de wet voor hoger onderwijs. Uhm en een van de regels die daar ook in staan is dat de taalwijziging een noodzakelijke toevoeging moet zijn op het onderwijs. Als een opleiding van het Nederlands naar het Engels gaat, zou dat een noodzakelijke reden moeten hebben.

Sophie: Ja

Mr. Heinemann: En als we dat doordenken zien we bij heel veel opleidingen waarbij dat nu gebeurt, het niet noodzakelijk is. Het is wel makkelijker maar niet noodzakelijk.

Sophie: Ja

Mr. Heinemann: En wat ze met die wetwijziging willen gaan doen, is dat we met het mooie woord moderniseren, en wat houdt dat in, dat naar eigen inzicht van de instelling mag worden bepaald of de opleiding Engels, of dat dat heel verzwakt is, wordt nog meer ruimte gegeven aan de instellingen om naar het Engels te gaan. En wij vinden dat tot op heden die verantwoordelijkheid niet genomen hebben. En dus ook dat je ze dat nu niet kan toevertrouwen, om te zeggen laten we het maar beoordelen door de instellingen.

Sophie: Ja precies. Ja bijvoorbeeld in België hebben ze ook best wel een andere aanpak. Daar doen ze volgens mij, buitenlandse studenten en docenten moeten daar volgens mij binnen 5 jaar een toets halen dat ze van ja de Belgische taal of ja Vlaamse taal zodat ze toch wel betrokken bij de samenleving en toch de taal leren. Zou dat ook iets zijn voor Nederland, iets meer zo'n voorzichtige aanpak?

Mr. Heinemann: Daar zit een ja en een nee in. Ik denk dat op zeker ook wel, omdat het ook een meerwaarde heeft als internationals maar dan heb ik het meer over de plaats van de buitenlandse studenten, met een niet Nederlands diploma die naar Nederland komen. Wat doen wij voor hen.

Sophie: Ja

Mr. Heinemann: Dus in principe

Sophie: Ja

Mr. Heinemann: En alleen al voor hun zelf zou ik dat aanraden dat zij die Nederlandse ondersteuning krijgen. Dus zodat zij fatsoenlijk mee kunnen doen in de Nederlandse maatschappij in bredere zin.

Sophie: Ja

Mr. Heinemann: En anderzijds is het natuurlijk ook om een betere aansluiting te krijgen in de onderwijszaal soms is het gewoon prettiger als je ook het Nederlands beheerst. Waar we natuurlijk ook wel begrijpen dat het een erg lastige taal is, om op academisch niveau in ieder geval volledig mee te kunnen draaien.

Sophie: Ja oke duidelijk ja heel erg bedankt voor je tijd. Ik denk dat dit wel een beetje mijn vragen zijn. Ik heb in ieder geval wel iets meer een duidelijker beeld van jullie mening als studenten vakbond. Yes dan heb ik het denk ik wel. Dankjewel voor je tijd

Mr. Heinemann: Waren dat alle facetten en vragen?

Sophie: Ja eigenlijk wel. Het is verder vooral natuurlijk ook best wel gericht op die studie dus daar kan jou natuurlijk niet meer over vragen. Maar ik wilde vooral een beetje jullie mening weten.

Mr. Heinemann: Oke helemaal geweldig.

Sophie: Oke dankjewel

Mr. Heinemann: Oke heel veel succes met je scriptie

Sophie: Dankjewel

Mr. Heinemann: Oke

Sophie: Doei doei

Appendix 5. Informed consent form

Informed Consent Form

Informed Consent Form

How do Dutch European studies students at The Hague University of Applied Sciences experience the effects of their English study program on their Dutch language proficiency?

I am researching the effects of the English study program on the Dutch language expressions and proficiency of the Dutch students. I want to focus the research on the students, because they are the group who have to deal with the internationalization. I chose for this topic after many discussion and news in the media. About possible negative effects, mainly about, competition of foreign students, house holding problems but also the English study programs. For example, the rector of Amsterdam's stated that she believes there are too many English programs.

As I am interested in the situation in the European studies study programs, I would like to know more about the study program and their language policy.

If you agree to take part in this study please read the following statement and sign this form.

I am 16 years of age or older.

I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

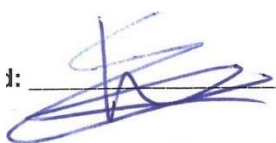
I understand that the researcher offers me the following guarantees:

All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions. I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed: 1: _____ 20/11/2018


E. de Lauw



28/11/2018

Appendix 6. Dublin Degrees

Typical degrees offered in the subject area

Cycle	Typical Degrees Offered
First	Generally two different groups of typical degree may be identified — Bachelors in European Studies (with support and specialization courses in subject specific areas, for example law, politics, economics, history, business administration, sociology, etc.) — Bachelors in a subject specific area (e.g. law, arts, economics, history, business administration, sociology, etc.) with specialization in European Studies
Second	Again two different groups of typical degrees may be identified — Masters in European Studies (with support and specialization courses in subject specific areas, for example law, politics, economics, history, business administration, sociology, etc.) — Masters in subject specific areas (e.g. law, politics, economics, history, business administration, sociology, etc.) with specialization in European Studies
Third	— Generally there is not a Ph.D. cycle in European Studies and students tend to study for doctorates in specific subjects. The subject group noted that this is paradoxical and believes that discussion should now take place about the desirability and practicality of introducing a European Studies PhD. However, there are many doctorates on topics within the field of European integration, drawing on more than one discipline, and doctoral students are often based within Departments, Centres, etc. of European Studies.

Appendix 7. List of questions survey Dutch European Studies students

The questions were made a the survey website Survey monkey. The questions are in Dutch, for the reason that the respondents are Dutch speaking students. In this appendix the questions are translated in English.

Question 1: How old are you?

- 15-18 years
- 19-21 years
- 22-24 years
- 25 years and older

Question 2: In which year of European Studies are you studying?

- Year 1
- Year 2
- Year 3
- Year 4
- Delay: Year 5
- Delay: Year 6
- Other

Question 3: Which prior education have you followed?

- HAVO
- VWO
- MBO education
- 21+ test
- Other universities of Applied Sciences education
- A study program at the university
- Other

Question 4: On a scale from 1-5 how much do you agree on the following statement: I have a good basic knowledge of Dutch language skills after my prior education? In regards of the skills: listening, speaking, reading, writing?

- Totally disagree
- Disagree a little
- Neutral
- Agree a little
- Totally agree

Question 5: On a scale from 1-5 to what extent are you satisfied with your command of the Dutch language?

- 1- Very dissatisfied
- 2- Dissatisfied
- 3- Neutral
- 4- Satisfied
- 5- Very satisfied

Question 6: Did you get Dutch courses?

- Yes
- No

Question 7 To what extent do these Dutch courses contribute to the development of your Dutch language?

- Not much
- A little
- Much
- Veru much

Question 8: Do you feel that a diminishing from your Dutch language during your English study program?

- Yes
- A little
- No

Question 9: To what extent do you feel the need to improve your Dutch written language expressions(for example writing reports) for your future career?

- No need
- Not much need
- Much need
- Much need

Question 10: To what extent do you understand the English courses?

- Very bad
- Bad
- Neutral
- Good
- Very good

Question 11: On a scale of 1 to 5, how satisfied are you with the knowledge of the English language of the teachers?

- 1- Very dissatisfied
- 2- Dissatisfied
- 3- Neutral
- 4- Satisfied
- 5- Very satisfied

Question 12: How big is the chance that you will continue to work and live in the Netherlands after your study program?

- 1- Very small
- 2- Small
- 3- Big
- 4- Very big

Question 13: Do you have the feeling that studying in English is harmful for the development of your Dutch language skills?

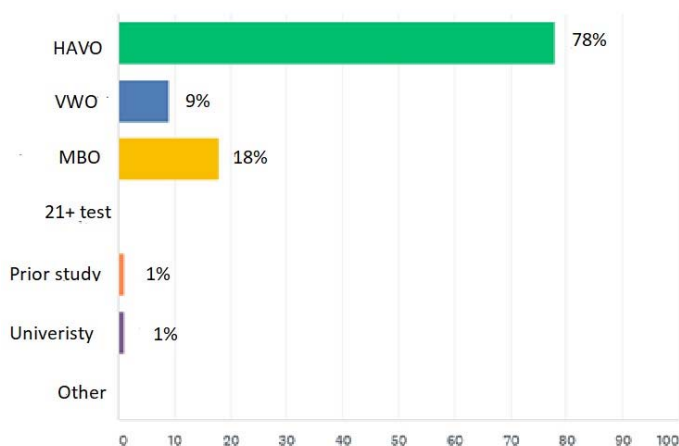
- Yes
- A little
- No

Appendix 8. Graph overview

In this appendix the graphs who are discussed in the results chapter are illustrated.

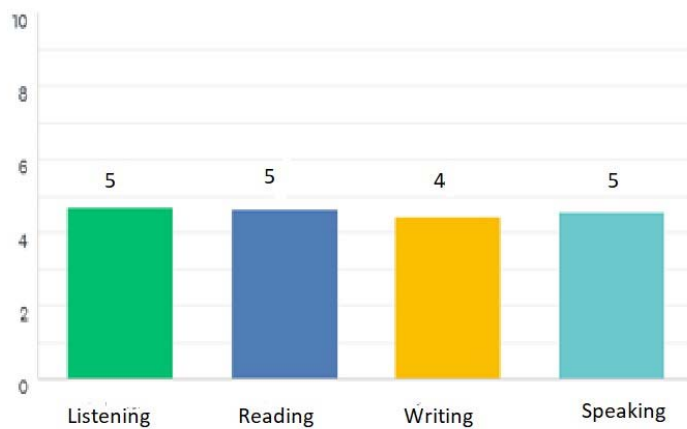
Question 3: Which prior education have you followed?

- HAVO
- VWO
- MBO education
- 21+ test
- Other universities of applied sciences education
- A study program at the university
- Other



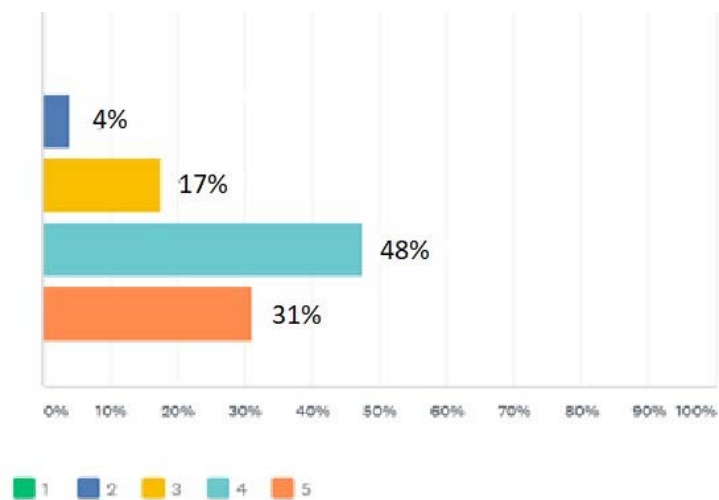
Question 4: On a scale from 1-5 how much do you agree on the following statement: I have a good basic knowledge of Dutch language skills after my prior education? In regards of the skills: listening, speaking, reading, writing?

- 1- Totally disagree
- 2- Disagree a little
- 3- Neutral
- 4- Agree a little
- 5- Totally agree



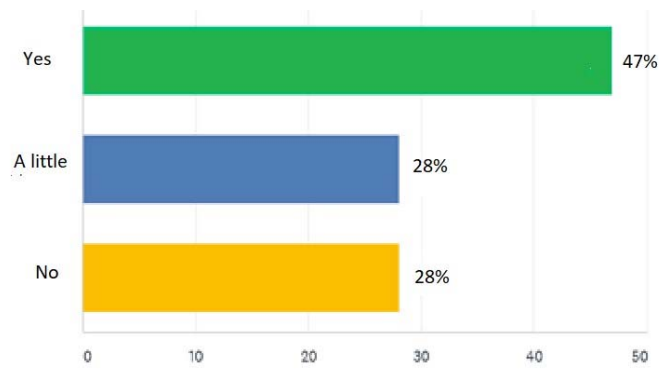
Question 5: On a scale from 1-5 to what extent are you satisfied with your command of the Dutch language?

- 1- Very dissatisfied
- 2- Dissatisfied
- 3- Neutral
- 4- Satisfied
- 5- Very satisfied



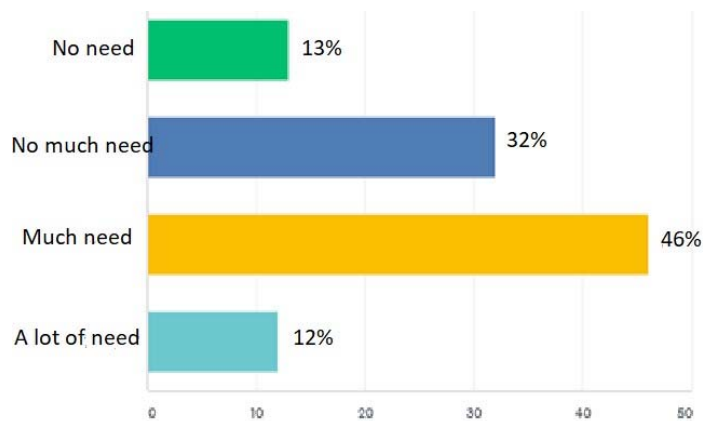
Question 8: Do you feel a diminishing in your Dutch language during your English study program?

- Yes
- A little
- No



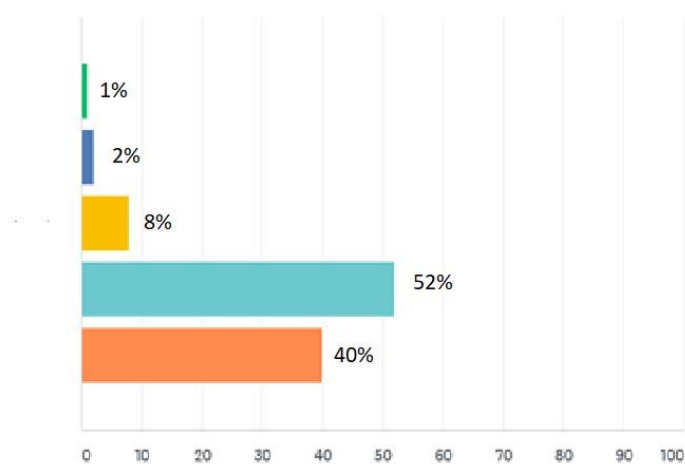
Question 9: To what extent you feel the need to improve your Dutch written language expressions (for example writing reports) for your future career?

- No need
- Not much need
- Much need
- A lot of need

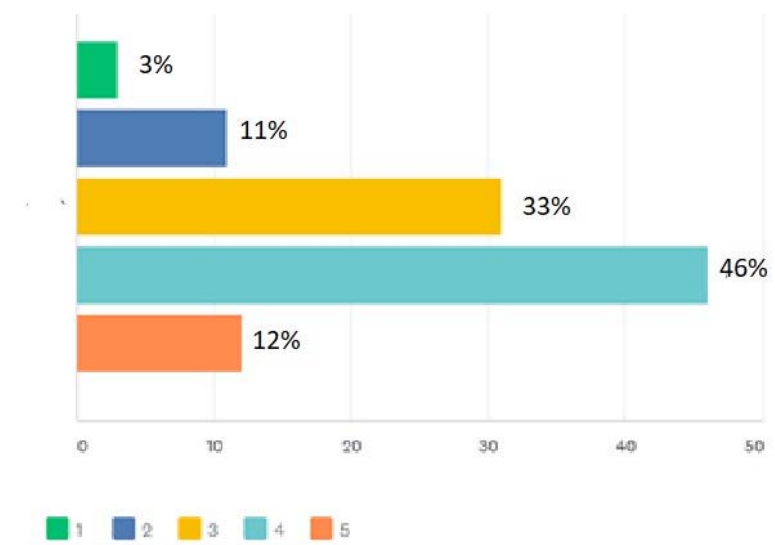


Question 10: To what extent you understand the English courses?

- Very bad – green
- Bad- dark blue
- Neutral- yellow
- Good- light blue
- Very good- orange

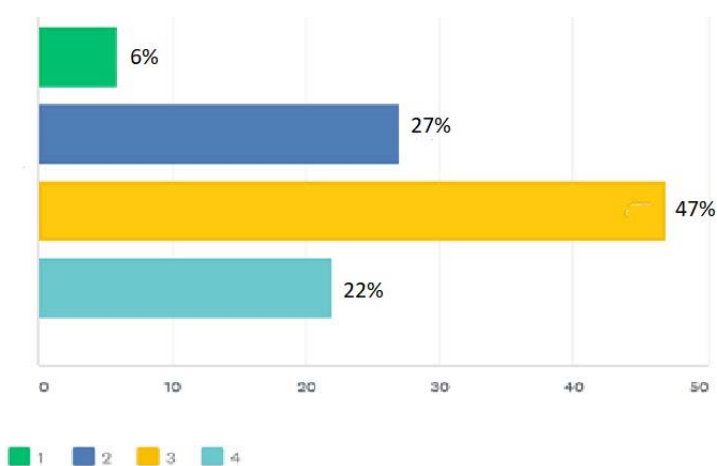
**Question 11: On a scale from 1 to 5, how satisfied are you with the knowledge of the English language of the teachers?**

- 1- Very dissatisfied
- 2- Dissatisfied
- 3- Neutral
- 4- Satisfied
- 5- Very satisfied



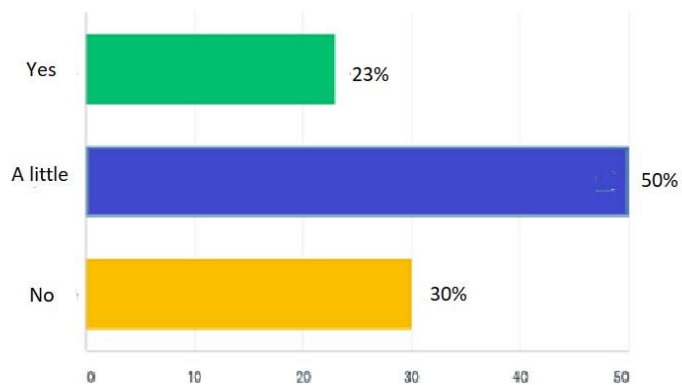
Question 12: How big is the chance that you will continue to work and live in the Netherlands after your study program?

- 1- Very small
- 2- Small
- 3- Big
- 4- Very big



Question 13: Do you have the feeling that studying in English is harmful for the development of your Dutch language skills?

- Yes
- A little
- No



Appendix 9. THUAS elements



Appendix 10. Student Ethics Form

European Studies

Student Ethics Form

Your name: Sophie Janssen

Supervisor: Mr. Van Der Sluijs

Instructions/checklist

Before completing this form you should read the APA Ethics Code (<http://www.apa.org/ethics/code/index.aspx>). If you are planning research with human subjects you should also look at the sample consent form available in the Final Project and Dissertation Guide.

- a. ☐ Read section 3 that your supervisor will have to sign. Make sure that you cover all these issues in section 1.
- b. ☐ Complete sections 1 and, if you are using human subjects, section 2, of this form, and sign it.
- c. ☐ Ask your project supervisor to read these sections (and the draft consent form if you have one) and sign the form.
- d. ☐ Append this signed form as an appendix to your dissertation.

Section 1. Project Outline (to be completed by student)

(i) Title of Project:

'How do Dutch European studies students at The Hague University of Applied Sciences experience the effects of their English study program on their Dutch language proficiency?'

(ii) Aims of project:

To research the topic and write a thesis with the outcomes. I will research the possible effects of the English language on the Dutch language of the students.

- (iii) Will you involve other people in your project – e.g. via formal or informal interviews, group discussions, questionnaires, internet surveys etc. (Note: if you are using data that has already been collected by another researcher – e.g. recordings or transcripts of conversations given to you by your supervisor, you should answer 'NO' to this question.)**

YES

If no: you should now sign the statement below and return the form to your supervisor. You have completed this form.

This project is not designed to include research with human subjects. I understand that I do not have ethical clearance to interview people (formally or informally) about the topic of my research, to carry out internet research (e.g. on chat rooms or discussion boards) or in any other way to use people as subjects in my research.

If yes: you should complete the rest of this form.

Section 2 Complete this section only if you answered YES to question (iii) above.

(i) What will the participants have to do? (v. brief outline of procedure):

The students are asked to fill in questionnaires. The answers will be used to gain more information for answering the research question. The persons who got interviewed will be asked some questions as well. Their knowledge and ideas are valuable for the research.

(ii) What sort of people will the participants be and how will they be recruited?

The questionnaires will be answered by Dutch European Studies students. The Interviews will be held with teachers from The Hague University of applied sciences and one person from the National Students Unions in The Netherlands.

(iii) What sort stimuli or materials will your participants be exposed to, tick the appropriate boxes and then state what they are in the space below?

Questionnaires [x]; Pictures[]; Sounds []; Words[]; Other[].

(iv) Consent: Informed consent must be obtained for all participants before they take part in your project. Either verbally or by means of an informed consent form you should state what participants will be doing, drawing attention to anything they could conceivably object to subsequently. You should also state how they can withdraw from the study at any time and the measures you are taking to ensure the confidentiality of data. A standard informed consent form is available in the Dissertation Manual.

(vi) What procedures will you follow in order to guarantee the confidentiality of participants' data?

Personal data (name, addresses etc.) should not be stored in such a way that they can be associated with the participant's data.

I am not using any personal information from the students from the questionnaires. For the interviews I only use the name and function of the persons. And I have the informed consents forms.

Student's signature:



date: 1-1-2019