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The English Invasion of Dutch Education:

Investigating Dutch Secondary School Students' Attitudes to the Role of English in Their Lives

Abstract

In the past few decades the role of English in Dutch secondary education has grown tremendously. Though many applaud this growth, some have voiced concerns as to the way students might be affected by it. This study aimed to shed more light on the effects of the different levels and types of Dutch secondary education on students enrolled in it. Some results were found as to students' motivation to learn the language and to continue studying in an English-speaking environment, but it is considered that many more participants are required to create an accurate representation of the target audience.

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1. Theoretical Framework

In the 1980's English was made a mandatory subject to for all Dutch secondary education students to take in the Netherlands. Since then this country has witnessed a tremendous increase in the presence of English both in educational contexts (Dearden, 2014, p. 2; Edwards, 2016, p. 38) and in mass media available to the public (Edwards, 2016, p. 26). Bilingual Dutch and English education in secondary schools and fully English-taught programs in higher education are gaining ground and popularity. This phenomenon is in line with the internationalisation process as backed by the Dutch government, which for decades has aimed and still aims to increase the presence of English in both primary, secondary and tertiary education throughout the country (Dearden, 2014, p. 13; Berns, De Bot & Hasebrink, 2007, p. 18). In fact, attaining a high level of English is considered a fundamental requirement for Dutch students to function properly in society later on (Edwards, 2016, p. 83). Similar trends can be observed all throughout Europe in that many higher education institutions are offering more and more courses in English rather than the local L1 in an attempt to draw international students and increase the prospectives for native ones (Dearden, 2014, p. 2; Dimova, Hultgren & Jensen, 2015, p. 45; Macaro et al., 2017, p. 33; Edwards, 2016, p. 38).

Though many consider the spread of English in education a desirable course, others have voiced concerns that this rapidly growing presence of English is a threat to the native language and that, if applied incorrectly, it may hurt learners' proficiency in both languages (Soler, 2016, p. 54; Edwards, 2016, p. 135; Lasagabaster, 2016, p. 105; Linn, 2016, p. 1; Wilkinson, 2013, p. 11). Some have even investigated whether English does not simply coexist alongside local native languages, but actually invades the domain taken up by a local language and actively diminishes the role played by said language until eventually it is abandoned all together (Linn, 2016, p. 1; Soler, 2016, p. 54). Such concerns are known to be present in the Netherlands as well, but only moderately (Dearden, 2014, p. 2). Most criticism

targeting the role played by English in Dutch education focusses both on the risk that the strong presence of English may have a negative effect on students' level of Dutch and Dutch teachers' insufficient command of the English language (Lasagabaster, 2016, p. 105; Wilkinson, 2013, p. 15; Admiraal, et al., 2006, p. 92). After all, teachers teaching in Dutch bilingual education often lack the vocabulary to express themselves just as flexibly in English as in Dutch. An effect of this phenomenon was found by Macaro et al (2018). In this study it was found that Dutch students receiving a lecture in English were in fact outperformed on their level of lecture comprehension by the students who had received the same lecture in Dutch, their native language (p. 33). One of the explanations for these results was the lecturer's lacking level of English and inability to answer unscripted questions.

It seems then that the concerns regarding the growing presence of English in Dutch secondary education are backed by empirical research, but still many consider the benefits of attaining a high level of English to be most important. This opinion is supported by the study carried out by Hendriks et al (2016) who found that even if a teacher is no native speaker of English, this does not have to impact the quality or intelligibility of a lesson, as perceived by students, even if the teacher is not completely fluent in English. A significant drop in quality and intelligibility as perceived by participants was found only in cases where the teacher had a strong accent when speaking English and had trouble with flexibly using the language to for example answer questions (p. 10). These results indicate that students are not necessarily disadvantaged by being taught by a teacher who is no native speaker of English, as long as this teacher is sufficiently trained. Nonetheless, the results gathered by Macaro et al should not be ignored and provide a ground for concern about the rapid increase of English in secondary education.

Dearden (2014) acknowledged the "potentially socially divisive nature" of offering both monolingual education in the native language and bilingual education in both English

and the native language in secondary and tertiary levels of education and the effect it might have on general attitudes to English (p. 2). After all, those who are not in the position to enrol in such education will receive much less exposure to English, which in turn could have an effect on their attitudes towards the language. It is precisely these attitudes which were examined in a large-scale study by Alison Edwards (2016), who used questionnaires to obtain an extensive corpus of data on what Dutch people's attitudes are regarding the role of English both in their lives, their education and the world around them. She found that on the one hand participants who were less interested in achieving a high level of English also thought less positively of English (p. 119). On the other hand, those participants who were enrolled in a higher level of education and/or had been exposed to bilingual Dutch and English or fully English education tended to be more positive about English (p. 125). Similar findings were generally shared between most participants of each respective group. Additionally, it turned out that those participants who displayed a negative attitude towards English were, on average, significantly older than those participants who felt more positive about English, with the latter group's average age being notably low in general (p. 124). Thus, Edwards' results imply that a higher level of education and a higher exposure to English both have a positive effect on students' attitudes towards the language.

If enrolment in a certain type or level of education has an influence on students' attitudes, then a logical assumption would be that receiving a different level and type of education influences said attitudes in another way. This would lend validity to Lasagabaster's (2016) claim that the application of teaching methods like EMI (English Medium Instruction) or CLIL (Content and Language Integrated Learning) creates a division between those students that have versus those that have not been subjected to these methods (p. 104). It is observed that both these methods improve students' motivation to learn a language in a way that surpasses the motivation achieved when relying mainly on their local L1 in class (p. 101).

He addresses perceived threats such as domain loss in the local L1 to English as a result of bilingual education, but does admit that such concerns are still hardly based on facts rather than fear of the unknown, since research in this field is still fairly rare and more is needed to present well founded arguments on the effectiveness of such teaching methods (p. 106).

Just like Dearden, Edwards (2016) calls for more research into the effects of bilingual education to provide a better view of its effects (p. 138) and though the corpus of data gathered in her study is extensive, an opportunity for further investigation is created there. She attempted to create representation of Dutch society by including participants from all levels of Dutch primary, secondary and higher/tertiary education and as a result created two variables in her study: *highest received level of education* and *exposure to English*. However, it seems that no further attention is given to the differences between participants from the same level of education, particularly secondary education, in presenting the data and subsequently discussing the implications. Edwards' study had a very broad scope and a method to match. Yet in doing so, she opened up an opportunity to investigate in what way attitudes differ between students from varying levels of secondary education. Considering the concerns about an increased presence of English at this educational stage discussed before, it would be highly relevant to gather more information on this particular topic. Furthermore, this stage is crucial in students' personal development in that many of the opinions that will later define a them as an adult are at least founded if not fully formed during their adolescent phase, during which in the Netherlands they are enrolled in secondary education.

Since both Edwards and Lasagabaster call for more research in this field and a relevant niche was discovered, a small scale survey was carried out in 3 Dutch secondary schools which incorporated students from both the three main levels of secondary education (VMBO, HAVO and VWO) and students from the two main types of secondary education: monolingual Dutch and bilingual Dutch and English. Both will be explained more extensively

in the methodology section. The goal of this study was to answer the questions whether secondary education students' attitudes towards English are influenced by the level of education they are enrolled in and, likewise, if said attitudes are at all affected by the type of education they are enrolled in; monolingual Dutch or bilingual Dutch and English?

Based on Edwards' results and considering the similarities between this study and hers, it can be expected that both questions will be answered affirmatively, but since she found that most pro-English opinions originated from younger participants, attitudes regarding English as displayed by all participants should be fairly positive in general, mostly so in participants from the HAVO and VWO levels of education, since these students have received education in the English language for the longest period, six years, and with the highest intensity (Berns et al, 2007, p. 85). Furthermore, participants enrolled in the VMBO level of Dutch education are expected to display a relatively negative attitude to English since their secondary education only lasts for four years and the target proficiency is set lower than in other levels of education for these students. Considering the information gap in this matter and the importance of the secondary education phase in students' development, more clarity must be created on this subject and this study aims to be an addition to that goal.

2. Methodology

2.1 Participants

For this study 199 Dutch secondary school students from 3 different Dutch secondary schools, divided over 3 distinguishable educational levels (VMBO, HAVO and VWO) and 2 different types of education (monolingual Dutch and bilingual Dutch and English) were used as participants. The schools were contacted through their general and publicly available e-mail addresses and asked if they would be willing to participate in this study. Ideally, each level and type of education would have been represented by an equal number of participants, but due to limited response from certain schools and time constraints it was not feasible to

achieve such a division. Nonetheless, all educational levels and types were represented with at least twenty 22 participants per group. All participants enrolled in bilingual education were drawn from the VWO level in order to keep the level and type of education variables from becoming mixed up. All in all, the final pool of participants consisted of the following groups:

- VMBO (preparatory vocational secondary education): 41 participants (20,6%).
- HAVO (senior general secondary education): 99 participants (49,7%).
- Monolingual Dutch VWO (university preparatory education): 37 participants (18,6%).
- Bilingual Dutch-English VWO (university preparatory education): 22 participants (11,1%).

It should be mentioned that the HAVO level was represented by nearly half of all participants and therefore is a much better representation of that group. The other groups then were not represented just as well, which might have affected the gathered data. After processing the data, two participants were excluded from the study. They did not include Dutch as one of the languages spoken at home with their family. This factor may have affected their view of Dutch and, likewise, the presence of English in Dutch society and whether this is desirable or not. To keep the number of potentially relevant variables in this study as limited as possible, their answers to the questionnaire were not included in the analysis.

2.2 Materials

For the experiment, printed physical copies of a questionnaire were handed out to participants. This questionnaire included two types of questions:

The first type of questions were quantitative statements to which participants were asked to respond by choosing one of four options: I fully disagree, I somewhat disagree, I somewhat agree & I fully agree. Since time constraints did not allow for a pilot study, these

statements were largely based on the statements used in Edwards's (2016) study. After all, those statements had already been tested and since her discussion did not contain any remarks regarding the quality of her material, it was seen as fit to be used in this study.

The second type of questions were qualitative questions to which participants were asked to respond with an answer that matched their specific situation. The focus of these questions was on participants' language background such as the language spoken at home and the language in which they received primary education. Furthermore, a final, optional question offered participants the opportunity to share any further thoughts regarding the role of English in their lives.

The quantitative data gathered were processed using SPSS in order to distinguish patterns relating to the research questions. Since all data was of the ordinal level, the most relevant test was crosstabs combined with a Chi-Square test. This test was set up with the level and type of secondary education variables in rows and responses to the 14 statements in columns. Afterwards, stacked bar charts were created for each statement. Those statements which yielded significant results were added to results section, but a complete overview of all charts can be found in appendix 3. Qualitative data were ordered into categories of similar answers provided by participants. Afterwards it was investigated whether these different categories indicated any shared attitudes within groups from the same level of education and/or exposure to English.

To ensure participants' anonymity, every part of their involvement was kept offline and as little personal data as possible was collected. All participants were asked for their active consent in using their answers to the questions as data for the study by filling in a box at the top of the questionnaire. By doing so they confirmed their awareness of the way the study would be carried out and the goal of doing so. Furthermore, in this way they also gave their consent for their answers to be used as data in this study. Since no audio or video

material of the participants was gathered, no sensitive information was asked, the investigator had no connection to the participants and the data can in no way be traced back to anyone, no direct consent was required by participants' parents, despite most participants being under-age. Passive consent was granted by participants' teachers as a substitute for a guardian. All teachers consented to this experiment while being well aware of its conditions and methodology. The questionnaire used in this experiment can be found in appendix 1; both the original Dutch version and the translated English equivalent.

2.3 Design

The experiment took participants' attitude towards English as dependent variable and focused on how it is influenced by respective independent variables level of secondary education the participant is enrolled in and the type of education of education (monolingual or bilingual) received. This final variable was deemed to be relevant because Dutch bilingual education students receive up to 50% of all their subjects completely in English and this is known to have a positive effect on at least their receptive level of English (Admiraal et al, 2006, p. 77). This then might also affect their attitudes regarding the language.

To make sure no mixing up of variables occurred, the data gathered from participants enrolled in the bilingual education type were only compared to the data gathered from participants enrolled in the monolingual education type of the same level of secondary education. The experiment had a between-subjects design since all participants had been subjected to only one of multiple levels and types of education.

2.4 Procedure

All participants were asked to fill in a questionnaire containing both quantitative and qualitative questions. The study's focal points and relevance to their situation were explained to them, but no information was given regarding the posited hypotheses so as not to influence the answers. As explained before, the questions focused both on the role played by English in

students' lives, on the presence of English all around them and whether they perceive this as a threat to the Dutch language or to the way they function in society. The results of this questionnaire were processed as explained in the materials section, depending on the type of question, and the data was analysed to distinguish any recognisable patterns in the dependent variable.

3. Results

This section contains the results found after analysing the data gathered during the experiment. First, participants' significant responses to each respective statement will be presented, followed by the non-significant responses that were of consequence to the study. A complete overview of these responses can be found in appendix 2. To limit the number of required diagrams to effectively represent the data, both the three respective levels and the two types of Dutch secondary education as defined before are represented in the same charts. Based on the arguments presented in Edwards' study (2016, p. 96) and for the benefit of clarity of the following sections, the *I strongly agree*, *I somewhat agree*, *I strongly disagree* and *I somewhat disagree* answers will from here on out be bundled under the respective umbrella terms *positive*, and *negative* answers or responses. In each diagram the positive responses are represented in two shades of green and the negative responses in two shades of red with the darker shade in both cases displaying the more extreme answer. Chi-Square (X^2) tests were executed for levels and types of education separately and a complete overview of the results rendered by those tests can also be found in appendix 2. Next, the generally shared aspects of each group's answers to the final open question will be discussed. A full overview of the translated English and original Dutch answers can be found in appendix 3. With all results discussed below it should be kept in mind that this was a small-scale study and that even de biggest group of participants, the HAVO group, may not be an accurate representation of all students enrolled in this level of education on a national level.

In diagram 1 the responses to the statement *I only study English because it's mandatory at school* can be found. A Chi-Square test found these results to be significant for the level of education variable ($X^2(6) = 14.31$; $p = .03$), but not for the type of education variable ($X^2(3) = ; p = .54$). A rising line in negative responses can be distinguished between the three levels of education, with 57.7% at the VMBO level, 68.4% at the HAVO level and 79.4% at the VWO level. These results indicate a higher intrinsic motivation to learn English in participants enrolled in a higher level of education since this statement is put in a negative way regarding attitudes towards English. The type of education variable yielded no significant result.

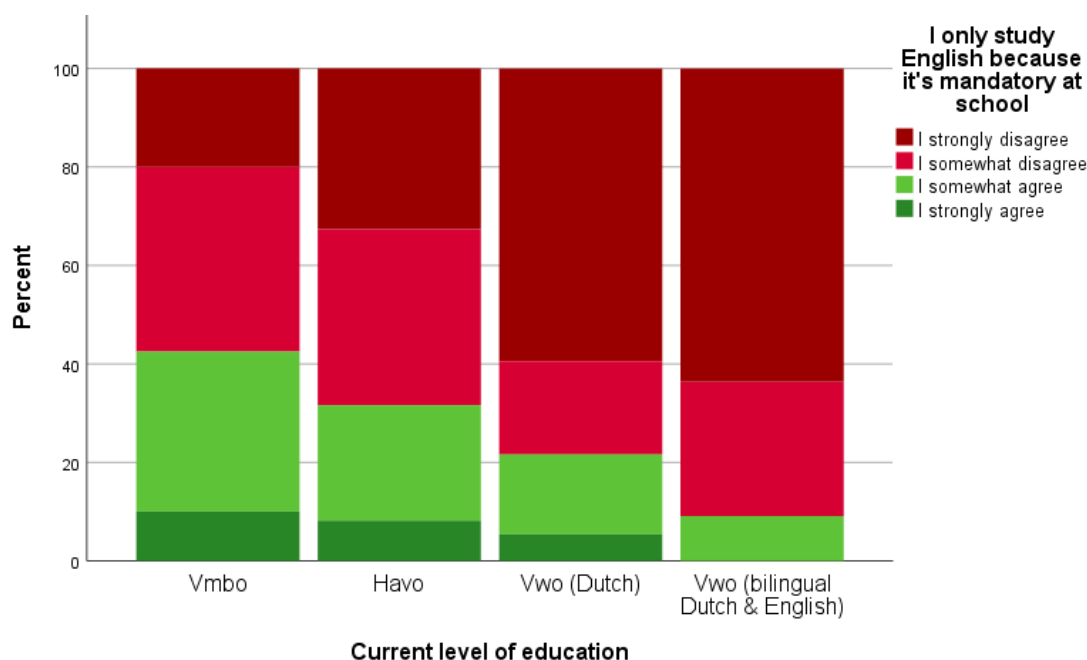


Diagram 1: Responses to the statement *I only study English because it's mandatory at school*.

Diagram 2 contains the responses to the statement *I would experience difficulty if I was forced to speak English more frequently*. As can be seen in this diagram a tremendous increase in negative responses occurred at the bilingual type of education and was found to be significant by a Chi-Square test (X^2 (df) = 3; $p = .00$). No significant results were found regarding the level of education ($X^2(6) = 1.67$; $p = .95$) with all negative responses of the respective levels falling between 62.5% and 70.2%. The bilingual education group displayed a rather different picture with a total of 95.5% of the answers being negative, which indicates an attitude towards an increase in the presence of English in Dutch society which at worst can be described as not negative and had the question been put differently, it might even have indicated a positive attitude.

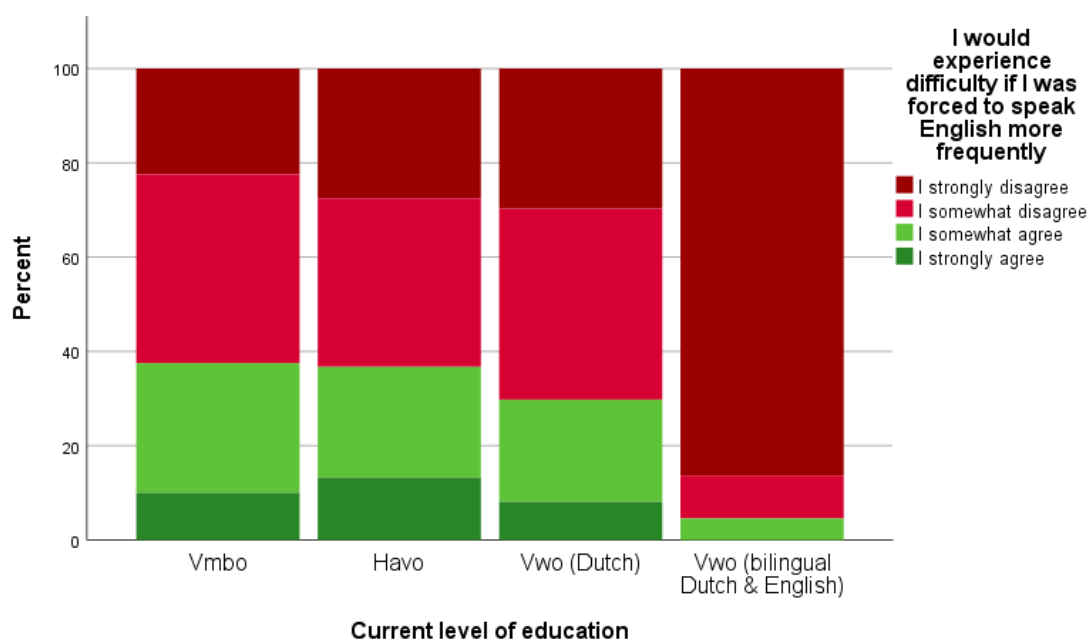


Diagram 2: Responses to the statement *I would experience difficulty if I was forced to speak English more frequently*

As shown in diagram 3, a sharp spike in positive responses to the statement *I would like my future education to be (partially) in English* by participants from bilingual education compared to participants from monolingual education indicates a positive attitude shared by 86.4% of this first group. A Chi-Square test found this result to be significant (X^2 (df) = 3; $p =$

.03). The responses from the different levels of education were not found to be significant ($X^2(6) = 11.85$; $p = .06$), indicating these participants to display no statistical differences in their responses to this statement.

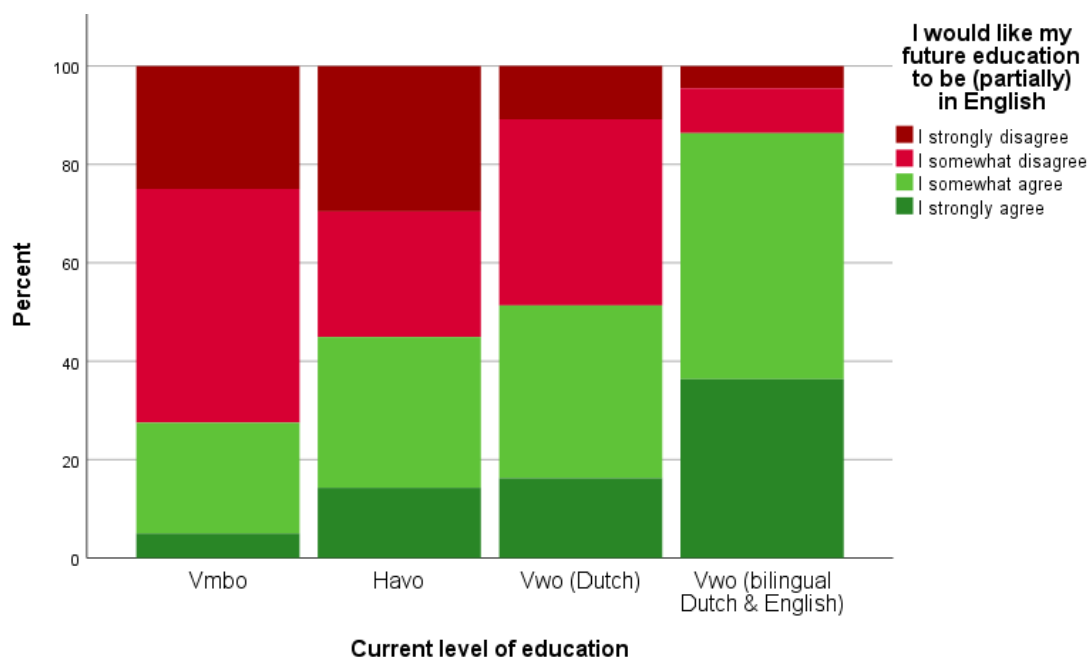


Diagram 3: Responses to the statement *I would like my future education to be (partially) in English*

The statements discussed thus far related to participants' personal motivation to learn English or their perceived personal proficiency in English. It is implied that the level and type of education variables were of no influence regarding the statements which related to the role played by English in Dutch society since these were the only statements which yielded significant results. For example, consider the responses to the statement *I think English poses a threat to the Dutch language* (diagram 4) ($X^2(6) = 8.90$; $p = .35$ for level of education and $X^2(3) = 4.40$; $p = .22$ for type of education) or *Taking over English words enriches the Dutch language* (diagram 5) ($X^2(6) = 2.69$; $p = .85$ for level of education and $X^2(3) = 5.92$; $p = .12$ for type of education). Both these statements triggered responses which at worst can be described as not negative and possibly even positive towards the presence of English in Dutch

society. These responses were generally shared throughout the entire pool of participants as shown by the results of the respective Chi-Square tests. Therefore, they are in line with Edwards’ results which indicated that the younger group of participants generally displayed a fairly positive attitude towards the presence of the English language.

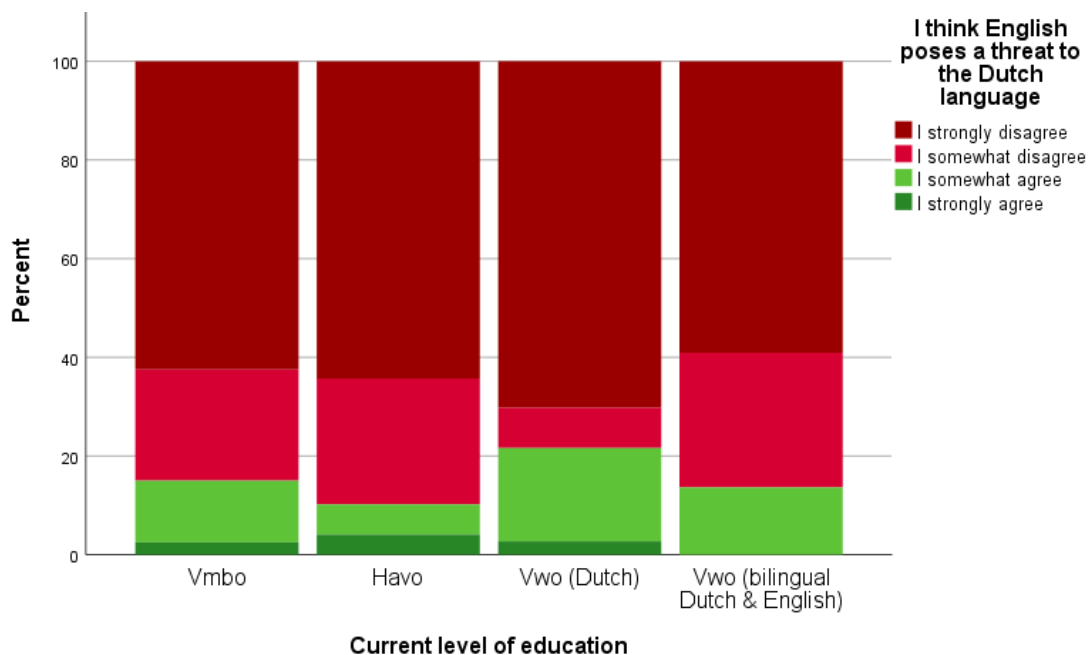


Diagram 4: Responses to the statement *I think English poses a threat to the Dutch language*

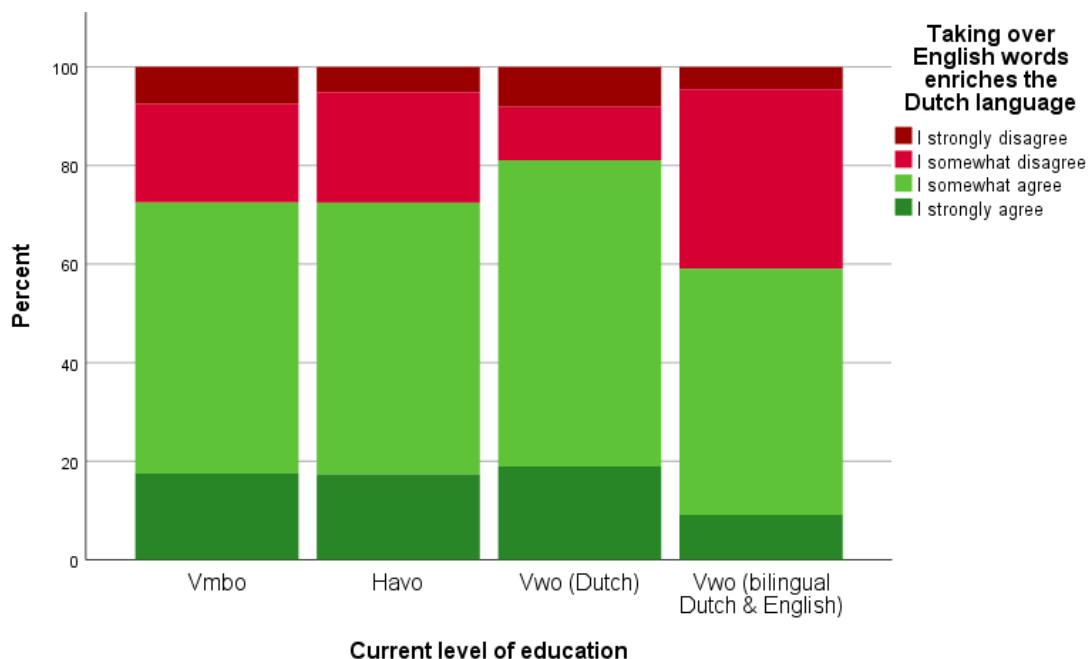


Diagram 5: Responses to the statement *taking over English words enriches the Dutch language*

The final results in need of discussion are the responses to the final, optional, open question which allowed participants to share any final thoughts they had regarding the role of English all around them. While ordering these results it was discovered that throughout the entire pool of responses, hardly any negative ones could be found. Some exceptions aside, the general opinion seemed highly in favour of English playing a considerable role in international communication and participants' lives. Below, table 1 shows the most generally shared responses of each group of participants, separated based on level and type of education.

Table 1: Responses to final open question

Level and type of education	General responses
VMBO, monolingual Dutch	The answers given by participants from this group tended to share the view that English currently is the dominant global language without any opposition worth mentioning. Therefore, most felt that English is an important language to learn at school and can play an important role in the future. Interesting is that most participants mentioned English as an omnipresent global language, rather than a foreign one.
HAVO, monolingual Dutch	Participants from this level of education all shared a positive attitude towards English in their answers to this question. They felt in part that the role of English on a global scale is still growing and should keep doing so, but that the way English is usually taught in school in the Netherlands may not be the best way to teach the language. It was also mentioned that videogames and the internet do play an important role in this process. Some participants did issue concerns that though English is an important language in the Netherlands, Dutch should remain the native language in this country.
VWO, monolingual Dutch	The answers from this group of participants tended to focus on communication. Most felt that English currently plays an essential role in around the world and that a proper education will help when it comes to international communication. Furthermore, attaining a high level of English allows one to study and meet new individuals all around the globe and this was seen as a goal worth pursuing.
VWO, bilingual Dutch and English	Due to the somewhat disappointing number of participants from this type of education, it was harder to find meaningful shared attitudes between them. Nonetheless all expressed the opinion that English should be learned by as many people as possible to further the internationalisation process and ease global communication. One of the participants even explained how the concerns of English taking over the role played by Dutch in Dutch society are completely ungrounded and people should not worry about this scenario coming to pass.

All in all, hardly any participants expressed a negative attitude towards the presence of English in their lives and many acknowledged the importance of English on a global scale. These views were shared throughout the answers gathered from the entire pool of participants. A complete overview of all answers to the final open question gathered in this study, both in the original Dutch and a translated English equivalent, can be found in appendix 3.

4. Discussion

The present study aimed to contribute to the results gathered by Alison Edwards by focussing specifically on Dutch secondary school students. These students were included in her study, but due to the impact of the secondary educational stage in a child's development, it was deemed important to investigate the effect of the different distinct levels and types of secondary education on Dutch students' attitudes towards the English language. The relevance of this study was based on the current growth of English in Dutch secondary and tertiary education and the arguments presented both in favour of and contrasting the desirability of said growth. Based on Edwards' results it was expected that secondary school students in general would display positive attitudes towards English, but that the level and type of secondary education would affect these attitudes.

Based on the results it was found that Dutch secondary school students did display an overall positive attitude towards English, but that the level of education did not play a strong significant role in this matter, except for the responses to one statement which indicated a somewhat higher intrinsic motivation to learn English in students from higher levels of education. The further lack of significant results is a result in its own in that it implies that regular Dutch education, regardless of level, results in a favourable view of the English language. This perfectly lines up with Edwards's (2016) results, who found that Dutch secondary education students displayed a positive attitude towards English in general (p. 124). Having said that, a rising curve could be seen across the responses to most statements with

students of a lower level of education expressing a less positive attitude towards English than their peers enrolled in higher levels. Unfortunately, these results were not significant, as shown by Chi-Square tests ran for each respective statement, and therefore they could not be included in the results section. A possible cause could be the low number of participants who took part in this study. To overcome that problem this study should be repeated at a far larger scale to include plenty of students from all levels of Dutch secondary education.

Based on the two statements which did render a significant result for the type of secondary education variable, enrolment in bilingual Dutch and English secondary education seems to only have a positive effect on participants' attitude towards an increase of English in their future lives and their personal confidence in their level of English. All other aspects of the way they view English were found to be unaffected by their type of education. It can be surmised then that enrolment in bilingual education, and with it a higher exposure to the English language, does not necessarily affect students' attitudes towards the role played by English in society as a whole. Rather, it is beneficial to their confidence when using the language and it boosts the desire to increase their proficiency in English and to continue their education in an environment which utilises English as the main medium of communication. As such they would be more likely to study abroad, and this might have a positive effect on their future job opportunities. Since this study was not able to take participants' perceived and real levels of English proficiency into account, no comments can be made as to the effect of bilingual education on students' proficiency in both English and Dutch, an important aspect in the debate whether the growing role played by English in Dutch education is desirable or not. Future research should include this aspect to substantiate any claims made in this area.

The responses to the final open question were highly positive towards English in general, but some differences between the respective groups of participants could still be distinguished. First of all, participants from the VMBO level of education tended to treat

English as if it is the one dominant language on a global scale. As such they completely failed to notice languages like Spanish or Chinese which play a considerable role just as well.

Participants from the HAVO level of education added that the way English is taught in school is not necessarily the best way for them to learn the language, but that the internet and virtual media, which of course are available to most, played a far greater role in that regard. This then implies that though HAVO students were not found to display an excessively high intrinsic motivation to learn English in a school environment, they are okay with using English in a virtual environment and do not feel the need to look for a Dutch alternative there. Students from the VWO level of education frequently referred to the importance of English in international communication and the opportunity to connect with foreign cultures. They did not discuss English as a language belonging to a certain culture or populace, but rather as a tool to further the internationalisation process, a view which should have resulted in a measurably higher intrinsic motivation to learn the language. Such results were found, and proven to be significant on one occasion, but the non-significant data suggests that more is to be found on this matter. A future study should attempt to achieve such results by incorporating a larger group of participants from this level of secondary education.

5. Conclusion

This study aimed to shed more light on whether level and type of secondary education are in any way a factor in how Dutch secondary school students think of the English language, the role this language plays in their lives and the ways it could develop in the future. Though it can certainly be said that the general attitudes towards English shared throughout the entire pool of participants are fairly positive, as predicted, hardly any differences were found between students enrolled in different levels of education. Only one statement triggered a significant response with the students enrolled in higher levels of education displaying a somewhat stronger intrinsic motivation to learn the language. When it came to the type of

education, it was found on two occasions that participants from bilingual education displayed a more positive attitude towards an increase in the presence of English both in educational contexts and all around them than their peers enrolled in monolingual education. These results are in line with what was predicted but are not enough to fully confirm every aspect of this hypothesis. After all, the only part confirmed is that the type of education did influence participants' attitudes in that bilingually educated participants displayed a positive attitude to an increase in the presence of English in their personal lives, not necessarily in society in general.

When it came to the open questions it was found that all groups of participants generally displayed a very positive attitude towards the role played by the English language on a global scale. As such, English was sometimes described as a tool to ease international communication rather than a marker of cultural identity. Furthermore, participants expressed a desire to keep using Dutch as native language but were not at all concerned that English might be a threat to Dutch in this regard. These results align with the data gathered and discussed before and indicate that this group of participants in general share a highly positive attitude towards the English language which is in part affected by the type of education they are enrolled in. However, it is without question that more is to be found on this topic since fairly little research has been done so far. Therefore, I repeat Dearden's and Edwards's call for more research in this area, because in this modern world we should know the effects of our educational system and in what way those effects affect the internationalisation process.

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Appendix 1

Original Dutch questionnaire

HOE DENK JIJ OVER HET ENGELS?

Een vragenlijst voor het Voortgezet Onderwijs

Door het vakje hieronder aan te kruisen geef je aan dat je weet dat de informatie die je geeft in deze vragenlijst gebruikt zal worden voor het uitvoeren van een onderzoek en stem je hiermee in. Deze informatie zal volledig anoniem gepubliceerd worden en zal op geen enkele manier te herleiden zijn naar jou.

Algemene Vragen

1. Wat is de naam van jouw school?

.....

2. Welk onderwijsniveau volg je op dit moment? (Omcirkel het niveau hieronder)

Vmbo

Havo

Vwo (Nederlands)

Vwo (tweetalig)

3. Welke taal/talen spreek je thuis met je ouders en/of broers of zussen?

.....

4. In welke taal heb je les gekregen op de basisschool?

.....

Stellingen

Lees de stellingen hieronder. Kruis bij iedere stelling aan in hoeverre je het eens of oneens bent met de stelling.

	Sterk mee oneens	Een beetje mee oneens	Een beetje mee eens	Sterk mee eens
Het is voor mij belangrijk om het Engels goed te beheersen				
Ik leer alleen Engels omdat dat verplicht is op school				
Ik spreek liever Nederlands dan Engels				
Als ik het Engels goed beheers, dan heb ik daar later wat aan als ik een baan zoek				
Ik vind het leuk om in het Engels te praten				
Als ik in een situatie Engels kan gebruiken, dan doe ik dat graag				
Als ik in het Engels moet praten, dan schaam ik me daar snel voor				
Ik vind dat het Engels een bedreiging vormt voor de Nederlandse taal				
Een goede beheersing van het Engels is een teken van status				
Als ik meer in het Engels zou moeten praten, dan zou ik daar moeite mee hebben				
Ik zou mijn vervolgopleiding (gedeeltelijk) in het Engels willen volgen				
Ik zou op school meer tijd willen besteden aan Nederlands en minder aan Engels				
Voor Nederlanders is het belangrijker om goed Nederlands te spreken dan Engels				
Door woorden over te nemen uit het Engels wordt de Nederlandse taal verrijkt				

Tot Slot

Heb je nog iets te zeggen over hoe jij denkt over de rol van het Engels om jou heen? Zo ja, dan kan je dat hieronder toevoegen.

.....

.....

.....

.....

.....

Translated English version of the Dutch questionnaire

HOW DO YOU FEEL ABOUT ENGLISH?

A questionnaire for secondary education

By ticking the box below, you confirm that you know the information you provide by filling in this questionnaire will be used to carry out an experiment and you give your consent for doing so. This information will be published anonymously in such a way that it can in no way be traced back to you.

General questions

1. What is your school called?

.....

2. What level of education are you currently enrolled in? (circle the correct level below)

Vmbo

Havo

Vwo (Dutch)

Vwo (bilingual)

3. What language(s) do you speak at home with your parents and/or siblings?

.....

4. What was the language of instruction in your primary school?

.....

Statements

Read the statements below. Tick the box that most accurately confers in how much you agree or disagree with each statement.

	I Strongly disagree	I Somewhat disagree	I Somewhat agree	I Strongly agree
It's important to me to achieve a high level of English				
I only study English because it's mandatory at school				
I rather speak Dutch than English				
Achieving a high level of English will work in my advantage when looking for a job in the future				
I enjoy speaking in English				
When a situation allows me to speak English, I'll gladly do so				
I'm easily embarrassed when I have to speak English				
I think English poses a threat to the Dutch language				
A good mastery of English is an indicator of status				
I would experience difficulty if I was forced to speak English more frequently				
I would like my future education to be (partially) in English				
At school I would like to spend more time studying Dutch and less time studying English				
For citizens of the Netherlands achieving a high level of Dutch is more important than doing so in English				
Taking over English words enriches the Dutch language				

Finally

Would you like to share anything about how you think of the role of English all around you? If so, please do so here.

.....

.....

.....

.....

.....

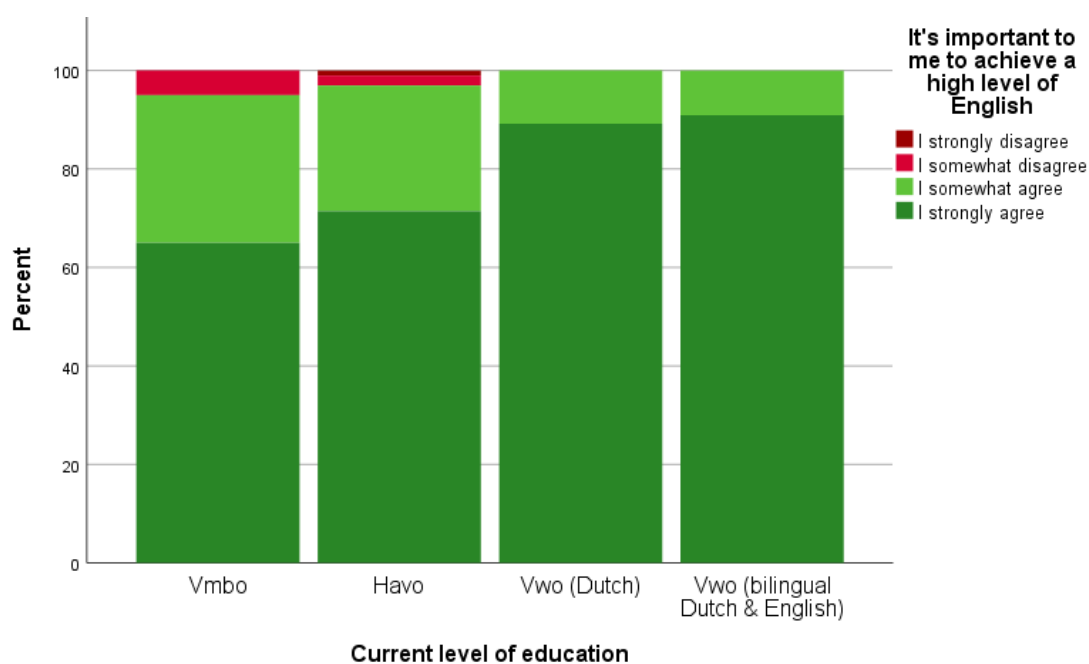
Appendix 2

This appendix contains the Chi-Square test results, with the two main variables represented separately, and bar charts for each individual statement incorporated in the questionnaire. The only statements that yielded a significant result were statements 2, 10 and 11 and those are discussed in the results section. Unfortunately, no other significant results were found, but for the sake of future research these data were added to this section.

Statement 1: It's important to me to achieve a high level of English

Chi-Square Test results:

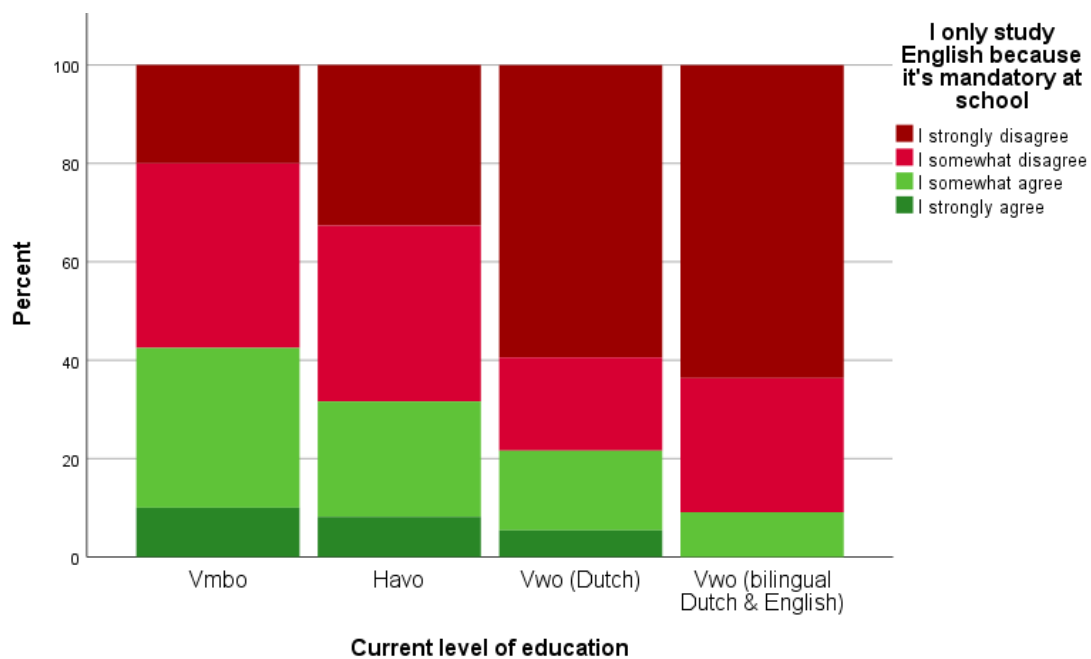
- Level of education: $X^2(6) = 8.06$; $p = .23$
- Type of education: $X^2(1) = 0.05$; $p = .83$



Statement 2: I only study English because it's mandatory at school

Chi-Square Test results:

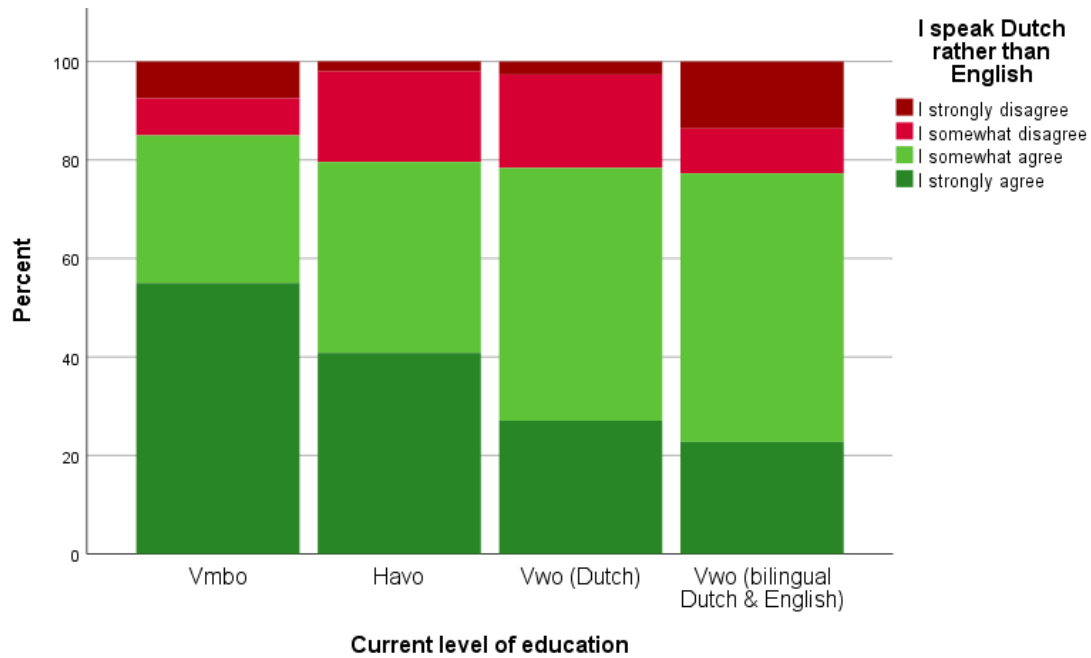
- Level of education: $X^2(6) = 14.31$; $p = .03$
- Type of education: $X^2(3) = 2.18$; $p = .54$



Statement 3: I speak Dutch rather than English

Chi-Square Test results:

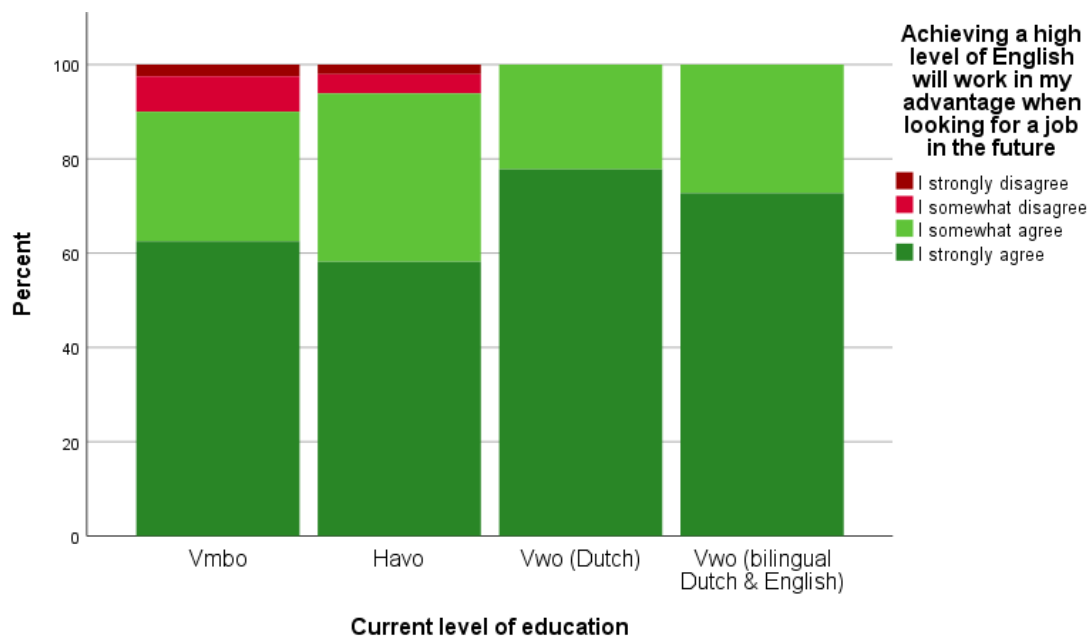
- Level of education: $X^2(6) = 10.80$; $p = .10$
- Type of education: $X^2(3) = 3.43$; $p = .33$



Statement 4: Achieving a high level of English will work in my advantage in the future

Chi-Square Test results:

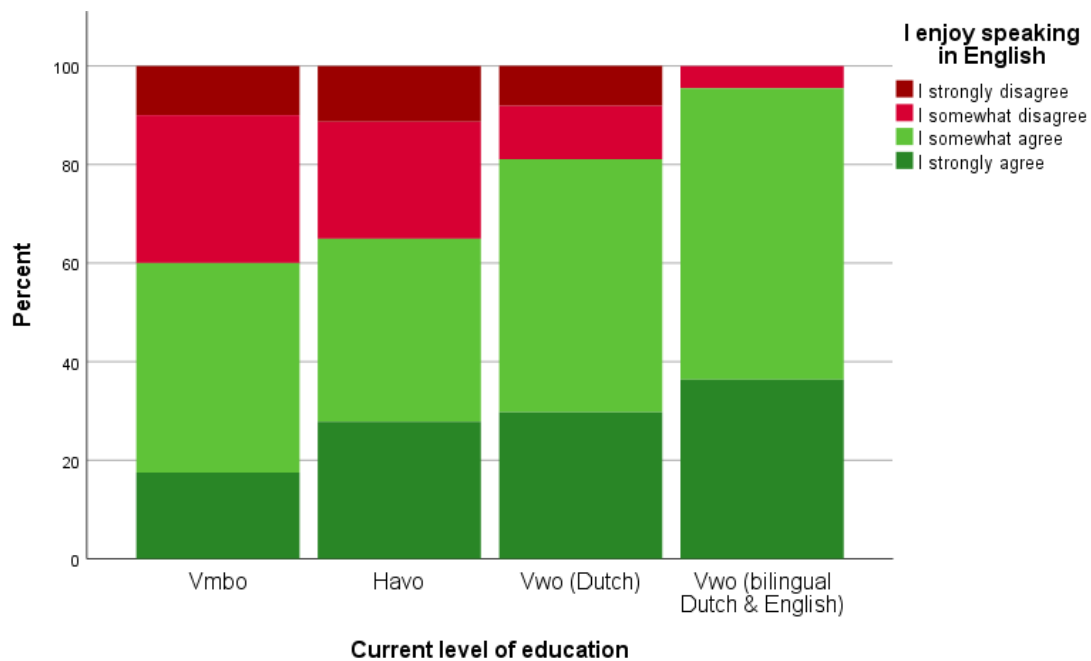
- Level of education: $X^2(6) = 6.83$; $p = .34$
- Type of education: $X^2(1) = 0.19$; $p = .66$



Statement 5: I enjoy speaking English

Chi-Square Test results:

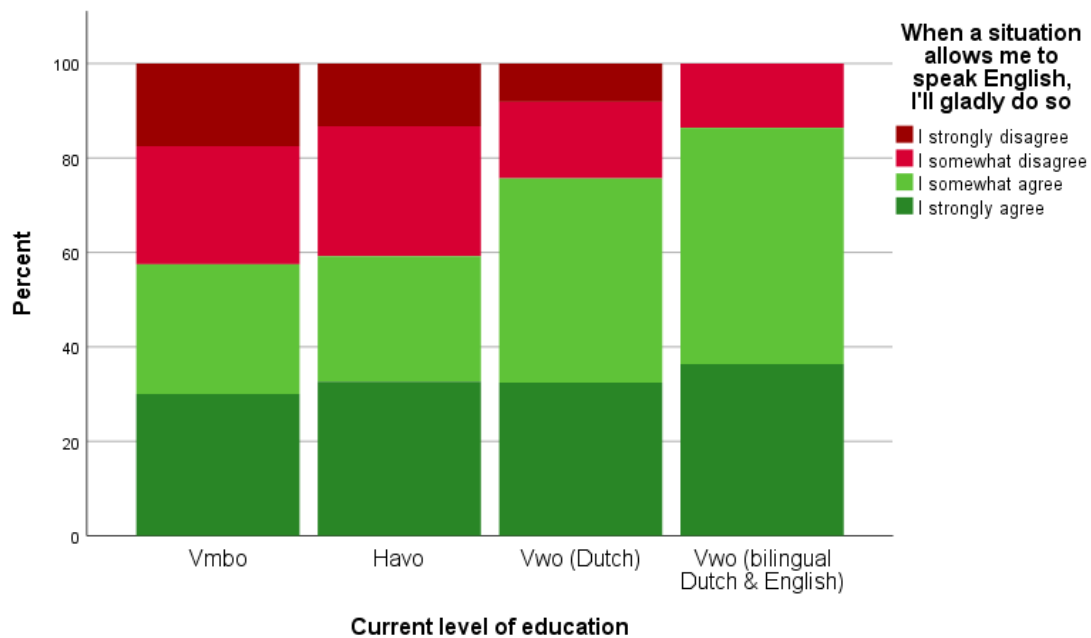
- Level of education: $X^2(6) = 6.37$; $p = .38$
- Type of education: $X^2(3) = 2.76$; $p = .43$



Statement 6: When a situation allows me to speak English, I'll gladly do so

Chi-Square Test results:

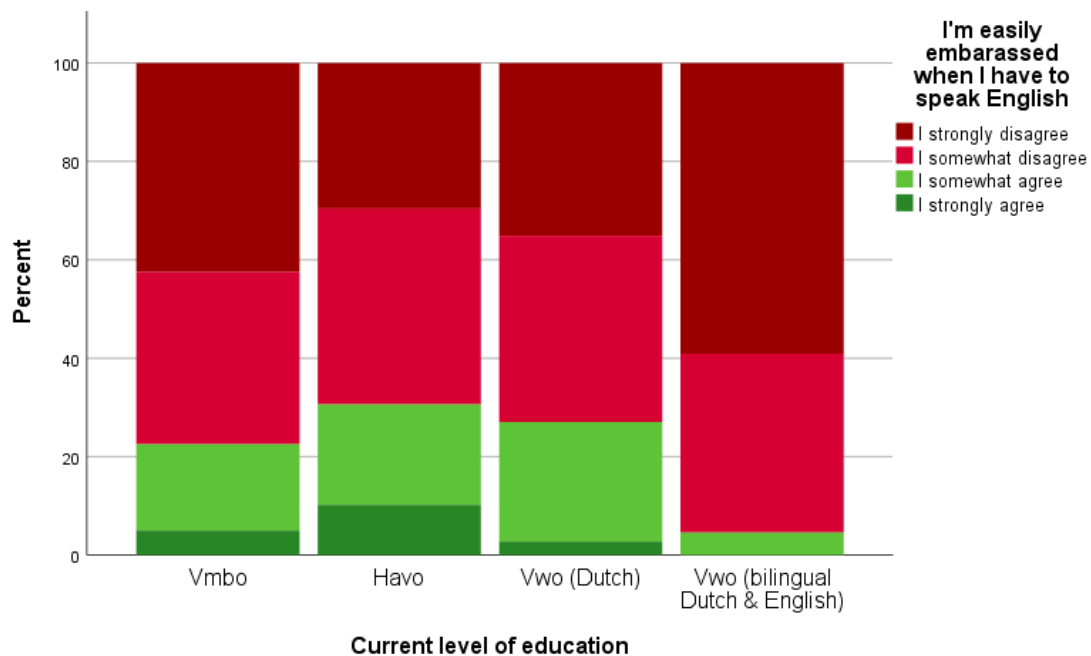
- Level of education: $X^2(6) = 5.38$; $p = .50$
- Type of education: $X^2(3) = 2.05$; $p = .56$



Statement 7: I'm easily embarrassed when I have to speak English

Chi-Square Test results:

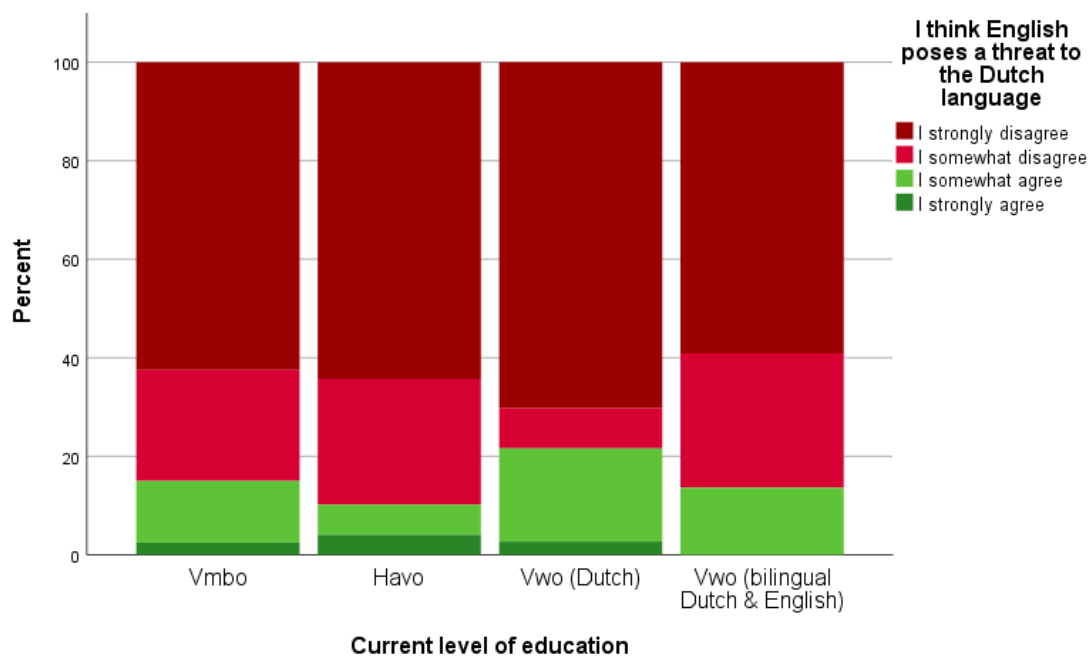
- Level of education: $X^2(6) = 4.49$; $p = .61$
- Type of education: $X^2(3) = 5.58$; $p = .13$



Statement 8: I think English poses a threat to the Dutch language

Chi-Square Test results:

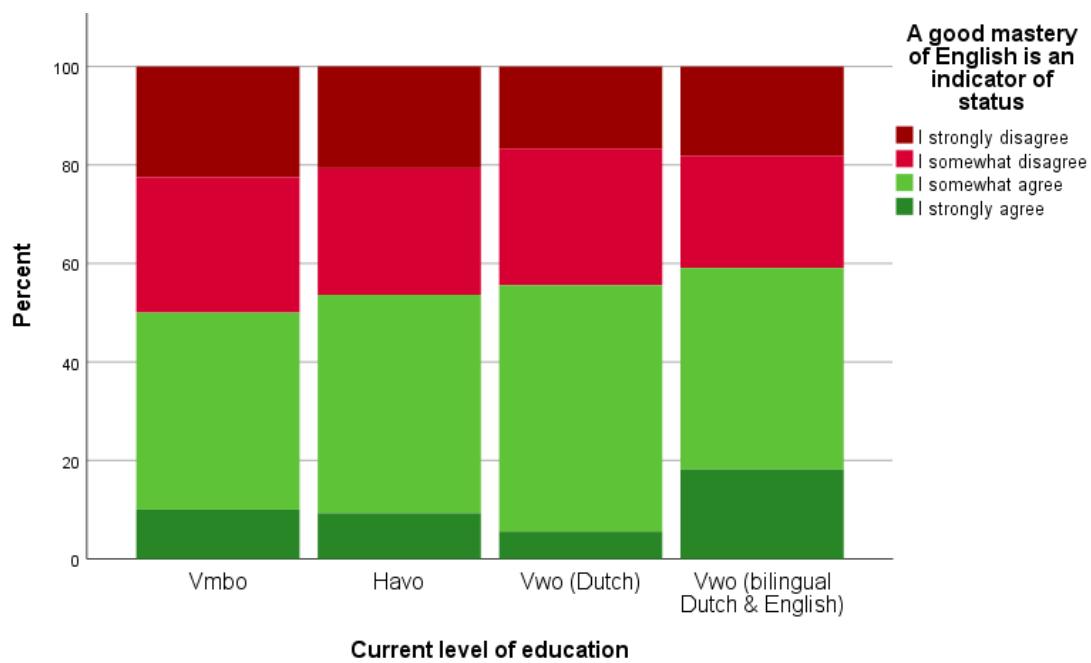
- Level of education: $X^2(6) = 8.90$; $p = .18$
- Type of education: $X^2(3) = 4.40$; $p = .22$



Statement 9: A good mastery of English is an indicator of status

Chi-Square Test results:

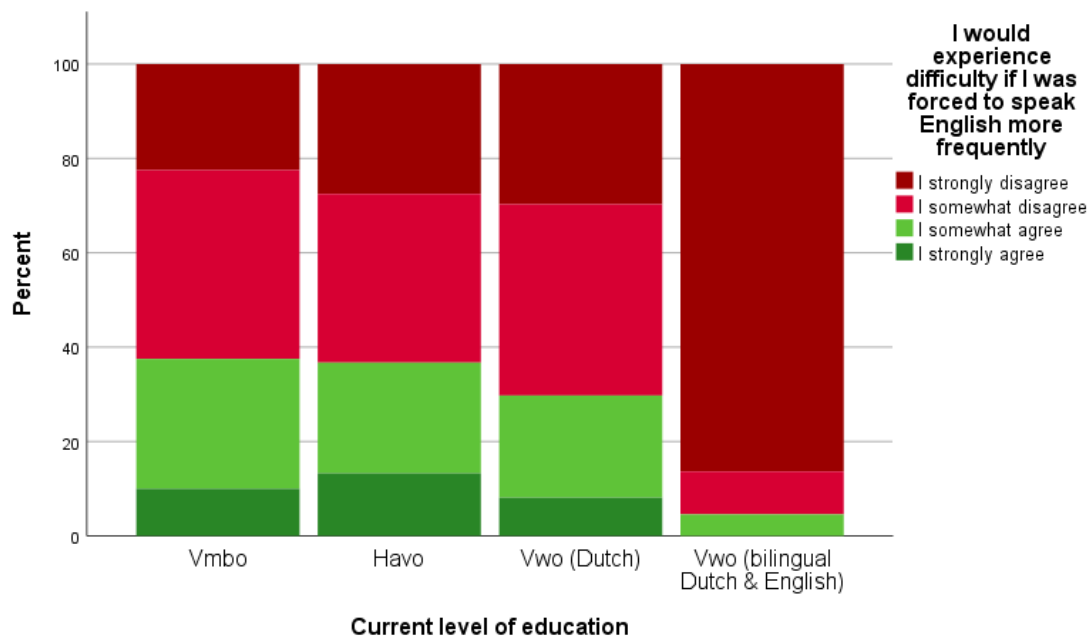
- Level of education: $X^2(6) = 1.34$; $p = .97$
- Type of education: $X^2(3) = 2.50$; $p = .48$



Statement 10: I would experience difficulty if I was forced to speak English more frequently

Chi-Square Test results:

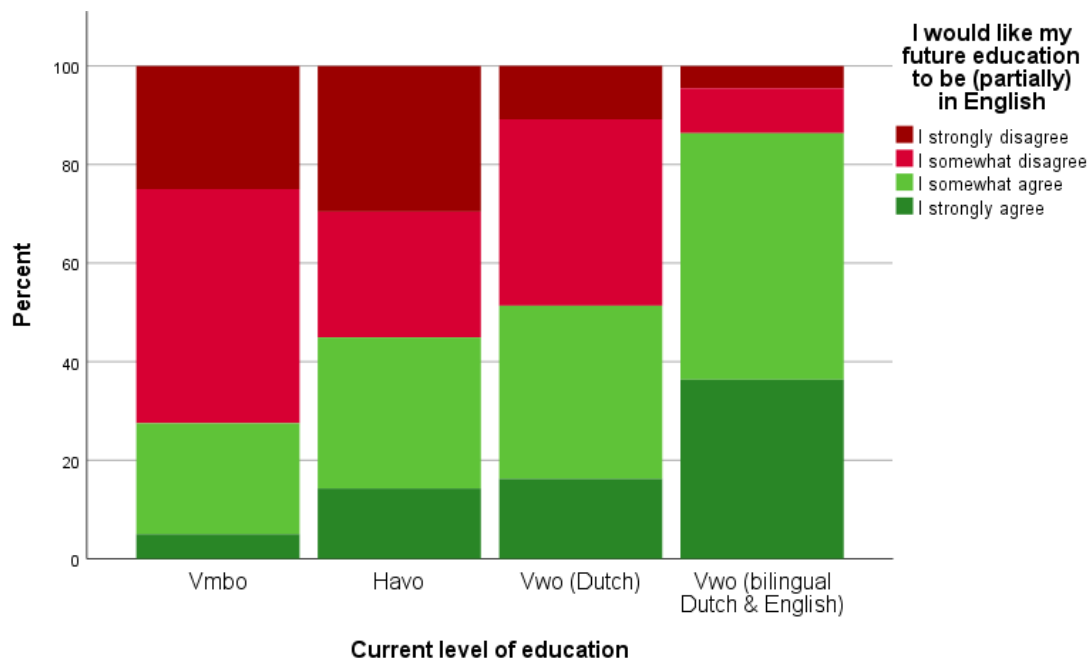
- Level of education: $X^2(6) = 1.67$; $p = .95$
- Type of education: $X^2(3) = 17.86$; $p = .00$



Statement 11: I would like my future education to be (partially) in English

Chi-Square Test results:

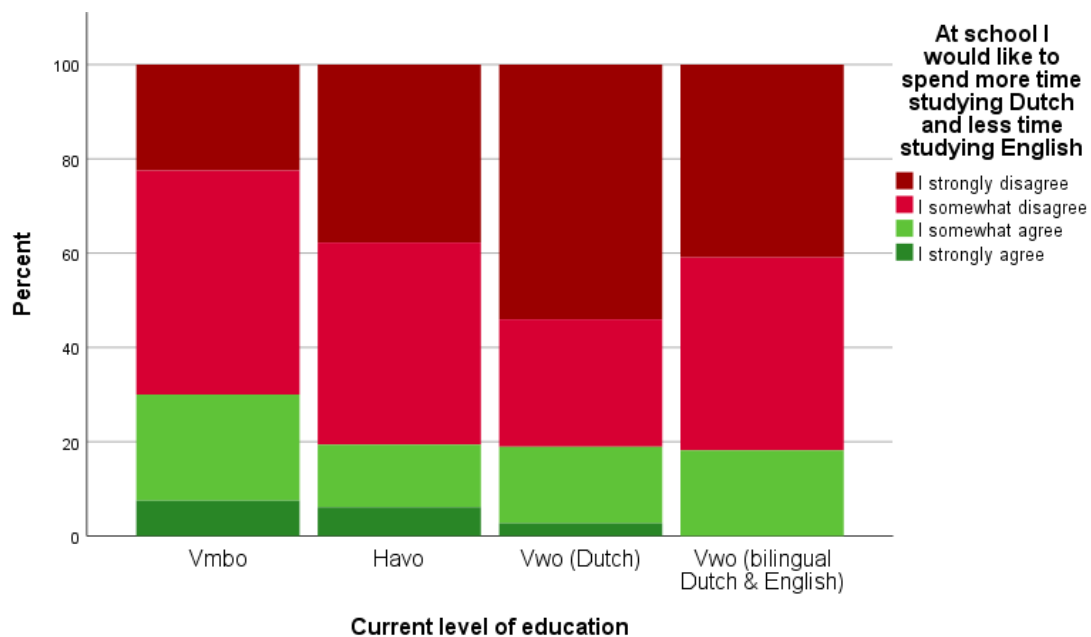
- Level of education: $X^2(6) = 11.85$; $p = .06$
- Type of education: $X^2(3) = 7.95$; $p = .05$



Statement 12: At school I would like to spend more time studying Dutch and less time studying English

Chi-Square Test results:

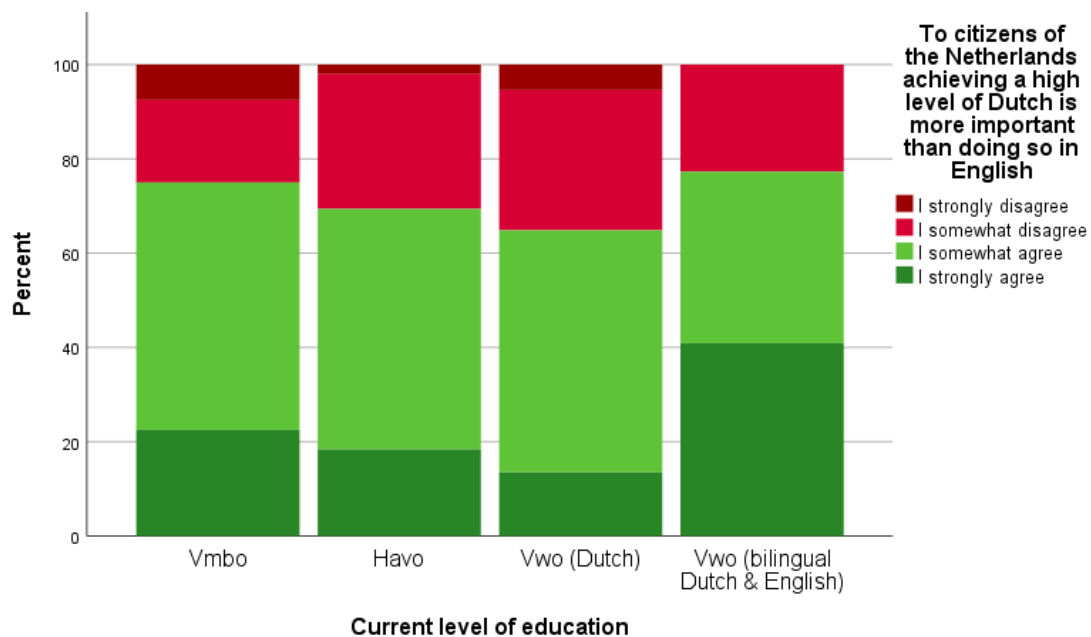
- Level of education: $X^2(6) = 9.70$; $p = .14$
- Type of education: $X^2(3) = 1.94$; $p = .59$



Statement 13: To citizens of the Netherlands achieving a high level of Dutch is more important than doing so in English

Chi-Square Test results:

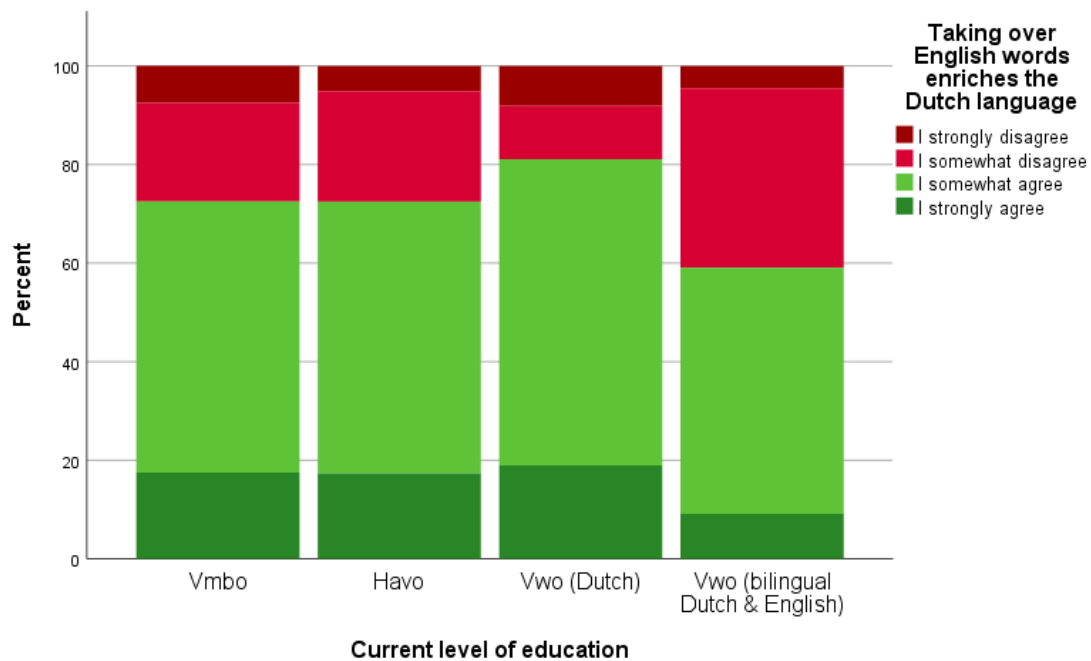
- Level of education: $X^2(6) = 4.75$; $p = .58$
- Type of education: $X^2(3) = 6.48$; $p = .09$



Statement 14: Taking over English words enriches the Dutch language

Chi-Square Test results:

- Level of education: $X^2(6) = 2.69$; $p = .85$
- Type of education: $X^2(3) = 5.92$; $p = .12$



Appendix 3

In this appendix all answers gathered from the final open question in the questionnaire are presented. In the results section the most generally shared points between students from each group were discussed, but this is an overview of the answers directly provided by participants. These answers are ordered based on the variables level and type of education and though most answers were given in Dutch, an English translated equivalent is placed just below when necessary.

Answers to final open question

Monolingual VMBO

- P139: Ik vind het wel belangrijk dat we Engels op school krijgen, want het is een wereldtaal
 - I think it is important that we are taught English at school since it is a global language.
- P144: Als je Engels goed beheerst dan kun je meer in je toekomst. Omdat de voertaal in de wereld Engels is. Dus kun je beter communiceren en meer bereiken.
 - Achieving a high level of English will be useful in the future. After all, English is the main language in the world, so it will allow you to communicate better and achieve more.
- P145: Ik vind het belangrijk om meer Engels te praten omdat het een van de meest gesproken talen is en het voor mij ook leuk is om in een andere taal te spreken.
 - I think it is important to speak English more frequently since it is one of the most common languages and I enjoy speaking in a different language.
- P148: Het is handig om het op jonge leeftijd te leren. Je hebt er dan later meer aan.
 - It (English) is useful to learn at a young age. You will benefit from it when you are older.
- P156: Ik vind het belangrijk dat er veel in het Engels is om je heen, daarvan leer je ook en is het makkelijker te communiceren met buitenlandse mensen.
 - I think it is important that many people around you learn English. You will learn from this process and it allows you to communicate with foreign people.
- P157: In Nederland niet belangrijk, op vakantie wel.
 - English is not important in the Netherlands, but it is when you are on holiday.
- P166: Engels is makkelijk te leren want ik heb het geleerd door computer spelletjes.
 - English is an easy language to learn since I learned it by playing computer games.
- P167: Ik merk dat vooral in grote steden zoals Amsterdam nauwelijks Nederlands wordt gepraat, wat natuurlijk door de toeristen komt. Ik zou daarom al in groep 6/7 echte lessen Engels geven.

- It feels as though in the big cities such as Amsterdam hardly and Dutch is spoken anymore. Of course, this is influenced by the presence of tourists. Therefore, I would advise to start teaching English lessons in primary school.
- P176: Engels is belangrijk om te beheersen, omdat het een van de wereldtalen is en dus altijd handig is.
 - English is important to control because it is one of the main languages in the world and therefore always useful.
- P177: Het is wel een belangrijke taal omdat iedereen het kan.

Monolingual HAVO

- P6: Naast Engels vind ik Spaans een onderschatte wereldtaal in Nederland
 - Besides English I think Spanish is an underestimated global language in the Netherlands.
- P11: Je ziet overal Engels: op TV, in films en in muziek
 - English is everywhere; on TV, in films and in music.
- P20: Ik zie dat er in 10 jaar tijd al veel is veranderd; bij mij op de basisschool kreeg ik mijn eerste Engels lessen in groep 8, nu heb ik een oppaskindje die op dezelfde basisschool nu zit, en ze leert al in groep ½ de kleuren, woordjes en tot 10 tellen
 - I see that much has changed in the past 10 years; in primary school I received my first English lessons in the final year, but now I babysit a pupil of the same school who is currently enrolled there and she started learning the language in the first two years.
- P43: Belangrijk voor de rest van je leven
 - English is important for the rest of your life
- P45: Groot en wordt nog veel gebruikt, maar kan nog groter en meer.
 - English is big and is still used often, but it can become bigger and used even more often.
- P47: Tegenwoordig komen jongeren meer in contact met Engels dan vroeger, wat helpt met het begrijpen en herkennen. Ikzelf kom veel Engels tegen met series, youtubers en games
 - Currently adolescents encounter English more frequently than was the case in the past. This helps understand and recognise it. I encounter English frequently in series, YouTube videos and computer games.
- P48: Gebruik het vooral in games en praten met buitenlanders, niet meer.
 - I mostly use English in computer games and while talking to foreigners, but not for much else.
- P51: Engels wordt overal gebruikt, dus is het ook belangrijk dat je de taal een beetje beheerst. Ik denk alleen dat Engels les op school daar niet heel veel aan bijdraagt.
 - English is used everywhere, so it is important to be proficient in it. I do think that English lessons at school don't help very much in that regard.
- P55: Van het Engels om je heen leer je nog heel veel. Dit helpt denk ik ook met je Engels ontwikkeling. Hier heb je bij je baan een grote voorsprong.
 - You can learn a lot from the English all around you. This helps you develop your own level of English. This will give you an advantage when looking for a job.

- P57: Ik denk dat voor veel kinderen op school het vak Engels niet echt nodig is, omdat ze de taal al goed genoeg beheersen.
 - I think that to many children in secondary education English an unnecessary subject since they control the language well enough already.
- P58: I just love English very much, yeah just so much.
- P65: Belangrijk > Internet
 - Important > internet
- P66: Soms is het vervelend als Nederlanders of buitenlanders Nederlands en Engels door elkaar spreken, vind ik soms moeilijk om te volgen.
 - Sometimes I experience frustration when Dutch or foreign people mix Dutch and English, because I think that is hard to keep up with.
- P96: Het is wel handig. Ook op een school met veel Engelstalige mensen is het wel makkelijker contact maken
 - English is fairly useful. Especially in a school with many native English people it allows you to contact others more easily.
- P98: Ik denk dat het (Engels) communicatie tussen verschillende landen makkelijker maakt en ze zo ook beter verbindt.
 - I think that English eases the communication between countries and helps in connecting them.
- P100: Ik vind dat iedereen Engels zou moeten kunnen spreken, maar opleidingen moeten wel hun leerlingen de kans blijven geven om in het Nederlands die opleiding te volgen. Dus geen verengelsing van al het onderwijs.
 - I think everyone should be able to speak English, but educational institutions should provide students with the opportunity to take their education in Dutch. So, no anglicisation of all levels of education.
- P104: Ik ben best goed in Engels en dit heeft mij in het buitenland al erg vaak geholpen (ga elk jaar naar Amerika)
 - I'm quite good at English and this has helped me very often abroad so far (I annually travel to America)
- P106: Ik denk dat het vooral belangrijk is om Engels te spreken voor als je in het buitenland bent. Het is wel een wereldtaal, maar ik vind niet dat het Engels het Nederlands over moet nemen.
 - I think it is mostly important to have a high level of English when you are abroad. It is a global language, but I do not think that English should take over from Dutch in the Netherlands.
- P108: Engels is een chille taal, je kan er je beter in uiten
 - English is a great language which allows you to express yourself more accurate.
- P113: Ik kan mij nu goed verstaanbaar maken wanneer ik spreek in het Engels.
 - I have achieved a high intelligibility when speaking in English
- P114: Ik vind het goed dat vele mensen Engels kunnen omdat Engels een grote rol in de wereldeconomie gesproken wordt.
 - I think it is a good thing that many people know English because English plays an important role in global economics.
- P118: Het is handig > Amerikaanse accent is beter tho.
 - English is useful, but the American accent is the best

- P124: De Engelse taal is nodig.
 - The English language is necessary.

Monolingual VWO

- P24: Door internet is Engels de algemene taal geworden, in het Engels zoek ik meer dingen op, dat geeft betere antwoorden ook.
 - English has become the common language due to the internet. I use English when searching online, which yields better results.
- P25: Door de vele talen is het handig dat er een algemene communicatietaal is.
 - English is useful as a general communication language because of the sheer number of languages around the world.
- P26: Engels is een belangrijke taal die over de hele wereld wordt gesproken. Het is daarom essentieel om de taal goed te beheersen.
 - English is an important language spoken around the world. Therefore, it is essential to master this language well.
- P72: Engels is een belangrijke taal die helpt in de ontwikkeling
 - English is an important language which helps in your general development.
- P76: Ik denk dat het Engels jongeren de mogelijkheid geeft om meer te leren over andere culturen (bijvoorbeeld door andertalige media) en om contact te leggen met mensen uit andere landen en op die manier meer te leren over de wereld.
 - I think English allows adolescents to learn more about other cultures (for example by accessing foreign media) and creates an opportunity to contact people in different countries to learn more about the world.

Bilingual VWO

- P180: Ik denk dat degenen die zeggen dat Engels het Nederlands bedreigt niet beseffen dat je niet zomaar een taal kan onderdrukken, aangezien de meesten teruggrijpen naar het Nederlands als ze belangrijke zaken willen bespreken. Je spreekt en denkt in de taal van je identiteit, niet in een taal die je opgedrongen wordt.
 - I think that the people expressing concerns about the threat of English to the Dutch language do not realise that a language cannot be suppressed, since most speakers will eventually fall back to Dutch when discussing important business. One speaks and thinks in the language of your identity, not in the language forced upon you.
- P181: Engelse taal is belangrijk om aansluiting te krijgen met de rest van de wereld.
 - The English language is important to connect to the rest of the world.
- P182: 1 universele taal kan erg handig zijn.
 - 1 universal language can be highly practical.
- P184: Ik vind dat zoveel mogelijk mensen (ook buiten Nederland) Engels zouden moeten beheersen zodat internationalisatie en communicatie makkelijker wordt.
 - I think that as many people as possible (outside the Netherlands as well) should learn English for the benefit of international communication.
- P188: Ik vindt Engels een stuk beter dan Nederlands
 - I think English is a lot better than Dutch.