

Utrecht University  
English language and culture

BA thesis

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Dutch university students' attitudes to internationalization practises:  
students' insights into concerns raised by Dutch media

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**Abstract**

This study provides insight into Dutch students' attitudes on lecturers' English proficiency, perceived Dutch culture and language deterioration, and possible study motivations in the light of criticism on internationalisation in the Netherlands. 54 respondents enrolled in English-language degree programmes completed an online survey. The results suggest that students are not incredibly concerned about the state of Dutch language and knowledge. They have expressed that while lecturers are able to adequately explain the course materials, there are several issues regarding poor oral English proficiency amongst their lecturers. This exploratory study adds to the growing corpus of attitude studies amongst English-language degree programmes in non-Anglophone contexts.

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## 1. Introduction

Effects of globalization can be found everywhere; in workplace environments, in politics, and in education. Globalization “is used to signify a series of objective, material shifts bound up with the increasing mobility of capital, the multi- and transnationalization of production processes, shifting patterns of trade and technological changes that together eradicate the constraints of physical distance” (Rosamond, 1999, p. 657). Internationalization is closely related to globalisation and is described as “policies and practices undertaken by academic systems and institutions [...] to cope with the global academic environment” (Altbach & Knight, 2007, p. 290). Depending on the context in which internationalization is discussed, its meaning can vary greatly (Knight, 2004). Despite the complexity of internationalization discussions at all levels, for the purpose of this research, internationalization will be defined as in Altbach & Knight (2007).

In the Netherlands – and the European Union as a whole – efforts have been made to internationalize university-level education by the creation of the Bologna Declaration and the European Higher Education Area (AHEA) in 1999. The Dutch ministry of Education, Culture and Science proposed to fund scholarship programmes and adapt some degree programmes to accommodate international students. These were the first efforts to stay relevant in the international academic community (Tweede Kamer, 2001). In 2014 a scholarship programme was created to attract more students from outside of the European Economic Area (EEA) to Dutch research universities (Bussemaker, 2014). These efforts instigated an uptick in English-language degree programmes in the Netherlands (Tilstra & Smakman, 2018). However, a growing movement against the ongoing internationalization practises has established itself. Parties have been actively campaigning to halt English-medium instruction indefinitely (NOS, 2017; BON, 2018). Beter Onderwijs Nederland (BON) – a private foundation dedicated to monitoring the quality of state-funded education – is the frontrunner in the movement against internationalization. Most of BON’s criticism on internationalization revolves around inadequate English proficiency amongst educators, and loss of identity, cultural knowledge, and Dutch language skills. It appears as though BON is campaigning against EMI more than they are against internationalization as a whole, though they refer to internationalization.

Dutch newspapers have published columns, opinion pieces, and reports about unsatisfactory English proficiency of university lecturers (F. Huygen, 2016; M. Huygen, 2017; Bouma, 2018a; Bouma, 2018b; NOS, 2018; Samsom, 2018). They provide excerpts of lectures, such as “*It goes out of hand, I will let you show how that works. Everybody does his best, I will look up for it.*” (Huygen, M., 2017). Klein-Jan (2018) writes that lecturers are often unable to have address nuances and sensitive content in their L2 due to a lack of proficiency. Several sources refer to the Nationale Studenten Enquête (NSE), an annual questionnaire to assess students’ opinions on various subjects (ANP, 2018).

According to ANP, students are disgruntled by their lecturers' English proficiency and all gave low scores on the NSE. However, the results presented by Studiekeuze123 – the NSE's organising platform – do not confirm these claims. According to them, 61% of all university respondents indicated they were satisfied by their teachers' English proficiency, 23.7% selected the 'neutral' option, and 15,3% indicated to be dissatisfied by their lecturers' English proficiency (N=72609, M=3,56; Studiekeuze123, 2018).

An opinion commonly voiced in said newspaper publications – aside from educators' lacking English proficiency – is that an increase in the use of English at university level would lead to a decrease in knowledge about local culture and language. Columns and editorials claim that *verengelsing* (Englishization) will lead to a loss of culture. Tunali discusses the advantages and disadvantages of the international classroom, travelling abroad, and use of English and says that: “het heeft helemaal geen zin om naar het buitenland te gaan, want je hoort toch hetzelfde als thuis” (“it's pointless to travel abroad, because you'll hear the same things at home”) (Tunali, 2018). Felix Huygen (2017) claims that by transforming the local sphere into an international sphere, nuances and details are lost to both students and educators. Rather than forcibly applying the English language in places it should not be, universities and policymakers should consider a more varied approach in which there is space for Dutch and English to co-exist (Klein-Jan, 2018; Wolf, 2018). Dutch students are perceived to be less proficient in Dutch than they are in English according to Felix Huygen (2017), BON (2018), Bouma (2018), and Wolf (2018), which they perceive as a highly problematic and urgent matter. There is, however, little research to back up these claims, especially for the academic context in the Netherlands.

## 2. Theoretical framework

### 2.1 Lecturers' English proficiency

English-Medium Instruction (EMI) is widely regarded as the adoption of English as the language of instruction in lieu of the native language in the academic context. English is considered the most dominant academic language (Altbach, 2007). Therefore, EMI is considered a necessity for universities to be able to compete with globalising academia (Margić & Krstanović, 2015). EMI has been practised in the Netherlands since at least 1995 on a small scale (Van Zeeland, 2018), but is now commonplace. Offering curricula in English is usually not a goal in itself for most universities. It is rather the inevitable result from trying to market themselves as international, excellent institutions (Hultgren, Jensen & Dimova, 2015). About 20% of BA programmes and 75% of MA programmes are offered exclusively in English (KNAW, 2017). Adopting English as a classroom language should not just be a matter of translating coursework and the medium of instruction. As Coleman (2006) mentions: “Adopting English requires a switch from a focus on the national system and culture to an

international focus” (p. 10). He argues that when higher education (HE) institutions want to profile themselves as internationally accessible, institutions cannot simply change the medium of instruction. When implementing English as the classroom language, a certain proficiency is expected of the educators. They must be capable of adequately transferring knowledge in the classroom language.

Currently, there are few studies investigating university lecturers’ English proficiency. The corpus that investigates this in the the Dutch context is limited to three studies, which will be briefly discussed below. The earliest study into use of English at Dutch universities is Vinke’s dissertation thesis (1995). She measured – amongst others – the behaviourisms of lecturers teaching in both Dutch and English at TU Delft’s Engineering department. Vinke measured seven variables such as body movement, vagueness items and intonation to see if there were significant differences between the lecturers’ lectures in Dutch and English. Lecturers tended to speak slower, gestured less, and produced more error and false sentences in English than they did in Dutch. Klaassen and Bos (2010) reported on a department-wide assessment at TU Delft. Due to students’ complaints, the science department decided to subject all educational staff to a mandatory English proficiency test. Klaassen and Bos’s tests were taken by 1226 educational staff members. These staff members were either lecturers, associate professors, assistant professors, or professors, and were all directly involved with teaching students. The tests consisted of an oral proficiency assessment and a reading, writing, and grammar assessment. Prior to the assessments, the English proficiency of the research staff was expected to be around Common European Framework of Reference’s C1 level. 23% of all educational staff attained a C2 level-score, and 59% had a C1 level, 17% of the staff attained a B2 score, and 1% scored a B1 (p. 73). It should be noted that these numbers are averaged across eight faculties, and there are large differences between individual faculties. The science department accounted for most of the C2 scores, while the educational staff from the design department scored more B1 and B2-level scores (p. 73-74). There was also a large discrepancy in scores between the oral proficiency test and the grammar, reading, and writing test. Klaassen and Bos found up to 40% score differences between the two tests for all departments, implying that the educational staff struggled with their oral proficiency. Finally, a study by Tilstra and Smakman investigated the richness of nine lecturers’ vocabulary while lecturing, both in Dutch and in English (2018). They found that there were few differences in verb and adjective use across all 9 lecturers. It remains unclear whether this means that their vocabulary is broad and of high quality or not. Tilstra and Smakman differentiated between common and advanced vocabulary, using slightly arbitrary criteria (p. 572), since there is no objective measure to distinguish those categories. The corpus data suggests that the lecturers had no issues using ‘advanced’ vocabulary (p. 576). However, due to the unclear operationalisation of ‘advanced vocabulary’, these findings should be interpreted tentatively. In the post-recording interviews, one lecturer admitted to avoiding words that were difficult to pronounce to avoid making mistakes in front of their audience. What specific words or constructions the interviewee referred to was not reported

by Tilstra and Smakman. Due to the vague operationalisation and small sample size used in this study, firm conclusions cannot be drawn, and it can only be considered an interesting starting point for future research.

## 2.2. Loss of culture, local knowledge and language

There has been some earlier research into degradation of domestic languages and cultural nuances due to the pressure the English language exerts. Clive Earls (2013) presents a comprehensive overview of past research into the effects of superimposing English in non-Anglophone contexts. Those who are forced to learn one powerful language over their own would be disadvantaged in both their own and the target community. Earl mainly focusses on how the use of EMI in German higher education has led to a perpetual loop of English. By learning a language, there will be more demand for services in that language, which in turn promotes more learning of a language (p. 128). Inversely, he stipulates that overuse of English in the German academic sphere may lead to a decrease in German language learning and proficiency (p. 139). These are the concerns also raised by the several anti-EMI actors in the Dutch media. As of now, Earls' work is purely theoretical. Though when considering the importance of English in nearly all research areas, it seems like there is no alternative to using English (Hamel, 2007). In a pre-published essay, Andy Kirkpatrick (2011) describes how at the University of Hongkong, Chinese academic sources are losing readership due to the popularity of English-language sources. Even language-specific fields – such as traditional Chinese medicine – remain unread, and the knowledge therefore hidden. However, Kirkpatrick's claims are motivated by anecdotal evidence from his experience as a lecturer.

The KNAW (2017) reported that there is a risk of Dutch content and context fading away due to an eagerness to use English-medium instruction. This is especially significant for domains that are not necessarily tied to the Netherlands through policy or scale. Public administration, for example, is typically offered in Dutch, whereas most applied physics programs are offered in English KNAW (2017). Whether the Dutch language is at risk remains unclear, however. The available research about language deterioration or attrition as a result of EMI has been theoretical, such as Earls (2013). However, it does appear that disuse of native academic sources as a result of EMI is something that scholars and academic boards are concerned by.

## 2.3 Attitude research

Attitude research amongst Dutch-speaking students is also limited. In a study by Dewaele, Flemish students' attitudes to French and English as foreign languages were measured (2005). Dewaele mentions that "attitudes to foreign languages are clearly determined by the individual's perception of his/her capacity to sustain successful [...] interactions in that language" (p. 133). The students were slightly more positively inclined to English than they were to French. Dewaele hypothesises that

positive attitudes to English may be a result of the number of successful interactions a student has had in that language.

Hendriks, van Meurs and Hogervorst (2016) assessed Dutch students' attitudes to accented speech in English, as well as the perceived comprehensibility thereof. They concluded that speakers with a slight Dutch accent were not perceived more negatively than their native English counterparts. However, speakers with a moderate Dutch accent were perceived as less comprehensible, dependable, and competent than native Dutch and English speakers. Hendriks, van Meurs and Hogervorst tentatively argue that students' perceptions of a speaker's accent may influence their perception of said speaker's capabilities. In a more expansive study, Hendriks, van Meurs and Reimer (2018) carried out similar research to Hendriks, van Meurs and Hogervorst (2016), but had a more thoroughly established baseline on the accentedness of the speakers. They also added native German speakers to the speaker pool, with varying degrees of accented speech. Hendriks, van Meurs and Reimer (2018) found results very similar to Hendriks, van Meurs and Hogervorst's, namely that speakers with slightly accented speech were considered to be less intelligible than speakers with no or a moderate accent. This was found for both native Dutch and native German speakers.

## 2.4 Research questions

The literature shows that there is room for additional research into both the topics of lecturers' English proficiency and language and culture loss. The available studies indicate that – as expected – some lecturers experience difficulties with oral proficiency, whereas others do not. Tilstra and Smakman's qualitative study indicated that lecturers' vocabularies were equally rich in both Dutch and English, but due to its sample size its results cannot be freely applied to a larger population. As universities are not planning on halting their internationalisation efforts (Universiteit Utrecht, 2016; VSNU, 2018), more insight into the state of English proficiency and Dutch attrition would be beneficial to researchers and policy makers.

The present study aims to find out what students' perceptions are regarding issues associated with internationalization by Dutch media. Therefore, the research question is: "*How do Dutch students enrolled in English-medium degree programmes perceive issues that commentators Dutch media associate with internationalization practises?*" The practises that the research question mentions are low English proficiency amongst educators and perceived loss of Dutch linguistic and cultural knowledge, as well as the claim that English-medium instruction offers no additional value to the students' future. To help answer the research question, the following sub-questions were designed:

SQ1: How do students perceive the English proficiency of their lecturers?

SQ2: To what extent do students consider Dutch linguistic and cultural knowledge deteriorating as a result of English-medium education?

SQ3: How do students think having an English-medium degree programme will benefit them?

SQ4: Do students consider internationalization an issue?

### 3. Method

#### 3.1 The survey

The survey consisted of two parts, namely demographic questions and the actual survey questions. The respondents were asked about their first language, number of years studied, the name of their degree programme, and the level at which it is taught. The respondents were also asked to give their own English proficiency a score on a 1-10 scale. This question was included to exclude outliers whose (self-reported) command of English was very poor. A conscious choice was made to not inquire about the name of the university as that might have compromised the anonymity of the respondents.

The survey consisted of 33 items including the demographic questions (Appendix A). The actual questionnaire contained 27 statements answered by 5-point Likert scale. The questions were divided into four parts, each of which was designed to answer a specific sub-question. The first subset examined students' perceptions of their lecturers' English proficiency. The second subset focussed on issues related to loss of Dutch proficiency, cultural knowledge and language barriers. The third subset focussed on how students thought an English-language degree would benefit them, as well as their motivation to choose their degree programme. The final subset aimed to find out whether students think internationalization is problematic. The published survey initially also contained two question sets about attitudes to foreign students and what they valued when thinking about internationalization. However, these questions were removed from the questionnaire shortly after publishing after a reformulation of the research questions. These questions are still present in appendix A, as some respondents completed the survey prior to the deletion of the items.

#### 3.2 The respondents

The respondents had to fulfil 3 criteria. They had to be native Dutch students, studying at a Dutch university, and could not be studying English language and culture or related programmes. Since being a Dutch student was a selection criterium, the survey was written in Dutch. As this study examines how students perceive issues linked to internationalization, only students that were enrolled in an English-language degree programme were accepted. The choice to exclude students of English language and culture studies was made because it can be assumed the lecturers' English proficiency is sufficient.



When the survey closed, 70 responses were collected. Of those, 16 were considered invalid due to large numbers of incomplete or blank answers. This led to a final pool of 54 responses. Of those 54, 50% were enrolled in a BA programme (N=27), 37,04% were enrolled in a pre-master programme (N=20) and 12,96% were enrolled in an MA programme (N=7). 93% of all respondents (N=52) reported Dutch as their first language, one respondent reported Chinese as L1, and one respondent reported Turkish as L1. These responses were later excluded from the final sample increase homogeneity and consistency of the sample. The number of years enrolled at university was measured with a 6-point Likert scale (M=3.06, SD=1.4).

### 3.3 Tools

The survey was made using Qualtrics. Qualtrics is an online platform for making, distributing, and analysing surveys. While Qualtrics offers its own analysis and report options, they were lacking for the purpose of this research and IBM SPSS (v.24) was used. SPSS is data analysis software with a vast range of statistical analysis options. For this research, descriptive statistics and frequency analyses were used to gather the data presented in chapter 4. In addition to SPSS, R's polCA package (Drew & Linzer, 2011) was used to produce several graphs using functions not available in SPSS. By using single-class latent class analysis, distribution graphs were produced.

### 3.4 Procedure

Prior to distributing the survey, a pilot was reviewed by two academic peers. Large parts of the survey were rewritten and reformulated, and four statements were removed due to redundancy. An anonymous link was posted on the author's personal FaceBook page with an accompanying text that urged readers to share it in their network. In the first week, the survey was completed by 58 respondents. During the second week the survey was uploaded to SurveySwap to incite more response. SurveySwap is an online survey-sharing platform mainly used by Dutch students. After leaving the survey on SurveySwap for a week, an additional 12 responses were collected. After the final answers were submitted, the respondents were debriefed. The focus and aim of the survey and research were briefly explained, and several options to contact the author were given.

## 4. Results

The following section focusses on the data gathered using the survey and its subsequent analysis. Each of the sections illustrates the results of the corresponding sub-question. The most interesting findings will be highlighted in the text, but all descriptive tables and frequency table can be consulted in appendices B and C respectively.

#### 4.1 Perceptions of lecturers' English proficiency

The first seven items – question 6 – investigated the respondents' perception of lecturers' English proficiency. These items aimed to provide an answer to SQ1: “*How do students perceive the English proficiency of their lecturers?*” Table 1 presents the descriptive statistics that item 6 produced. Items 6.2, 6.4, and 6.7 all concerned the quality of the lectures, while items 6.1, 6.3, 6.5, and 6.7 concerned English proficiency in general.

|   | N  | Minimum | Max | Mean | Std. Deviation |
|---|----|---------|-----|------|----------------|
| 6.1 Mijn docenten spreken vloeiend Engels.  | 54 | 1       | 5   | 3.69 | 1.061          |
| 6.2 De kwaliteit van de colleges wordt negatief beïnvloed door het niveau van het Engels van mijn docenten.               | 54 | 1       | 5   | 3.39 | 1.295          |
| 6.3 Mijn docenten hoeven nooit uit te wijken naar het Nederlands omdat ze zich niet duidelijk kunnen maken in het Engels. | 54 | 1       | 5   | 3.54 | 1.342          |
| 6.4 Mijn docenten hebben moeite om een duidelijk, gestructureerd college te geven in het Engels.                          | 54 | 1       | 5   | 4.00 | 1.046          |
| 6.5 Mijn docenten maken in het Engels veel grammaticale en/of lexicale fouten.  | 54 | 1       | 5   | 3.28 | 1.220          |
| 6.6 Mijn docenten spreken gebroken of steenkolenengels.   | 54 | 1       | 5   | 3.80 | 1.172          |
| 6.7 Mijn docenten kunnen adequaat complexe stof uitleggen in het Engels.  | 54 | 2       | 5   | 4.04 | .951           |

Table 1. Descriptive statistics to item 6

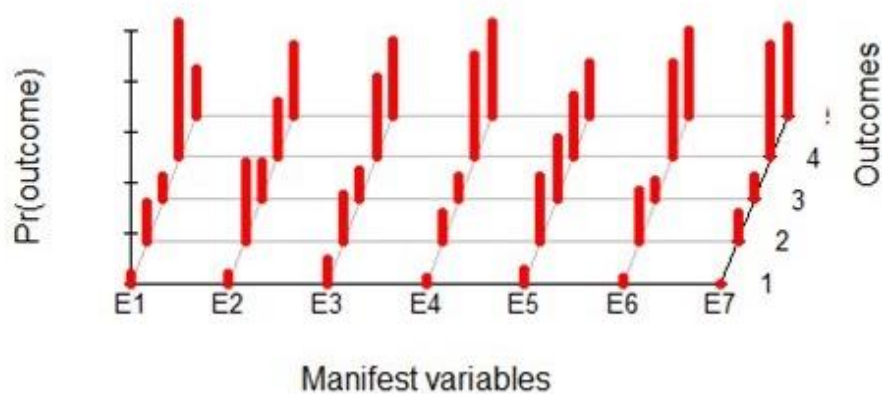


Figure 1. Spread of responses to item 6. *Pr(outcomes)* indicates the number of responses per category. *Outcomes* indicates the Likert scores. *Manifest variables E1-7* correspond with item 6.1-7 numbering.

The responses to the statements in question 6 were inconsistent, and there were no convincing statistics. The respondents considered their lecturers to be fluent speakers of English (6.1). Two respondents (3.7%) indicated that they strongly disagreed. 35.2% indicated they felt the quality of lectures was not negatively influenced by their lecturers' English and selected a 1 or 2. This group slightly outweighed the respondents that felt like it was and had selected a 4 or 5 (50%). 33

respondents indicated that their lecturers never had to resort to using Dutch to explain certain subjects (6.3), which is later confirmed in item 6.7. 39 respondents (79.6%) indicated that their lecturers were able to adequately explain complex concepts in English. Item 6.7 also has the highest consistency of all the items ( $M=4.04$ ,  $SD= 0.951$ ). No respondents selected 1 as a response to 6.7, which is unique for this set of items.

Many students indicated that their lecturers struggled to deliver clear, coherent lectures in English. 22 respondents selected ‘somewhat agree’, and 20 respondents selected ‘strongly agree’ (6.4). When asked whether their lecturers make many grammatical and lexical mistakes, the responses were evenly distributed across categories 2, 3, 4, and 5 (6.5), with only 3 respondents selecting ‘strongly disagree’. Most respondents (60.4%) indicate that their lecturers’ English is broken or could be referred to as ‘Dunglish’ or *steenkolengels* (6.6). 4 respondents selected ‘don’t agree/don’t disagree’, and 12 respondents selected either ‘strongly disagree’ or ‘slightly disagree’.

The respondents’ English proficiency was also measured through a self-reported scale question, question 5. Respondents were asked to rate their own proficiency from 1 to 10, with 1 representing very low proficiency and 10 representing very high proficiency. The results of this measure can be found in table 2 and table 3.

|             | N  | Min. | Max. | Median | Mean | SD   |
|-------------|----|------|------|--------|------|------|
| Proficiency | 54 | 6    | 10   | 8.00   | 7.85 | .979 |

Table 2. Question 5: self-reported English proficiency.

All respondents reported an average to above-average English proficiency ranging between 6 to 10. There were no outliers present that substantially affected the mean and standard deviation. It should be noted that since there is no established baseline, self-reported measures are up to individual interpretation by both respondent and researcher, and therefore, should be interpreted with caution (Brinthaup & Erwin, 1992).

|       |    | Frequency | Percent |
|-------|----|-----------|---------|
| Valid | 6  | 4         | 7.4     |
|       | 7  | 15        | 27.8    |
|       | 8  | 23        | 42.6    |
|       | 9  | 9         | 16.7    |
|       | 10 | 3         | 5.6     |
| Total | 54 | 100.0     |         |

Table 3. Question 5; frequency table

## 4.2 Loss of culture, local knowledge and language

The second set of items (7.1-7.6) refer to how the respondents perceive issues related to Dutch language and culture. It thus aims to provide an answer to SQ2: “To what extent do students consider Dutch linguistic and cultural knowledge deteriorating as a result of English-medium education?” While items 7.1, 7.2 and 7.6 address more general issues, items 7.3, 7.4, and 7.5 specifically concern the negative impact taking an English-language degree may have on Dutch language and culture.

|  | N | Min | Max | Mean | Std. Deviation |
|--|---|-----|-----|------|----------------|
|--|---|-----|-----|------|----------------|

|  |    |   |   |      |       |
|--|----|---|---|------|-------|
| 7.1 Tegenwoordig speelt de Engelse taal een grotere rol dan Nederlands op de universiteit.                                       | 54 | 1 | 5 | 4.26 | .975  |
| 7.2 Ik stoer me er aan dat steeds meer vakken en opleidingen in het Engels worden aangeboden.                                    | 54 | 1 | 5 | 2.41 | 1.339 |
| 7.3 Ik merk dat ik meer moeite heb met Nederlands spreken en schrijven nu ik een Engelstalige opleiding doe                      | 54 | 1 | 5 | 2.63 | 1.278 |
| 7.4 Het volgen van een Engelstalige opleiding zorgt over het algemeen voor een achteruitgang van de Nederlandse taalvaardigheid. | 54 | 1 | 5 | 2.91 | 1.350 |
| 7.5 Door het gebruik van Engels op de universiteit gaat er een stukje Nederlandse kennis en cultuur verloren.                    | 54 | 1 | 5 | 2.89 | 1.192 |
| 7.6 Kennisoverdracht is effectiever in het Nederlands dan in het Engels vanwege de afwezigheid van een taalbarrière              | 54 | 1 | 5 | 3.02 | 1.325 |

Table 5. Descriptive statistics to items 7.1-7.6

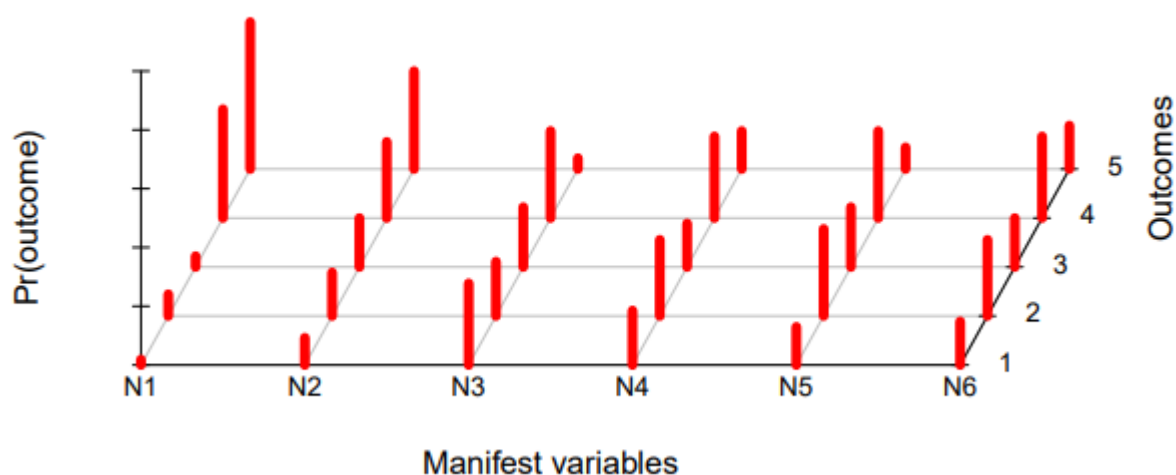


Figure 2. Spread of responses to question 7.  $Pr(outcomes)$  indicates the number of responses per category.  $Outcomes$  indicates the Likert scores.  $Manifest\ variables\ N1-6$  correspond with item 7.1-6 numbering..

Nearly all respondents seemed to agree that English is becoming more important in university education than Dutch is (7.1). In 7.2 59.3% of the respondents expressed that they did not feel disturbed that more courses are offered in English at universities. The response to item 7.3 was somewhat evenly distributed, with 25 respondents disagreeing, and 18 respondents agreeing. 11 respondents reported neutral attitudes. These numbers are applicable to the response to items 7.4 and

7.5. 22 respondents felt that attending an English-language degree program generally results in a deterioration of Dutch language proficiency, while 24 respondents disagreed and 8 respondents neither agreed nor disagreed (7.4). In response to 7.5 42% of the respondents reported that they felt taking an English-language degree program does not affect knowledge of Dutch language and culture, while 37% felt like it does. 21% of the respondents selected the 3<sup>rd</sup> option, ‘neither agree nor disagree’. Finally, respondents also had divided opinions as to whether knowledge transfer is more effective in Dutch than it is in English. 22 respondents disagreed, of which 8 strongly disagreed. Inversely, 23 respondents agreed, of which 8 strongly agreed. A trend in all the responses is that option 2 ‘slightly disagree’ and 4 ‘slightly agree’ are chosen most often, and that there are substantially fewer neutral answers (option 3, ‘neither agree nor disagree’).

### 4.3 Expectations of an English-language degree program

The third set of items aims to answer SQ3: “*How do students think an English-medium degree program benefits them?*” The items specifically refer to perceived benefits that having an English-language degree may carry. It also asks about language-related motivators to choose a degree program. Items 8.1, 8.4, and 8.5 ask about said motivation. Items 8.2 and 8.3 ask about perceived benefits when continuing an (academic) career in the respondent’s field.

|  | N  | Minimum | Maximum | Mean | Std. Deviation |
|--|----|---------|---------|------|----------------|
| 8.1 Voor mij was een belangrijke reden voor het kiezen van mijn opleiding, dat deze in het Engels wordt aangeboden.                                    | 54 | 1       | 5       | 2.54 | 1.410          |
| 8.2 Ik denk dat door het volgen van een Engelstalige opleiding het makkelijker is een baan te vinden dan met een Nederlandstalige opleiding.           | 54 | 1       | 5       | 3.43 | 1.283          |
| 8.3 Ik denk dat het volgen van een Engelstalige opleiding me meer helpt als ik later een masterstudie/PhD wil doen dan een Nederlandstalige opleiding. | 54 | 1       | 5       | 4.07 | 1.096          |
| 8.4 In banen die horen bij mijn vakgebied is de Engelse taal dominant in de literatuur, communicatie en dagelijks gebruik.                             | 54 | 1       | 5       | 4.13 | 1.065          |
| 8.5 Als mijn opleiding zowel in het Engels als Nederlands zou worden aangeboden, zou ik kiezen voor de Engelstalige variant                            | 54 | 1       | 5       | 3.56 | 1.488          |

Table 6. Descriptive statistics to items 8.1-8.5

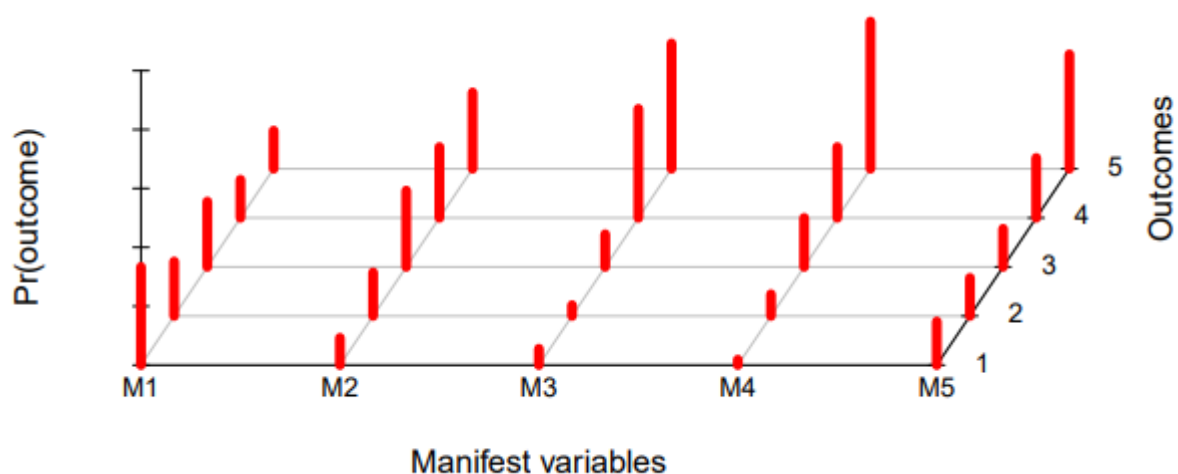


Figure 3. Spread of responses to question 8. *Pr(outcomes)* indicates the number of responses per category. *Outcomes* indicates the Likert scores. *Manifest variables M1-5* correspond with item 8.1-5 numbering.

28 respondents indicated that English language was not an important reason when they picked out their degree programme (8.1), while 14 indicated that it was. When asked as to whether an English-language degree would help them find a job (8.2), 50% reported that it would help them, while the other 50% either disagreed or expressed a neutral opinion. Most respondents reported that English is the dominant language in their area of study (8.4), as only 9 respondents selected 'neither agree nor disagree' and 5 respondent disagreed with the statement. The response to 8.4 – asking whether respondents thought having an English-language degree would help them get accepted into an MA/PhD program – most respondents indicated that they thought it would (8.3). Finally, 59.9% of the respondents reported that, if given the opportunity, they would rather be enrolled in an English-language version of their degree program – as opposed to a Dutch equivalent (8.5). 7 respondents reported neutral responses, and 27.8% of the respondents indicated that they would rather choose a Dutch-language degree program.

#### 4.4 Is internationalization an issue?

The fourth set of items aimed to answer the item of whether students thought internationalization – as perceived by them – is an issue at all. The three items pertained to whether the respondents worry about internationalization, and whether they think it is a good development.

|   | N  | Minimum | Maximum | Mean | Std. Deviation |
|---|----|---------|---------|------|----------------|
| 11.1 Internationalisering van het universitair onderwijs is een positieve ontwikkeling. | 54 | 1       | 5       | 4.06 | .811           |

|   |    |   |   |      |       |
|---|----|---|---|------|-------|
| 11.2 Ik vind het zorgwekkend dat Nederlandse universiteiten steeds verder lijken te internationaliseren.                          | 54 | 1 | 5 | 2.46 | 1.077 |
| 11.3 Ik vind dat universiteiten een deel van haar opleidingen in het Engels moet aanbieden om internationaal relevant te blijven. | 54 | 1 | 5 | 3.96 | .910  |

Table 8. Descriptive statistics items 11.1-3.

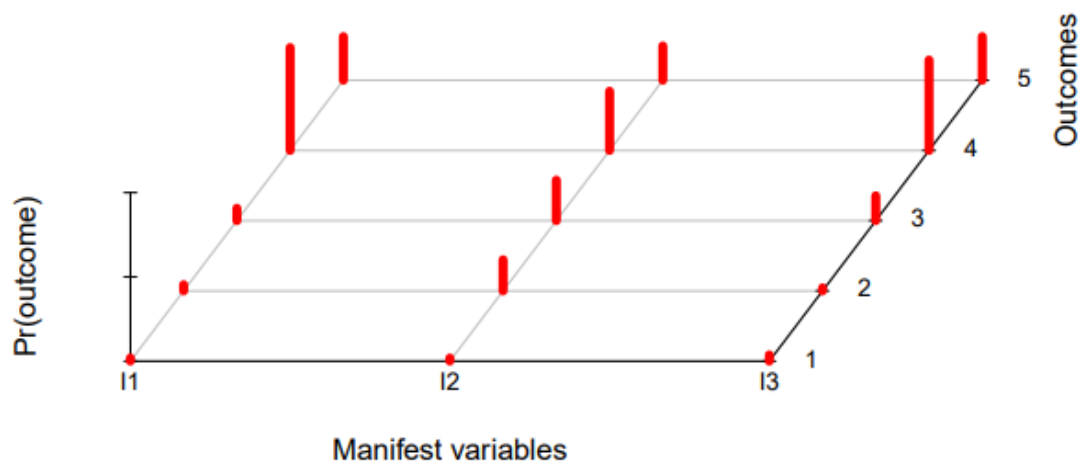


Figure 4. Spread of responses to question 11.  $Pr(outcomes)$  indicates the number of responses per category.  $Outcomes$  indicates the Likert scores. Manifest variables 11-3 correspond with item 11.1-3 numbering. Item 12 is inversely scaled.

Respondents responded positively to the statement that internationalization of university education is a positive development (11.1,  $M=4.06$ ,  $SD=0.81$ ). Out of 54 respondents, 3 disagreed and 4 remained neutral. Item 11.2 garnered a similar positively response, with 32 respondents indicating they were not worried or concerned by the internationalization of university education, ( $M=2.46$ ) and 13 respondents indicating they neither agreed nor disagreed. 11 respondents agreed with the statement, one of which agreed strongly. Interestingly enough, the responses to 11.1 and 11.2 do not match up evenly as they could be expected to. Finally, item 11.3 stated that universities should offer a certain number of degree programs in English to stay relevant internationally. 43 respondents indicated that they agreed, ( $M=3.96$ ,  $SD=0.91$ ), of which 14 agreed strongly. 3 respondents disagreed, two of which strongly.

## 5. Discussion

In this section, the results from chapter 5 will be discussed and interpreted. All frequency tables can be found in appendix C, and descriptive data tables can be found in appendix B.

### 5.1 Perceptions of lecturers' English proficiency

Respondents were divided on the quality and content of their lectures. They indicated that their lecturers struggled to deliver a clear, coherent lecture in English, and only half of the respondents

expressed that the quality of their lectures were not affected by the speakers' English proficiency. Contrarily, 81% of the respondents expressed that their lecturers had no issues explaining complex concepts and materials in English, which is somewhat supported by Tilstra and Smakman. The apparent contradiction may be explained by the idea that students feel that their lecturers can adequately explain complex materials despite making errors. The findings echo those of Klaassen and Bos, who found that on average, educational staff struggled with oral English proficiency. However, Klaassen and Bos's population only represented educators at one university, which is not the case in the present study.

In relation to oral proficiency, there is some internal inconsistency amongst the responses as well. While most respondents consider their lecturers to be fluent speakers of English, almost the same number of respondents indicated that their lecturers' English was broken or could be referred to as 'Dunglish'. About half of the respondents indicated that their lecturers never had to resort to using Dutch to explain certain subjects. There was an even distribution of responses to the question of whether the lecturers made many grammatical and lexical mistakes. Upon further examination, the answers that respondents provided were not categorizable by degree program or self-reported English proficiency. Only 9 respondents had selected consistent answers that complemented each other, whereas the other 45 respondents had selected answers that contradict each other. Many selected 'strongly agree' or 'slightly disagree' for both statements, or inversely answered 'strongly disagree' and 'slightly disagree'. This could mean that the respondents think that being a fluent speaker and speaking Dunglish are not mutually exclusive, or that they interpreted the statements differently than intended. Perhaps the internal inconsistency in answers could be explained by the different standards and expectations students may have, similar to Klaassen and Bos's (2010) findings. The variation in responses could be the result of different interpretations of the items or even components by the respondents. The discrepancy in responses could also be caused by differences in self-reported English proficiency. Alternatively, the variety in responses could be explained by Hendriks, van Meurs and Hogervorst's hypothesis that students may perceive accented speech as less intelligible and competent. This would make sense if the respondent interpreted item 6.6 as an accent-oriented statement, as opposed to a grammar or vocabulary-oriented statement.

## 5.2 Loss of culture, knowledge and language

This question aimed to find out students' perceptions of how English affects Dutch language usage and practises at the university. It also aimed to find out how English affects Dutch proficiency and knowledge on a personal level. The respondents nearly all agreed that English is more important at universities than Dutch and a large group of respondents expressed that that does not worry them.



About 30% of the respondents indicated that they struggle speaking and writing in Dutch after starting their degree program. Similar results were also found for the decline of students' Dutch proficiency in general, as well as whether following an English-language degree program negatively affects Dutch cultural knowledge. While a small majority of the respondents thus are generally unconvinced that the use of English in the university sphere directly affects Dutch knowledge and culture, there is still a sizeable group of students that are concerned by how attending an English-medium degree programme seems to affect their Dutch linguistic proficiency and cultural knowledge. Therefore, these results should be treated very tentatively and require more thorough research before definitive claims can be made. Finally, the question of whether knowledge transfer is more effective in Dutch than it is in English remains unanswered. The responses were distributed to either side. Due to the phrasing of this item and the lack of control items, the outcome is rather unreliable. It is unclear whether the disagreeing respondents think that knowledge transfer is equally effective in both languages, or that English is more effective. Furthermore, it can be questioned whether this statement – as well as the other statements in question 7 – accurately reflect the students' perceptions on these matters, since it is not unimaginable that they have never considered these issues before. While these statements do raise interesting points for future research, they do not provide conclusive data for this research.

### 5.3 Expectations of an English-language degree program

To most students, the language in which their degree program is taught was not an important consideration when picking their degree program. Despite this, most respondents expressed that they would rather enrol in an English-language degree program than a Dutch counterpart if possible. This echoes the figures presented by Tunali (2018), who implies that – for European Studies – students prefer English-language degrees more than Dutch equivalents.

Most respondents feel that having an English-language degree will positively affect them if they were to apply for an MA or PhD program in their field. Additionally, half of the respondents indicated that they thought an English-language degree would help them find a job faster, as opposed to a Dutch-language degree. This makes sense, as English was regarded as the dominant language in the field of study for almost all respondents. In other words, English is regarded as a benefit, something that Tunali also reports.

### 5.4 Is internationalization an issue?

The final question that the present study aimed to answer is whether students are concerned about internationalization. The respondents consider internationalization of Dutch university education to be a positive development. They also believe internationalization to be a crucial step in maintaining

relevance in the global academic environment. Finally, most of the respondents are not worried about the process of internationalization. Overall it appears as though students are not terribly concerned with internationalization and that they think it is a healthy and positive development of university education. However, it is uncertain how the respondents interpreted 'internationalisation' and whether they are aware of the various

## 6. Summary and conclusion

This chapter will attempt to summarize what students expressed regarding the concerns about internationalization as raised in the Dutch media. It will also briefly summarize this research. Furthermore, possible influences, limitations and other factors that may have affected the outcome of this study will be addressed in the limitation section. Finally, a few suggestions for future research based on the present study will be made.

### 6.1 Summary and conclusion

The aim of this study was to discover Dutch university students' perceptions regarding the effects of the implementation of EMI at universities that have been raised as problematic in Dutch media outlets. This was attempted through exploratory research using a survey. 54 students –originating from a variety of English-language degree programs – completed the online questionnaire. The survey consisted of four sets of statements to gather as much insight as possible into the topic. First, there were items assessing the students' perceptions of their lecturers' English proficiency. Next, the respondents were presented with different statements concerning the effect English-language education may have on Dutch knowledge and language. Then, a set of 5 items was presented about the motivations students may have had to select their English-language degree programs. Finally, there were three items assessing whether the students thought internationalization is a positive development.

One of the main findings of the present study is that students are generally negatively inclined towards the oral English proficiency of their lecturers. The students mainly expressed their lecturers' English was broken, that they struggled to deliver coherent lectures, and made considerable grammatical and lexical mistakes. However, the respondents indicated that their lecturers were adequately able to explain complex materials. Previous studies (Klaassen & Bos, 2010; Tilstra & Smakman, 2018) have measured both phenomena, and perhaps this is an indication that poor oral proficiency does not hinder adequacy and capability to explain complex matter. Surprisingly, there was a consensus that the lecturers were fluent speakers of English despite the high scores on mistakes and poor English.

Furthermore, the students were not particularly concerned with cultural and linguistic loss. While a considerable minority of students felt that EMI was detrimental to Dutch culture and knowledge, most indicated to either feel neutral, or did not consider the statement true. Similarly, most students did not experience a deterioration of their Dutch proficiency in either speaking or writing. They reported the same when considering the general public. However, these findings should be treated tentatively and are not intended to be claims. The sample size is rather small, and the items were rather complex. Then there is also the question of whether students can reliably and adequately assess these issues. It is entirely possible the respondents have never thought about deterioration of Dutch language skills as a result of EMI implementation before and therefore have not formed an opinion on it yet. Further research into any of these topics would be needed, as the current data – with its limitations – is insufficient to draw strong conclusions from.

Most of the students agreed that English-language degrees and education to be helpful in their future careers, either in the workplace or in academia. Students did not consider the language of instruction to be a major reason for choosing their degree program, although most students would prefer to do it in English, if they were given a choice of both Dutch and English.

It can be concluded that most students in this study do not seem overly concerned with internationalization practises and their implied problems. In fact, the number of neutral responses may indicate that students enjoying EMI education have not thought about the topics much. In either case, the strong, negative claims presented by – amongst others – Bouma (2018a; 2018b), BON (2018), F. Huygen (2017), M. Huygen (2016), and Klein-Jan (2018) do not seem to be supported by the very students they are discussing.

## 6.2 Limitations

There are several limitations to this research project. They will be addressed individually to provide some insight into the way these findings should be interpreted.

Firstly, the present research has a very broad scope. Due to this, the data collected for each sub-question is limited and does not have much depth. There are many items that do not have control items and only provide insight into a one specific topic that do not necessarily relate to the other items. Thus this study is a superficial and exploratory attempt to assess how students perceive internationalisation – and especially the possible results of the implementation of EMI. It can, and should, be interpreted as a starting point for further research. There are, for example, several contradictory findings, especially regarding perceptions of lecturers' English proficiency. The fact that the respondents thought their lecturers to be fluent speakers of English while also saying they make a lot of grammatical and lexical mistakes is peculiar and can be investigated further. However, those contradictions may also be the result of alternative interpretations, so further research should take that into consideration.

Furthermore, the phrasing of some of the items in the survey made it so that there are multiple interpretations possible. Items such as 6.1, 6.7, 7.4, and 7.6 allowed for various interpretations by the respondent. Because of this there is no telling in whether the data represents what the questions were intended to discover. It could very well be that item 7.6 'I think knowledge transfer is more effective in Dutch than it is in English due to the absence of a language barrier' is answered with a 'strongly disagree' to indicate that neither is more effective. It could also represent that the student feels there is no language barrier, or that any discrepancy in the efficacy of knowledge transfer is not caused by a language barrier. This example illustrates that caution must be exercised when interpreting the data presented in chapters four and five. The ambiguity of the items may also have caused the large variance in responses due to the students interpreting the items differently than their peers. While for one student 'fluent English' may mean C1 level, another student might interpret it as near-native.

Thirdly, the sampling of the respondents was random, via convenience sampling. This makes the response sample rather heterogeneous, and in turn difficult to generalise within the study. There is some variation in years studied, which may have impacted the answers, as well as variation in the type of programme that the respondents were enrolled in. The respondents were enrolled in programmes ranging from Neuroscience to Artificial Intelligence, to Business Administration and New Media and Digital Cultures. This spread of programmes also makes it that the results should be interpreted with caution, especially the questions regarding lecturers' English proficiency, since the respondents are discussing different situations and lecturers.

### 6.3 Further research

The present study has created several starting points for further research. Especially lecturers' English proficiency is a topic that needs further exploration in the light of the concerns raised in Dutch media, and the findings by Klaassen and Bos (2010). Especially the apparent contradictions should be further investigated to hopefully disentangle them. The contradicting data between lecturers struggling to deliver a coherent lecture, yet being able to adequately explain complex matter, is quite peculiar. Moreover, the respondents indicated that their lecturers make many grammatical and lexical mistakes but are also fluent speakers of English. These contrasting findings should be investigated more thoroughly to examine if and why students feel like that. This can open up the discussion on what students value when receiving English-medium instruction. Then, perhaps, by assessing lecturers' English proficiency more specific language policies can be implemented to provide students with an optimal learning experience, without the confusion or disruption sub-par English skills may provide. Additionally, further research can be done to pinpoint the way that implementing EMI at universities affects Dutch language proficiency. Due to the limited academic resources, such exploratory research will significantly expand the available corpus. It would also support and perhaps guide language

policies at the university level since there would be evidence on what linguistic areas need more maintenance amongst students.

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## 8. Appendices

### 8.1 Appendix A – questionnaire

Bedankt voor het aanklikken van mijn vragenlijst!

Het invullen van deze vragenlijst duurt ongeveer 4 à 5 minuten. De vragenlijst bestaat uit 24 items, verdeeld over 5 vragenblokken. Probeer het antwoord te kiezen wat zo goed mogelijk aansluit bij wat jij vindt, er zijn geen foute of wenselijke antwoorden. Je kunt alleen meedoen aan deze vragenlijst als je aan de volgende voorwaarden voldoet:

- Je bent een Nederlandse student.
- Je doet een bachelor, minor, pre-master of masteropleiding aan een Nederlandse universiteit.
- De voertaal van je opleiding is Engels.
- Je bent géén student Engelse taal en cultuur of aanverwante opleidingen.

Deze vragenlijst is opgesteld voor mijn bachelorscriptie aan de Universiteit Utrecht. De verwerking van je antwoorden en data is volledig anoniem en vertrouwelijk, en zullen alleen gebruikt worden in de context van deze scriptie. Heb je vragen of ben je benieuwd naar het onderzoek? Stuur gerust een mailtje naar [d.s.vanmil@gmail.com](mailto:d.s.vanmil@gmail.com).

1. Wat is de naam van je opleiding?

---

2. Wat voor een type opleiding doe je?

- Universitaire Bachelor
- Universitaire Minor
- Universitaire pre-Master
- Universitaire Master

3. Hoeveel jaar heb je aan de universiteit gestudeerd?

- 1 of minder
- 2
- 3
- 4
- 5
- 6 of meer

4. Wat is je moedertaal?

- Nederlands
- Engels
- Anders: ....

5. Geef met een cijfer aan hoe je je eigen vaardigheid in het Engels inschat.

- 1
- 2

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

6. Geef voor de volgende stellingen aan in welke mate je het er mee eens bent:

- 1= helemaal oneens
- 2= beetje oneens
- 3= niet eens, niet oneens
- 4= beetje eens
- 5= helemaal eens

6.1 Mijn docenten spreken vloeiend Engels

6.2 De kwaliteit van de colleges wordt negatief beïnvloed door het niveau van het Engels van mijn docenten.

6.3 Mijn docenten hoeven nooit uit te wijken naar het Nederlands omdat ze zich niet duidelijk kunnen maken in het Engels

6.4 Mijn docenten hebben moeite om een duidelijk, gestructureerd college te geven in het Engels.

6.5 Mijn docenten maken in het Engels veel grammaticale en/of lexicale fouten.

6.6 Mijn docenten spreken gebroken of steenkolenengels.

6.7 Mijn docenten kunnen adequaat complexe stof uitleggen in het Engels.

7. Geef voor de volgende stellingen aan in welke mate je het er mee eens bent.

7.1 Tegenwoordig speelt de Engelse taal een grotere rol dan Nederlands op de universiteit.

7.2 Ik stoor me er aan dat steeds meer vakken en opleidingen in het Engels worden aangeboden.

7.3 Ik merk dat ik meer moeite heb met Nederlands spreken en schrijven nu ik een Engelstalige opleiding doe.

7.4 Het volgen van een Engelstalige opleiding zorgt over het algemeen voor een achteruitgang van de Nederlandse taalvaardigheid.

7.5 Door het gebruik van Engels op de universiteit gaat er een stukje Nederlandse kennis en cultuur verloren.

7.6 Kennisoverdracht is effectiever in het Nederlands dan in het Engels vanwege de afwezigheid van een taalbarrière.

8. Geef voor de volgende stellingen aan in welke mate je het er mee eens bent.

8.1 Voor mij was een belangrijke reden voor het kiezen van mijn opleiding, dat deze in het Engels wordt aangeboden.

8.2 Ik denk dat door het volgen van een Engelstalige opleiding het makkelijker is een baan te vinden dan met een Nederlandstalige opleiding.

8.3 Ik denk dat het volgen van een Engelstalige opleiding me meer helpt als ik later een masterstudie/PhD wil doen dan een Nederlandstalige opleiding.

8.4 In banen die horen bij mijn vakgebied is de Engelse taal dominant in de literatuur, communicatie en dagelijks gebruik.

8.5 Als mijn opleiding zowel in het Engels als Nederlands zou worden aangeboden, zou ik kiezen voor de Engelstalige variant.

10. Geef voor de volgende stellingen aan in welke mate je het er mee eens bent.

10.1 Het aanbieden van opleidingen in het Engels stelt Nederlandse studenten beter in staat om in het buitenland te studeren en werken.

10.2 Het aanbieden van meer opleidingen in het Engels maakt het voor buitenlandse studenten aantrekkelijker om in Nederland te komen studeren.

10.3 Door universiteiten wordt er meer moeite wordt gedaan om buitenlandse studenten in Nederland te laten studeren, dan andersom.

10.4 Door universiteiten wordt er meer moeite wordt gedaan om Nederlandse studenten in het buitenland te laten studeren, dan andersom.

10.5 Universiteiten steken veel energie in het binnenhalen van buitenlandse studenten.

10.6 Universiteiten steken veel energie om Nederlandse studenten in het buitenland te laten studeren.

11. Geef voor de volgende stellingen aan in welke mate je het er mee eens bent.

11.1 Internationalisering van het universitair onderwijs is een positieve ontwikkeling.

11.2 Ik vind het zorgwekkend dat Nederlandse universiteiten steeds verder lijken te internationaliseren.

11.3 Ik vind dat universiteiten een deel van haar opleidingen in het Engels moet aanbieden om internationaal relevant te blijven.

## 8.2 Appendix B –Descriptive statistics tables

|     | N  | Minimum | Maximum | Mean | Std. Deviation |
|-----|----|---------|---------|------|----------------|
| 6.1 | 54 | 1       | 5       | 3.69 | 1.061          |
| 6.2 | 54 | 1       | 5       | 3.39 | 1.295          |
| 6.3 | 54 | 1       | 5       | 3.54 | 1.342          |
| 6.4 | 54 | 1       | 5       | 4.00 | 1.046          |
| 6.5 | 54 | 1       | 5       | 3.28 | 1.220          |
| 6.6 | 54 | 1       | 5       | 3.80 | 1.172          |
| 6.7 | 54 | 2       | 5       | 4.04 | .951           |

Descriptive statistics table 6

|                    | N  | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|------|----------------|
| 7.1                | 54 | 1       | 5       | 4.26 | .975           |
| 7.2                | 54 | 1       | 5       | 2.41 | 1.339          |
| 7.3                | 54 | 1       | 5       | 2.63 | 1.278          |
| 7.4                | 54 | 1       | 5       | 2.91 | 1.350          |
| 7.5                | 54 | 1       | 5       | 2.89 | 1.192          |
| 7.8                | 54 | 1       | 5       | 3.02 | 1.325          |
| Valid N (listwise) | 54 |         |         |      |                |

Descriptive statistics table 7

|     | N  | Minimum | Maximum | Mean | Std. Deviation |
|-----|----|---------|---------|------|----------------|
| 8.1 | 54 | 1       | 5       | 2.54 | 1.410          |
| 8.2 | 54 | 1       | 5       | 3.43 | 1.283          |
| 8.3 | 54 | 1       | 5       | 4.07 | 1.096          |
| 8.4 | 54 | 1       | 5       | 4.13 | 1.065          |

|     |    |   |   |      |       |
|-----|----|---|---|------|-------|
| 8.5 | 54 | 1 | 5 | 3.56 | 1.488 |
|-----|----|---|---|------|-------|

Descriptive statistics table 9

|      | N  | Minimum | Maximum | Mean | Std. Deviation |
|------|----|---------|---------|------|----------------|
| 11.1 | 54 | 1       | 5       | 4.06 | .811           |
| 11.2 | 54 | 1       | 5       | 2.46 | 1.077          |
| 11.3 | 54 | 1       | 5       | 3.96 | .910           |

Descriptive statistics table 11

### 8.3 Appendix C – Frequency tables

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 2         | 3.7     | 3.7           | 3.7                |
|       | 2     | 8         | 14.8    | 14.8          | 18.5               |
|       | 3     | 5         | 9.3     | 9.3           | 27.8               |
|       | 4     | 29        | 53.7    | 53.7          | 81.5               |
|       | 5     | 10        | 18.5    | 18.5          | 100.0              |
|       | Total | 54        | 100.0   | 100.0         |                    |

Frequency table to item 6.1

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 2         | 3.7     | 3.7           | 3.7                |
|       | 2     | 17        | 31.5    | 31.5          | 35.2               |
|       | 3     | 8         | 14.8    | 14.8          | 50.0               |
|       | 4     | 12        | 22.2    | 22.2          | 72.2               |
|       | 5     | 15        | 27.8    | 27.8          | 100.0              |
|       | Total | 54        | 100.0   | 100.0         |                    |

Frequency table to item 6.2

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 5         | 9.3     | 9.3           | 9.3                |
|       | 2     | 10        | 18.5    | 18.5          | 27.8               |
|       | 3     | 6         | 11.1    | 11.1          | 38.9               |
|       | 4     | 17        | 31.5    | 31.5          | 70.4               |
|       | 5     | 16        | 29.6    | 29.6          | 100.0              |
|       | Total | 54        | 100.0   | 100.0         |                    |

Frequency table to item 6.3

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 1         | 1.9     | 1.9           | 1.9                   |
|       | 2     | 6         | 11.1    | 11.1          | 13.0                  |
|       | 3     | 5         | 9.3     | 9.3           | 22.2                  |
|       | 4     | 22        | 40.7    | 40.7          | 63.0                  |
|       | 5     | 20        | 37.0    | 37.0          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 6.4

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 3         | 5.6     | 5.6           | 5.6                   |
|       | 2     | 14        | 25.9    | 25.9          | 31.5                  |
|       | 3     | 13        | 24.1    | 24.1          | 55.6                  |
|       | 4     | 13        | 24.1    | 24.1          | 79.6                  |
|       | 5     | 11        | 20.4    | 20.4          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 6.5

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 1         | 1.9     | 1.9           | 1.9                   |
|       | 2     | 11        | 20.4    | 20.4          | 22.2                  |
|       | 3     | 4         | 7.4     | 7.4           | 29.6                  |
|       | 4     | 20        | 37.0    | 37.0          | 66.7                  |
|       | 5     | 18        | 33.3    | 33.3          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 6.6

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 2     | 6         | 11.1    | 11.1          | 11.1                  |
|       | 3     | 5         | 9.3     | 9.3           | 20.4                  |
|       | 4     | 24        | 44.4    | 44.4          | 64.8                  |
|       | 5     | 19        | 35.2    | 35.2          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 6.7

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 1         | 1.9     | 1.9           | 1.9                   |
|       | 2     | 4         | 7.4     | 7.4           | 9.3                   |
|       | 3     | 2         | 3.7     | 3.7           | 13.0                  |
|       | 4     | 20        | 37.0    | 37.0          | 50.0                  |
|       | 5     | 27        | 50.0    | 50.0          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 7.1

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 18        | 33.3    | 33.3          | 33.3                  |
|       | 2     | 14        | 25.9    | 25.9          | 59.3                  |
|       | 3     | 9         | 16.7    | 16.7          | 75.9                  |
|       | 4     | 8         | 14.8    | 14.8          | 90.7                  |
|       | 5     | 5         | 9.3     | 9.3           | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 7.2

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 15        | 27.8    | 27.8          | 27.8                  |
|       | 2     | 10        | 18.5    | 18.5          | 46.3                  |
|       | 3     | 11        | 20.4    | 20.4          | 66.7                  |
|       | 4     | 16        | 29.6    | 29.6          | 96.3                  |
|       | 5     | 2         | 3.7     | 3.7           | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 7.3

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 10        | 18.5    | 18.5          | 18.5                  |
|       | 2     | 14        | 25.9    | 25.9          | 44.4                  |
|       | 3     | 8         | 14.8    | 14.8          | 59.3                  |
|       | 4     | 15        | 27.8    | 27.8          | 87.0                  |
|       | 5     | 7         | 13.0    | 13.0          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 7.4

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 7         | 13.0    | 13.0          | 13.0                  |
|       | 2     | 16        | 29.6    | 29.6          | 42.6                  |
|       | 3     | 11        | 20.4    | 20.4          | 63.0                  |
|       | 4     | 16        | 29.6    | 29.6          | 92.6                  |
|       | 5     | 4         | 7.4     | 7.4           | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 7.5

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 8         | 14.8    | 14.8          | 14.8                  |
|       | 2     | 14        | 25.9    | 25.9          | 40.7                  |
|       | 3     | 9         | 16.7    | 16.7          | 57.4                  |
|       | 4     | 15        | 27.8    | 27.8          | 85.2                  |
|       | 5     | 8         | 14.8    | 14.8          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 7.6

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 18        | 33.3    | 33.3          | 33.3                  |
|       | 2     | 10        | 18.5    | 18.5          | 51.9                  |
|       | 3     | 12        | 22.2    | 22.2          | 74.1                  |
|       | 4     | 7         | 13.0    | 13.0          | 87.0                  |
|       | 5     | 7         | 13.0    | 13.0          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 8.1

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 5         | 9.3     | 9.3           | 9.3                   |
|       | 2     | 8         | 14.8    | 14.8          | 24.1                  |
|       | 3     | 14        | 25.9    | 25.9          | 50.0                  |
|       | 4     | 13        | 24.1    | 24.1          | 74.1                  |
|       | 5     | 14        | 25.9    | 25.9          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 8.2

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 3         | 5.6     | 5.6           | 5.6                   |
|       | 2     | 2         | 3.7     | 3.7           | 9.3                   |
|       | 3     | 6         | 11.1    | 11.1          | 20.4                  |
|       | 4     | 20        | 37.0    | 37.0          | 57.4                  |
|       | 5     | 23        | 42.6    | 42.6          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 8.3

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 1         | 1.9     | 1.9           | 1.9                   |
|       | 2     | 4         | 7.4     | 7.4           | 9.3                   |
|       | 3     | 9         | 16.7    | 16.7          | 25.9                  |
|       | 4     | 13        | 24.1    | 24.1          | 50.0                  |
|       | 5     | 27        | 50.0    | 50.0          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 8.4

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 8         | 14.8    | 14.8          | 14.8                  |
|       | 2     | 7         | 13.0    | 13.0          | 27.8                  |
|       | 3     | 7         | 13.0    | 13.0          | 40.7                  |
|       | 4     | 11        | 20.4    | 20.4          | 61.1                  |
|       | 5     | 21        | 38.9    | 38.9          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 8.5

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 1         | 1.9     | 1.9           | 1.9                   |
|       | 2     | 2         | 3.7     | 3.7           | 5.6                   |
|       | 3     | 4         | 7.4     | 7.4           | 13.0                  |
|       | 4     | 33        | 61.1    | 61.1          | 74.1                  |
|       | 5     | 14        | 25.9    | 25.9          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 11.1



|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 11        | 20.4    | 20.4          | 20.4                  |
|       | 2     | 19        | 35.2    | 35.2          | 55.6                  |
|       | 3     | 13        | 24.1    | 24.1          | 79.6                  |
|       | 4     | 10        | 18.5    | 18.5          | 98.1                  |
|       | 5     | 1         | 1.9     | 1.9           | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table to item 11.2

|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1     | 2         | 3.7     | 3.7           | 3.7                   |
|       | 2     | 1         | 1.9     | 1.9           | 5.6                   |
|       | 3     | 8         | 14.8    | 14.8          | 20.4                  |
|       | 4     | 29        | 53.7    | 53.7          | 74.1                  |
|       | 5     | 14        | 25.9    | 25.9          | 100.0                 |
|       | Total | 54        | 100.0   | 100.0         |                       |

Frequency table 11.3