Anglicisation of higher education in the Netherlands: An analysis of discourse practices by stakeholders in the field

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Abstract

This study investigates the matches and mismatches between discourses of stakeholders regarding anglicisation of higher education programmes in the Netherlands. The lenses lent to us by the concept 'language as habitus' (Bourdieu 1991) and 'language ideologies' (Blommaert, 1999; Blommaert, Spotti & Van der Aa, 2017; Heath, 1977; Irvine, 1989; Rumsey, 1990; Silverstein, 1979) have a central role in this study. Matches and mismatches regards topics such as 'development of Dutch academic language skills for Dutch indigenous student', 'development of intercultural communication skills for Tilburg University students', 'integration problems among international students' and 'accessibility of higher education programmes for Dutch indigenous student'. Finally, limitations, recommendations for future research and management recommendations for Tilburg University are discussed.

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1.0 Introduction and problem statement

This present study investigates the anglicisation of higher education in the Netherlands. According to the 'Vereniging van Hogescholen en Vereniging van Universiteiten (2018)' (the Union of Universities of Applied Sciences and Universities), 35% of bachelor programmes in the Netherlands made use of the English language during their programme in the academic year 2017-2018 making it. Result as predominant (Vereniging van Hogescholen en Vereniging van Universiteiten, 2018, p.67) in the Dutch higher education landscape. In addition to this, in the academic year of 2018-2019 55.969 international students were reading for BA and MA programmes in Dutch higher education institutions. This makes up 19% of the total student population enrolled in Dutch higher education (Vereniging van Hogescholen en Vereniging van Universiteiten, 2019). In comparison to previous academic years, anglicisation of higher education in the Netherlands has increased (Vereniging van Hogescholen en Vereniging van Universiteiten, 2018). A possible explanation of this phenomenon could be a change in Dutch law regarding higher education. In 2019, in fact article 7.2 of the 'Wet Hoger Onderwijs en Wetenschappelijk Onderwijs' (WHW) [translation: law regarding higher education] changed in its nature (Stichting Taalverdediging, 2019). The article emphasised that before 2018 Dutch universities needed to give a valid reason why English had to be incorporated in their bachelor and master programmes. The use of the English language in higher education was only allowed when deemed highly necessary. In other words, either a BA or MA programme could only be given in English if there were no other reason for doing this in Dutch (Stichting Taalverdediging, 2019). Based on jurisprudence regarding the University of Twente, the University of Maastricht and Beter Onderwijs Nederland (BON) (translation: Better Education Netherlands) in regards to the anglicisation of the Dutch bachelor psychology art 7.2 of the WHW has changed in 2019 (Stichting Taalverdediging, 2019). In fact, since the beginning of 2019, universities are no longer obliged to prevent the anglicisation of their programmes. The reason to incorporate English in their programmes can be justified based on the ground of gaining more knowledge, insight and skills due to the English language and literature used in programmes (Stichting Taalverdediging, 2019). The scope of the reason why it allows to

use the English language in higher education in the Netherlands is therefore wider than the WHW law before.

Moreover, the political discourse about the anglicisation of higher education in the Netherlands has been picked up by the media widely both nationally as well as internationally in the past couple of years. De Volkskrant (2019) wrote an article with the title '*Schrijvers en professoren: minister, stop de verengelsing van het hoger onderwijs'* (translation: authors and professors: minister, stop the anglicisation of the higher education) in order to raise attention about the new WHW law about the anglicisation of higher education. The authors of this article wrote a letter to the minister of education in The Netherlands, van Engelshoven, about their concerns of the new WHW law regarding the anglicisation of higher education (De Volkskrant, 2019). The authors are concerned about the academic status of the Dutch language and the Dutch language skills of Dutch citizens (De Volkskrant, 2019).

Furthermore, the political debate does not only take place within the Netherlands, but also the English media are addressing this issue (BBC, 2018). The BCC, fears in their article '*Dutch language besieged by English at university*', the detrimental effect on Dutch language and Dutch society as a whole (BBC, 2018). In this respect, the article states that there is a shift going on to a more and more Anglo-Saxon view of the world (BBC, 2018). 'Universities want diversity, different perspectives. What you get is exactly the opposite. The Anglicisation means you end up with a much more homogeneous world' (BBC, 2018, Dutch language besieged by English at university, para. 4).

Further, from an academic perspective though, the emphasis of most scholars is rather on addressing anglicisation of higher education in general in the Netherlands in order to put this issue on the political agenda (de Groot, 2018; Trojek, 2009; Vanneste, 2011) For example, Trojek (2009) tried to map out the degree of anglicisation in Dutch and Flemish higher education between 2001 and 2008 in her doctoral dissertation.

The examples mentioned above show that there are different discourses being issued, authored and authorised from several stakeholders at national level regarding the anglicisation of Dutch higher education. Next to these stakeholders at national

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level, also stakeholders such as higher education institutions, faculties of higher education institutions, lecturers and students have a stake regarding anglicisation of higher education programmes in the Netherlands. Higher education institutions and their faculties need to motivate their grounds regarding the choice of language of instruction of their higher education programmes that they offer in further detail in a code of conduct (Overheid.nl, 2020a). This language of instruction choice can have an influence on students and lecturers as well, because it defines in which language an higher education programmes is given. Discourses among students and lecturers may therefore vary regarding anglicisation of the higher education programmes that they follow or teach at or regarding higher education in general in the Netherlands.

This research aims to investigate and unveil the matches and mismatches between discourses of stakeholders regarding anglicisation of higher education programmes in the Netherlands. Therefore, the following research question is proposed:

'What are the matches and mismatches between discourses of stakeholders regarding anglicisation of higher education programmes in the Netherlands?'

Additionally, a number of sub-questions can be formulated in order to answer the research question.

Sub-questions regarding stakeholders at national level:
- How do discourses issued, authored and authorised by stakeholders at the national level regarding anglicisation of higher education match and mismatch with discourses issued, authored and authorised by Tilburg University/Tilburg Law School?

Sub-questions regarding stakeholders at Tilburg University/ Tilburg Law School level:
- How do discourses issues, authored and authorised by Tilburg University regarding anglicisation of higher education programmes match and mismatch with discourses issued, authored and authorised by Tilburg Law School?

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Sub-questions regarding stakeholders at student and professor level:

- How do discourses issues, authored and authorised by stakeholders at national level regarding anglicisation of higher education match and mismatch with discourses issued, authorised and authorised by with attitudes of TLS students towards anglicisation of the higher education programme(s) that they are enrolled at?

- How do discourses issues, authored and authorised at by stakeholders national level regarding anglicisation of higher education programmes match and mismatch with attitudes of lecturers towards anglicisation of the TLS higher education programme(s) that they teach at?

- How do discourses issued, authored and authorised by Tilburg University/Tilburg Law School regarding anglicisation of higher education programmes match and mismatch with attitudes of TLS students towards anglicisation of the higher education programme(s) that they are enrolled at?

- How do discourses issued, authored and authorised by Tilburg University/Tilburg Law School regarding anglicisation of higher education programmes match and mismatch with attitudes of lecturers towards anglicisation of the TLS higher education programme(s) that they teach at?

2.0 Theoretical background

The previous sections have introduced the research topic, and helped to shed light its societal relevance and explained how the aim of this study and of its research questions is linked to existing scholars. Moreover, it showed in which way this study will contribute to current literature. In this section the sensitizing concepts that were considered in this research are introduced. Further, new contributions of this study to the current literature will be showed. The central concepts or theoretical lenses 'language ideologies' and 'language as habitus' will have a central role in this research. 'Language ideology' is a concept to drawn up so to characterise any set of beliefs or feelings about languages used in a socio-cultural space (Silverstein, 1979). Therefore, this concept will be used to analyse the discourse about anglicisation of higher education in the Netherlands. Furthermore, the concept 'habitus' describes how our likelihood to act in a certain way is dependent on how we expect others to respond. It furthermore explains how the social world becomes objictified by range of probabilities, expectations that makes us more likely to choose certain actions rather than others. In other words the habitus organises us (Grenfell, 2014; Jenskins, 2014). 'Language as habitus' instead refers to 'a sub-set of the dispositions which comprise the habitus' and is 'acquired in the course of learning to speak in particular contexts' (Thompson, 1991, p.17). This concept will therefore also be utilised in order to further understand (where possible) discourses about anglicisation of higher education in the Netherlands. This research will contribute to the current literature by focusing on the matches or mismatches between discourses of stakeholders regarding anglicisation of higher education programmes in the Netherlands.

2.1 Language ideologies

First, the concept ideology is defined by Žižek (1989). An ideology is a system of ideas, beliefs or myths constructed by larger social forces that are most likely unconscious to people (Žižek, 1989). For an ideology to work in society according to Žižek an ideology has to exists out of the following three parts: (1) set of ideas, (2) material component, (3) social world (1989). First, an ideology is a set of ideas. Second,

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and ideology has to have a material component in order to diffuse (for instance an organisation). Third, an ideology becomes integrated in our social world.

Van Dijk (1998) defines an ideology as a special form of social cognition shared by a social group. He states that an ideology forms the basis of the social representations and practices of group members, including their discourse (Embedded in (cultural) systems and people's identity and behaviour), which at the same time serves as the means of ideological production or reproduction and challenge (Van Dijk, 1998).

Second, the concept language ideologies are a central concept in this research that can be defined as 'sets of beliefs about language articulated by users as a rationalisation or justification of perceived language structure and use' (Silverstein, 1979, p.193). Language ideologies have a greater social emphasis as 'self-evident ideas and objectives a group holds concerning roles of language in the social experience of the group' (Heath, 1977, p.53). It furthermore can be defined as 'the cultural system of ideas about social and linguistic relationships, together with their loading of moral and political interests' (Irvine, 1989, p.255) and most broadly as 'shared bodies of common sense notions about nature of language in the world' (Rumsey, 1990, p.346).

Definitions about language ideologies differ from each other mostly concerning the nature of an ideology and the meaning attached to this term. For example whereas Rumsey's definition of language ideology is neutral, Silverstein's definition includes critical values of the term ideology (Woolard & Schieffelin, 1994). Woolaard & Schieffelin (1994) reported in their work 'although, ideology in general is often taken as explicitly discursive, influential theorists have seen it as behavioural, pre-reflective or structural, that is an organisation of signifying practices not in consciousness but in lived relations' (p.58). Hereby, most research on language prestige, attitudes and ideologies has been tackled initially from a social psychological perspective (Giles, Hewstone, Ryan & Johnson, 1987). Nevertheless, sociolinguistic factors as linguistic prestige, language attitudes and ideologies can also be seen as behavioural ideologies (like Bourdieu's concept 'habitus') (Bourdieu, 1991; Garcia & Evangelista, 1988; Gross, 1993; Woolard & Gahng, 1990). Bourdieu's concept of 'habitus' can be related to patterns of language acquisition, shift, change and policy (Gumperz, 1982; Rickford; 1985).

'Within a language ideology framework, speakers' own comments about language and other social phenomena are used as a mean of interpreting and understanding linguistic variation (Omoniyi & White, 2006, p.94)'. Additionally, 'a language ideology approach can allow insight into locally constructed categories which may differ from the global categories of gender, social class or ethnicity' (Omoniyi & White, 2006, p.94). Milroy (2004) even claims that 'an ideological analysis treats social categories as locally created by social actors and discoverable by analysis, rather than as a given. Consequently, 'an ideologically oriented account of language variation and change treats members of speech communities as agents, rather than as automatons caught up ineluctably in an abstract sociolinguistic system' (p.167). Omoniyi and White (2006) therefore suggests that 'the speech community itself is one such locally created social category which can be examined and not simply imposed onto a sample of speakers' (p.95).

Kroskrity (2001) explains that language users have conceptions of language and language users. Kroskrity (1998) claims that everyone possess language and have an idea about what language is about in terms of value, status, forms, ownership, functions and quality (Kroskrity, 1998). These conceptions (or judgements) influence the communicative behaviour or language users, because they use language on the basis of these conceptions. Therefore, these conceptions will be reproduced even further (Kroskrity, 2001).

Blommaert (1999) describes in his book *language ideological debates* how language ideologies come about. He mentions that there is a high amount of recognition by several scholars of language ideologies in relationship with society, especially the relationship between language and social/power structures (Gumperz, 1982; Irvine, 1989; Rickford; 1985; Rumsey, 1990; Silverstein, 1979; Woolard & Schieffelin, 1994). But the area of the historical production and reproduction of language ideologies still needed to be examined (Blommaert, 1999). Therefore, Blommaert (1999) discusses in his book debates that had impact on (or at least had a very tight connection with) the 'language situation' in the society in which it takes place.

2.1.1 Language politics and history. In relationship to language ideologies, Blommaert (1999) claims that in most of the debates that there are moments in history during which language become targets of political, social and cultural intervention. For instance, there are slow movements and fast movements, periods of production, intense activity, of challenge, of decay in language patterns. The historical patterns in which the emergence and development of ideologically driven structures subsuming language and language use occur are multi-layered, 'for every moment of intense struggle and debate is intertextual with and develops against the background of previous developments over a longer span of time' (Blommaert, 1999, p.425). It can thus be stated that language 'being changed' by debates. Political linguistic debates can interfere in the history of languages and speech communities. This results in the fact that political linguistic debates can override 'spontaneous' impacts of language evolution or language contact (Blommaert, 1999). The outcome of most debates is that this results in inequalities between languages in societies (Blommaert, 1999). In other words, the political discourse on language can produce hierarchies among languages (Blommaert, 1999).

2.1.2 Language and nation building. Language ideologies are interrelated with the concept of 'nation (state) building' with the focus on national agendas (Blommaert, 1999; 2006). Prior to the age of nationalism, states were not focused on common ethnic languages but on religion and dynastic loyalties which did not effect the common citizens whether or not they spoke the bureaucratic language (that was opposed on them) (Safran, 1992). Due to the modernisation of political systems, societies become more secular. Furthermore, democratised social and political participation favoured languages spoken by the masses to be congruent with those of the dominant elites (Safran, 1992). 'The choice of language and the question of whether minority languages should be maintained or discouraged go beyond the matter of mere political integration and touch upon the legitimacy of the national culture and the ideology upon which the political system is based' (Safran, 1992, p.398). In relationship to language ideologies, this means that language became over time detached from 'tradition'. It becomes the standard language of modernity (Blommaert, 2006). Hereby language become synonym for national identity defined as a set of decontextualized rules and norms, confined to

national spaces (Blommaert, 2006). In language use processes where the state is seen as the nation, ideological processes of language use in society reflect what people in the nation actually use in the way of language (Blommaert, 2006). It is a sociolinguistic truism that societies are almost by necessity 'multilingual' in nature. Although, societies do still reflect the sociolinguistic 'regime' in a country, it would cause language hierarchies in societies with inferior language(s) (Blommaert, 2006), simply because the superior language has a history, a tradition of superiority (Blommaert, 1999).

To sum up, several scholars have tried to define the nature of the concept of language ideologies, but there can be concluded that there is no stable definition (Gumperz, 1982; Irvine, 1989; Rickford; 1985; Rumsey, 1990; Silverstein, 1979; Woolard & Schieffelin, 1994). Nevertheless, there are overarching elements in the definition of language ideologies. Moreover, Blommaert (1999; 2006) discusses the relationship between 'language and history' and 'language and nation building'. Hereby he argues that historical patterns can have an influence on the development of ideologically language and the language use in societies. Moreover, he states that language and language use is linked with national identity throughout history, which subsequently causes language hierarchies that labelled language as inferior and less inferior (Blommaert, 2006). Therefore, this concept will form the basis to analyse the discourse about anglicisation of higher education in the Netherlands.

2.2 Habitus

The next concept to be discussed here is 'habitus'. This concept goes back to the work of the French sociologist/ethnographer Bourdieu (1991) in its most basic form as 'a set of dispositions which incline agents to act and react in certain ways (sic.)' (p.13). The agent-structure debate focuses on 'the ideas that either people's behaviours are determined through individual actions or alternatively through structural factors such as class, gender or even race' (Pavlou, 2010, p.57). It is offers us insight in human action and understanding beyond the individual, beyond abstract social forces. People make use of the habitus to make the best capital gain (financially, socially and culturally) (Bourdieu, 1991).

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Additionally, for Bourdieu the habitus is the result of history being codified into practice (Bourdieu, 1990). He claims that in every person (in varying proportions) there is part of 'yesterday's man' (Grenfell, 2014; Jenskins, 2014). It is 'yesterday's man' who inevitably predominates in us since the present amounts to little compared with the long past in the course of which we were formed and from which we result (Grenfell, 2014; Jenskins, 2014). This means that people are experiencing a product of now, what happened in the past. To illustrate Bourdieu's point of view (1990), the WHW (law regarding higher education) can be used as an example. In 2018, the nature of this law changed regarding anglicisation of higher education in the Netherlands. Currently (2020), the minister of Dutch education together with those who are involved in bodies at national level, has the task to evaluated the impact of this law and if necessary make changes (BON, 2020a). In this respect, the policy making process about the anglicisation of higher education can be seen as a product of history because the policy making circle at national level that exists of implementation, evaluation and adjusting takes time (Kingdon & Turner, 2002). Bourdieu's lens (1990) about the habitus, the result of history being codified into practice, can be compared with Blommaert's lens (1999) about languages ideologies. He mentions that 'for every moment of intense struggle and debate is intertextual with and develops against the background of previous developments over a longer span of time' (Blommaert, 1999, p.425). Both Bourdieu (1990) and Blommaert (1999) are taking the concept of historical production and reproduction of language (ideologies) into account.

2.2.1 Language as habitus. In terms of language, the concept language as habitus stems from the mental and physical definition of speakers. This then stems on routine ways of speaking where gestures, embodied communicative actions and perspectives are instilled through ordinary referential practice in a particular language (Ochs, 1996).

Moreover, Bourdieu (1991) states that an individual's language habitus is merely, 'a sub-set of the dispositions which comprise the habitus' and is 'acquired in the course of learning to speak in particular contexts' (1991, p.17). Vann (1999) explains 'it is the product of experience and inculcation' (p.74). Within the debate between structure

and agency, 'the language as habitus of an individual can receive pressure from the structure (expectations to speak a certain way in certain contexts by society) or from the agent (one's individual choice and experiences such)' (Pavlou, 2010, p.57). An individual's disposition to speak a certain language in a certain context also gives them the ability to make the best capital gain (Pavlou, 2010). In order to achieve a better capital gain, an individual's disposition can be influenced or changed. It is more likely for change to take place due to the actions of agents (e.g. language policies created by individuals in government) or of the structure (which are social norms and pressures, such as the prestige of a certain language).

Furthermore, the question how a language habitus does become appropriate or desired is answered by Webb, Schirato & Danaher (2002) in *Understanding Bourdieu*. He states that 'the state partially orchestrates this collective habitus by creating the conditions under which certain things come to be viewed as natural and inevitable…and others unthinkable…so it can establish what constitutes acceptable behaviour' (Webb et al 2002, p.93). Pavlou, (2010) explains that the implication is that the state has power over what is appropriate and acceptable in the linguistic field. This included the language(s) that should (or can) be used by society. Even above this, the state can invent an appropriate language as habitus through the selection of language policies (Pavlou, 2010). Moreover, Bourdieu (1991) sees language as habitus as an instance of cultural capital in order to understand 'the language market'. The language market refers to the symbolic market where language/linguistic capital (that can be classified as cultural capital) is exchanged. Various language varieties have different market values. Bourdieu (1991) explains that the highest value of a language legitimise the speech of language users.

The concept of language as habitus will be applied to this study to understand (where possible) discourses regarding anglicisation of higher education in the Netherlands. In the next section current literature related to anglicisation of higher education in the Netherlands is given to provide an overview of existing literature.

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2.3 Current literature about anglicisation of higher education in the Netherlands

Most scholars put emphasis on addressing anglicisation of higher education in the Netherlands in order to put this issue on to the political agenda (de Groot, 2018; Trojek, 2009; Vanneste, 2011). Trojek (2009) tried to map out the degree of anglicisation in Dutch and Flemish higher education between 2001 and 2008 in her doctoral dissertation in order to raise awareness about this issue.

Furthermore, language psychologist de Groot (2018) concerns about the expression skills (in Dutch: uitdrukkingsvaardigheden) of Dutch indigenous students and lecturers in English taught higher education programmes. She believes that the English language of instruction hinders the expression skills of Dutch indigenous student and lecturers in English taught higher education programmes (de Groot, 2018).

Moreover, Vanneste (2011) tried to map out the positive effects and potential threats of the implementation of English as the main language in higher education in Flanders and the Netherlands. He mentions that English can have a negative impact on the quality of education and on the multilingualism when higher education institution do not come up with a language policy plan that takes into account students, professors, the Dutch speaking society, and especially Dutch academic excellence (Vanneste, 2011).

Other scholars examine the spoken academic English of Dutch university lecturers (Tilstra & Smakman, 2018). In their research they tried to gain insight into the nature of spoken academic English (an L2) of university lectures who have finished acquisition process and use it at the highest academic level. Their conclusion was that the benchmark set by Biber, Johansson, Leech, Conrad, and Finegan (1999) regarding lexical richness required in academic lecturing is met by all lecturers in their research. Thus, the critics that academic lecturers' lexicon is too restricted to express nuance or is insufficient to teach adequately L2 English is not confirmed in this research.

Kirvalidze (2019) analysed the new challenges of Anglicisation in the context of 21st century globalisation and their impact on higher education. He concludes that in the light of a European debate on the phenomenon of anglicisation that at present the majority of countries follow the language policy which acknowledges the status of English as a lingua franca, at the same time supporting and promoting their own language as a symbol of cultural heritage and national identity (Kirvalidze, 2019). He

furthermore claims that universities face challenges in an increasingly internationalised globalised context to prepare students for is to prepare students for effective and competent intercultural communication that will facilitate their success in a competitive global work environment (Kirvalidze, 2019).

Although some scholars tried to enlighten issues related to anglicisation of higher education in the Netherlands, Flanders and Europe, (systematic) research is rather limited. In the next section the research strategy and the methods will be elaborated upon.

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3.0 Method

In this section, the methodology of this study is outlined in order to answer the research question. The socio-cultural space, research design, sample strategy, data collection, data analysis and research quality indicators will hereby be discussed.

3.1 Introducing the Socio-Cultural Space

The socio-cultural space where this research is to be carried out is Tilburg University, a Dutch higher education institution, in the South of the Netherlands. Several are the actors who have a stake in the process of anglicisation of higher education at Tilburg University will be examined in terms of discourse. This research will be conducted at Tilburg University, because education programmes taught at Tilburg University are becoming more anglicised (Petry, 2017). Furthermore, the faculty Tilburg Law School (TLS) will be the focus of this study. Hereby, at the microscopic level students and lecturers at TLS will be investigated to gain insight regarding their discourse about anglicisation of higher education programmes at TLS.

3.2 Research design

This study, rooted in an interpretive ethnographic tradition, makes use of qualitative methods for data collection, analysis and interpretation. Data will be gathered from different actors. Stakeholders at the national level of this research are for instance the Dutch Government, Koninklijke Nederlandse Akademie van Wetenschappen (KNAW) (translation: Royal Dutch Academie for Science), Beter Onderwijs Nederland (BON) (translation: Beter Education Netherlands) and TaalUnie (translation: Union for Dutch language). Actors at the university level of this research are Executive Board of Tilburg University [in Dutch: College van Bestuur (CvB)], and the advisory organs for the CvB: the University Council. Actors at faculty level (Tilburg Law School) in this research are the Executive board of Education (in Dutch: Onderwijsbestuur) and Law School Board (in Dutch: Faculteitsbestuur). Hereby the advisory organs at TLS level are the Faculty Council and the Programme Committees (in Dutch: Opleidingscommissies). At the ground level of this research are lecturers teaching at TLS and students enrolled at TLS programmes.

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First, semi-structed in-depth interviews are conducted with students and lecturers who are enrolled or teaching at TLS. Then policy documents at national level, university level and faculty level are gathered. The order of methods is chosen in such a way that it starts by gaining a more microscopic and in-depth perspective and ends with comparing it with discourses on national, university and faculty level in order to formulate management related recommendations for Tilburg University. The unit of analysis of this research is therefore the ground level, where the actual discursive and sociolinguistic practices acted are out by lecturers and students.

3.2.1 In-depth interviews. In order to gain insight and understanding in the sociolinguistic and language ideological doings of lecturers teaching at TLS programmes and students enrolled at TLS, data is gathered by doing an online in-depth semi-structured interviews with students and lecturers. These interviews took place via Skype. In order to control for 'students' nationality' and 'the language of instruction of the programme' a control group is made. Therefore, interviews are conducted with Dutch indigenous students enrolled at Dutch taught programmes at TLS, Dutch indigenous students enrolled at English taught programmes at TLS, EU students (excluded Dutch indigenous students) and Non-EU students who are enrolled at an English taught bachelor or master programme at TLS. The aim of the interviews is to go into greater depth in the understanding of the discourse of the students enrolled at Tilburg University and lecturers teaching at Tilburg University. For an overview of anonymised characteristics of participants see table 1 in appendix 1.

3.2.2 Policy documents. Discourses are gathered on University and Faculty wide practices and national practices in the form of policy documents. 'A discourse is a specific viewpoint about the relationship between function and form in language… discourse analysis is the empirical analysis on how such form-function correlation themselves correlate with specific social practices that help constitute the very nature of such practices' (Gee, 2004, p.19). Then discourses are analysed to make sense of these practices in terms of content as well as in terms of being embodies instantiations of language ideological discourses around anglicisation of Dutch higher education. For an

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overview a specific way of data analysis see section on data collection. Last, based on outcomes derived from the interviews and policy documents management related recommendations for Tilburg University are formulated. For an overview of accessed documents for document analysis see table 2 in appendix 2.

3.3 Sample strategy

In this research a convenience sampling strategy is used in order to collect data at Tilburg University (Ritchie, Lewis, Nicholls, & Ormston; 2014). The network within Tilburg Law School, the programme committee of Tilburg Law School (TLS) and 'Fraction Vrijspraak'. In this network members of the Faculty Council of Tilburg Law School and University Council, programme committees and student parties SAM and FRONT, meet each other in order to give advice and consent regarding issues of the quality of education of programmes taught at Tilburg Law School, will be used. Additionally, the snowballing strategy is utilised (Ritchie, Lewis, Nicholls, & Ormston; 2014) to come in contact with the right members from the university and faculty wide bodies, as defined in section research design, regarding anglicisation of the programmes taught at TLS/Tilburg University. Moreover, the network among lecturers and student assistants at TLS is consulted. This network provides an entrance to collect data from lecturers at TLS regarding anglicisation of courses that they teach. This way of data collection is also called convenience sampling (Ritchie, Lewis, Nicholls, & Ormston; 2014). In terms of data collection regarding students and lecturers a list of student who are enrolled at the master programme Labour Law and Employment Relations (LLER) is requested from the programme director in order to sample participants for the semi-structed interviews. Moreover, the student legal association Magister JFT at Tilburg Law School and the international student I*ESN Tilburg are used to sample more data from TLS students. Last, the programme director of the master programme LLER is interviewed to gain discourse from a lecturers' perspective.

In previous sections the unit of analysis and the sample strategy were defined for this research. Based on this, a number of sub-questions can be formulated in order to answer the research question (see section introduction and problem statement).

3.4 Data collection

First, in order to gain a more in-depth insight of students' and lecturers' attitudes towards anglicisation of the education programme that they enrolled in or teach at semi-structured interviews are conducted. Then in order to understand the discourses of stakeholders about anglicisation of higher education programmes taught at TLS and at Tilburg University policy documents at faculty, university and national level are gathered and analysed.

3.5 Data analysis

In order to analyse the data, a grounded theory approach is applied in this research. This means that the analysis will evolve over time and will account for unexpected findings throughout the data collection process (Glaser & Straussn, 1967). First, interviews are conducted within four categories of students: 'Dutch indigenous students enrolled at Dutch taught programmes at TLS', 'Dutch indigenous students enrolled at English taught programmes at TLS', 'EU students (excluded Dutch indigenous students) enrolled at English taught programmes at TLS' and 'Non-EU students at English taught programmes at TLS'. Hereby there can be controlled for and compared with factors such as 'nationality' and 'language of instruction of the programme'. Second, results are compared among Dutch indigenous students in Dutch taught programmes and in English taught programmes, among EU students (but Non-Dutch students) and among Non-EU students themselves in order to investigate the results within groups. Then, the results of these groups are compared with each other in order to investigate the results between groups. Hereby there is controlled for nationality and language of instruction, because a comparison is made between 'Dutch indigenous students enrolled at Dutch taught programmes at TLS', 'Dutch indigenous students enrolled at English taught programmes at TLS', 'EU students (excluded Dutch indigenous students) enrolled at English taught programmes at TLS' and 'Non-EU students enrolled at English taught programmes at TLS'.

Further, the data gained from the interviews with students and lecturers are analysed by coding analysis. For the coding process, the method of axial coding is used, which contains two stages code per theme. The main aim of attention is on the matches or

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mismatches between practices and discourses regarding anglicisation of higher education programmes taught at Tilburg University. Therefore, the codes of this research take themes into account that match with this focus.

Moreover, policy documents at faculty, university and national level are analysed by the technique of critical discourse analysis and can be compared with the data derived from the interviews (Gee, 1999).

3.6 Research quality indicators

In order to ensure the quality of this ethnography research, some indicators are taken into account. The aspect of internal validity is covered by the selection participants for the interviews. Most participants were selected via the legal study association Magister JFT and international student association I*ESN with minimal interference of the researcher. Therefore, the selection of participants had little researcher input minimising researcher bias (Ritchie, Lewis, Nicholls, & Ormston, 2014).

The aspect of external validity is covered by the fact that two supervisors and three other students from the same research circle read this research and provide feedback (Ritchie, Lewis, Nicholls, & Ormston; 2014). Moreover, to cover the aspect of internal and external validity even more is the fact that the discourse of students, lecturers and management in bodies are investigated. Therefore this research is approached via different angles. Last, the aspect of reliability, trying to reduce biases is covered by various aspects. (Ritchie, Lewis, Nicholls, & Ormston; 2014). First, the participants of the interviews are informed about the aim of this master thesis research in the informed consent form. Furthermore, they are informed that the data derived from their interviews will not be disclosed to the programme director or lecturers that are involved in the LLER programme (to any other programme director or lecturer at Tilburg University) and that their input is anonymised. Moreover, the data is disclosed with student participants, in order to give them a voice and the opportunity to review their input. Last, the issue of confirmation bias is tackled. This is a cognitive bias that involves favouring information that confirms previously existing beliefs or biases (Ritchie, Lewis, Nicholls, & Ormston; 2014), in particular to make this research more reliable. Since the researcher is a master student at Tilburg University, enrolled in an education

programme taught at TLS, biases in this research could occur. These are minimised by discussing the research findings with the students and supervisors from the thesis circle of this master thesis and the field.

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4.0 Results

In this section, results will be discussed. Legal discourse is gathered at national level. Discourses issued, authored and authorised by bodies that are at stake at national level, such as KNAW, BON, Union for Dutch Language and the Ministry of Education (government) are collected. Furthermore, discourses at Tilburg University are gathered both at University and Faculty level (Tilburg Law School). Moreover, discourse of lecturers and students are gathered through semi-instructed interviews.

4.1 Legal frameworks

4.1.1 Law regarding higher education in the Netherlands. The WHW (law regarding higher education) is the legal embodiment that embraces all issues regarding higher education in the Netherlands. Since this research is focused on the language of education and exams at higher education institutions in the Netherlands, art 7.2 of the WHW is the focus of this research. This article entails the following (translation QQ) content (Overheid.nl, 2020a). (For the original Dutch content see appendix 3)

Education will be given and the exams will be held in Dutch. There can be deviated from the first sentence, in terms of another language:

a. when the education regards the language in the first sentence;
b. when the education regards in the framework of a guest lecture given by a non-indigenous Dutch professor or;
c. On special occasions, the organisation of the quality of higher education as well as the origin of the students is forced (out of necessity reasons) to use another language than Dutch, this has to be in line with the institution board's documented code of conduct.

4.1.1.1 Code of conduct language policy higher education. Especially, art. 7.2 (c) is an important notion for this research. It shows that there is deviation from the Dutch language in terms of education and exams possible only if it is necessary for better quality of higher education reasons or if the origin of students require a different language than Dutch (Overheid.nl; 2020a). Although, this has to be in line with the

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institution board's documented code of conduct. According to the Inspection of Education, which is a body of the Dutch ministry of Education, Culture and Science (2018) this means concretely that (translation QQ):

- The nature and organisation of education can have a link with internationalisation and international exchange programmes;
- The quality of education can provide ground of exception when specific expertise is not available in Dutch and therefore a non-Dutch indigenous professor needs to be recruited;
- Moreover, the origin of students can also be a legitimate ground for deviating from the Dutch language in education and exams;
- Furthermore, the higher education institution needs to motivate their grounds in further detail in a code of conduct.

Additionally, there are three elements that need to be taken into account while interpreting subsection (c) (Inspection of Education, 2018):

- The lawmaker has formulised the article globally and leaves therefore necessary room for interpretation and elaboration;
- Nevertheless, this article emphasises that there has to be a necessity for deviating from the Dutch language in education and exams. Only serious reasons will be accepted. Those reasons have to be described in an institution's code of conduct;
- There is a coalition agreement between the political parties VVD, CDA, D66 & ChristenUnie, regarding the anglicisation of higher education programmes (2018). This coalition agreement states that there will be stricter rules against anglicisation. A higher education programme may only be offered in English when this has a added value, when the quality of this education programme is not sufficient and when there is a sufficient amount of Dutch higher education programmes offered

An important remark is that this law has remained the same in nature since 2018/19 (Stichting Taalverdediging, 2019). Before this the WHW that was formed and ratified in 1992 was binding. Article 7.2 emphasises that before 2018 Dutch universities needed to

give a valid reason why the English language in education and exams had to be incorporated in their bachelor and master programmes. The use of the English language in higher education was only allowed when deemed highly necessary. In other words, either a BA or MA programme could only be given in English if there were no other reasons for doing this in Dutch (Stichting Taalverdediging, 2019). Since 2019 the scope of subsection (c) has been enlarged. 'The quality of education can provide ground of exception when specific expertise is not available in Dutch and therefore a non-Dutch indigenous professor needs to be recruited' and 'the origin of students can also be a legitimate ground for deviating from the Dutch language in education and exams'. The change in law has been extensively discussed by several bodies at stake at national level. Therefore discourse from other bodies will be discussed in the following sections.

    4.1.2 Legal framework: law regarding Language and Accessibility. Based on the coalition agreement between several political parties regarding the anglicisation of higher education programmes (Inspection of Education, 2018) and the Inspection of Education report in 2018, the WHW is changing in nature under the new law Language and Accessibility (BON, 2019b). At the19 th of December 2019, the Dutch second chamber (in Dutch: Tweede Kamer) has accepted the proposed new law Language and Accessibility (Overheid.nl, 2019). At the 4th of February 2020, the First Chamber Commission for Education, Culture and Science (in Dutch: Eerste Kamercommissie voor Onderwijs, Cultuur en Wetenschap) has started a preparatory research for the implementation of this law (Eerste Kamer der Staten-Generaal, 2020). Last, at the 3rd of March 2020, the First Chamber (in Dutch: Eerste Kamer) agreed on the request to put this document forward to The Council of State (in Dutch: Raad van State) (Eerste Kamer der Staten-Generaal, 2020). At the 2nd of June 2020, The Council of State will give advice to the First Chamber on this. In case that the First Chamber accepts the law regarding Language and Accessibility, this new law will be ratified and can be implemented (Eerste Kamer der Staten-Generaal, 2020). For an overview of the WHW section that has changed in the Language and Accessibility law see appendix 4 (in Dutch). In this section new changes regarding the prior WHW will therefore be discussed. First, art. 7.2.2. (c) indicates that there can be deviated from section 7.2.1, the

fact that education should be given in Dutch and that exams should be hold in Dutch, only to generate more in-depth knowledge, insight and skills that students need to require by the end of their higher education programme (Overheid.nl, 2019). Furthermore, art. 7.2.3 states that the board of higher education institutions need to motivate why they would like to deviate from art. 7.2.1 in the form a language policy. Moreover, according to art. 7.2.4 this language policy document needs to include: (a) motivation about the procedure that elaborates upon which grounds there will be deviated from art. 7.2.1 and (b) motivation about how higher education institution will ensure the quality of education within education programmes they offer, and the accessibility of their education programmes for Dutch indigenous students. With this new law regarding Language and Accessibility, the Dutch government aims to ensure the accessibility to Dutch higher education for Dutch indigenous students.

4.2. Discourse of bodies operating at national level regarding the WHW and law regarding Language and Accessibility

4.2.1 Discourse Better Education Netherlands (BON) regarding intended legislation amendment in January 2019. The association BON is established in 2006 and their mission is to 'unlock and facilitate the potentials of (Dutch) students in secondary school education and in higher education by promoting decent content of courses and general education' (translation QQ) (BON, 2020b). One of their pillars where they aim attention at is the anglicisation of higher education (BON, 2020b).

In 2019 art. 7.2 of the nature of art. 7.2 of the WHW was on the political agenda. Several political parties, together with the ministry of Dutch Education, Culture and Science drafted an intended legislation amendment (BON, 2019a). BON (2019a) reacted on the new intended legislation amendment in January 2019. BON (2019a) expressed their language ideology (set of beliefs about the new WHW) about the language of instruction of higher education programmes and exams in their drafted proposal (see Appendix 5). According BON article 7.2 had now several positive aspects. For instance, the fact that higher education institutions need to motivate why they would like to deviate from the norm that education should be given and the exams will be hold in Dutch (BON, 2019a). This gives the minister the instruments to intervene with measures

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in case that the disappearance of the Dutch language in higher education programmes is taking the upper hand (BON, 2019a).

Furthermore, BON likes that fact that changes has been made in the WHW in subsection (c) regarding the 'origin of students'. This ground was removed in the new law proposal. This decision has been partially made based on the research report of the Inspection of Education (2018). In this report the Inspection of Education concluded that the 'institution board's documented code of conduct' leads to a 'chicken or the egg' scenario. 'By anglicising a higher education programme, it becomes more attractive for a large amount of international students, and once those students are enrolled in such programmes, an institution can use their existence as a motivation to justify their language use in higher education programmes' (Inspection of Education, 2018, p.22, translation QQ). The proposed changes in the WHW law of January 2019, rules this out, which would be an improvement according to BON (2019a).

Nevertheless, there are elements in the new law that concerns BON (2019a). The word 'necessity' (in Dutch: noodzaak), which was the condition for deviating from the fact that education will be given and the exams will be hold in Dutch, is replaced by the word 'interest' (in Dutch: belang). The risk that could arise is that the exception ground will be interpreted too broad which can lead to anglicisation of all every existing higher education programme in the Netherlands (BON, 2019a). BON is therefore an advocate for keeping the word 'necessity' in the new law in order to protect the use of Dutch language in higher education.

Additionally, the fact that higher education institutions need to spell out clearly their motivation regarding the language use in higher education programmes that they offer in the form of a code of conduct concerns BON (2019a) as well. In their eyes a 'code of conduct' that include their language policy seems vague. They rather would see at every universities' website a transparent language document that motivates the universities' choice of the language they use in the higher education programmes that they offer (BON, 2019a). Therefore, BON (2019a) has drafted a proposal in January 2019 in order to influence the political debate about this topic. Although the members from the Dutch Second Chamber (in Dutch: Tweede Kamer) did not sign this proposal,

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this draft is still BON's point of view (discourse) regarding the topic 'anglicisation of higher education in the Netherlands'.

4.2.1.1 Draft proposal BON new law regarding art. 7.2 Language in WHW.
BON (2019b) proposed some changes regarding the current law Language and Accessibility. For an overview of this draft see appendix 5 (in Dutch).

First, they redrafted art. 7.2.1 by incorporating the importance of the accessibility of higher education and to ensure and enhance the Dutch language skills of Dutch indigenous students. According to BON (2019b), this should be the reason why education will be given in Dutch and exams will be hold in Dutch (BON, 2019b). This motivation of BON (2019b) is a feature of a language ideology in terms of nation (state) (building) reasons (see section. BON (2019b) states that it is important that Dutch language skills of Dutch indigenous students need to be ensured and enhanced. In their opinion education should be given in Dutch and exams should also be held in Dutch. Hereby they find that Dutch is the inferior language and subsequently English becomes the less inferior language.

Second, art.7.2.2 (c) on the law Language and Accessibility states that there can be deviated from art. 7.2.1, the fact that education should be given in Dutch and exams should be hold in Dutch, only to generate more in-depth knowledge, insight and skills that students need to require by the end of their higher education programme (BON, 2019b). BON (2019b) suggests in art. 7.2.3 of their drafted proposal that it would be better if, there could only be deviated from 7.2.1 if (a) is it highly necessary to ensure the quality of education to use another language and if (b) it will not harm the development of Dutch language skills of Dutch indigenous students and the level of academic spoken Dutch (BON, 2019b).

Third, art. 7.2.4 of their proposal claims that the board of higher education institutions need to create a public language policy document. According to BON (2019b) they need to describe the following: (a) the procedure that elaborates upon which grounds there will be deviated from art. 7.2.1, Dutch as the standard language used in higher education programmes; (b) the way that higher education institution ensure the quality of education within education programmes they offer, and the

accessibility of their education programmes for Dutch indigenous students; (c) the way that higher education institutions ensure Dutch language skills for Dutch indigenous students and non-Dutch indigenous students. This document preferably placed on the website of the higher education institutions (BON, 2019a). In such a language policy document higher education institutions can document their language ideology and motivate why they choose for a certain language (Dutch or English) as the language of instruction of their higher education programmes.

In conclusion, BON (2019b) concerns about the Dutch language skills of Dutch indigenous students and the accessibility of higher education programmes for Dutch indigenous students. Additionally, they strive the fact that higher education boards come up with a transparent, openly accessible language policy document. Whereas the Dutch government aims to guarantee the accessibility to higher education in the Netherland for Dutch indigenous students with their new law regarding Language and Accessibility, BON (2019b) point of view goes beyond this by focusing on the Dutch language skills of Dutch indigenous students as well.

In the next session, BON's reaction towards the new law Language and Accessibility, that is accepted by the Dutch Second Chamber in December 2019.

4.2.1.2 BON's discourse towards the new law Language and Accessibility February 2020. Since the Dutch Second Chamber has accepted the new law about Language and Accessibility, BON (2020a) gets more concerned about a couple of issues. The first issue that concerns them is level of academic Dutch of Dutch indigenous students who are enrolled at Dutch higher education programmes. BON believes that every student who follows education subsided by the Dutch government needs to manage/learn the Dutch language at an academic level (BON, 2020a). More specific, BON (2020a) believes that graduate students need to be able to communicate the content of their courses with fellow students and non-fellow students. By managing Dutch language skills at an academic level, graduate students will be able to join in political and societal debates (BON, 2020a). This motivation of BON (2020a) is also build on language ideology and nation (state) building reasons. The fact that BON (2020a) that every student needs to be able to join in political and societal debates in

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academic Dutch emphasises the importance of the presence of the academic Dutch language as the language of instruction in higher education programmes.

The second issue that concerns them regards Dutch as a standard language. BON (2020a) fears that Dutch as a standard language will disappear if 'high educated' students will not gain Dutch academic language skills. They fear that if the level of Dutch among students will decrease it will have an influence on the performance at the labour market which may eventually lead to segregation in the society (BON, 2020a). Moreover, they claim that the quality of higher education will be lower if students do not follow lectures in the Dutch language anymore. Although, BON (2020a) strives for multilingualism in higher education in the Netherlands, they claim that an excellent management of the Dutch language forms the best foundation. Bon (2020a) refers here also to nation (state) building reasons in their language ideology, because they fear that if the level of Dutch among students will decrease it will have an influence on the performance at the Dutch labour market which can lead to segregation in the Dutch society.

In the next section, the discourse of the Union for Dutch Language regarding the anglicisation of Dutch higher education is brought into the spotlight.

4.3 Union for Dutch Language

The Union for Dutch Language is a policy organisation that assists people and the State in everything that has to do with the Dutch language (TaalUnie, 2020). With their expertise about the Dutch language, they try to connect several parties in order to make sure that they can stimulate the presence and use of Dutch both inside as well as outside the Dutch language continuum/Dutch language region. Therefore, the Language Union develops and stimulates policy for the Dutch language in the Netherlands, Flanders and Suriname. They additionally support the Dutch language around the world (TaalUnie, 2020). Hereby the formulated five pillars that reflects their doings. 'Standard language', 'Dutch, language varieties and other languages', 'education within the Dutch language area', 'education outside the Dutch language area' and 'language and culture' are their areas of focus (TaalUnie, 2020). Since this research focuses on anglicisation of

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higher education in the Netherlands, the focuses is on discourse related to Language Union's pillar 'education within the Dutch language area'.

In the light of the theme anglicisation of higher education in the Netherlands, The Council of Dutch Language and Literature (in Dutch: Raad voor de Nederlandse Taal en Letteren) constructed an advisory report about Dutch language skills in higher education in 2016 (TaalUnie, 2015). Moreover, they also constructed an advisory report about Dutch as scientific language in higher education (TaalUnie, 2016a). The Council of Dutch Language and Literature is an advisory body that advises the Committee of Ministers about the policy of the Language Union (TaalUnie, 2016b). The Council can give advice based on request of the Committee or can take own initiative to give advice. They furthermore exists out of experts who have expertise in the field of Dutch language, education, science, literature and culture (TaalUnie, 2016b).

4.3.1 Advisory report Union for Dutch Language about Dutch language skills in higher education 2015. The Council of Dutch Language and Literature finds that based on a literature study that they carried out in 2014 and a gatherings of experts, the Dutch language skills in higher education are too weak. Students have difficulties in reasoning, writing and analysis in Dutch (TaalUnie, 2015). In primary and secondary schooling, it is evident that there are classes given in Dutch language skills to acquire a better level it, but Dutch higher education institutions outsource the responsibility to work on their Dutch academic language skills to students themselves (TaalUnie, 2015). In practice, it can be concluded that a too little percentage of students are competent in Dutch at an academic level. Hereby, the Language Union suggests that Dutch higher education institutions should help students to acquire academic Dutch language skills. The Union for Dutch Language gives three overarching reasons why it is important that students, who are enrolled at Dutch higher education institutions, obtain great Dutch academic language skills. According to The Council of Dutch Language and Literature those reasons are: (1) language skills are indispensable in terms of 21st century competences (for the economy and society); (2) language skills enhance quality, prevent retention, bad performance of students and underutilization of capacity of students; (3) language skills in higher education also improve the quality in other education sectors.

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These three reasons reflect the language ideology of the The Council of Dutch Language and Literature. Especially the first reason ,21st century competences for the (Dutch) economy and society, includes nation (state) building elements because it regards the Dutch economy and society. The Council further recommends higher education institutions to create language policy for the Dutch language (TaalUnie, 2015). In this position paper (in Dutch: visie document) higher education institutions are required to clarify how they would like to raise the level of Dutch language skills among students who are enrolled in their higher education programmes defined per education programme/ study field (TaalUnie, 2015). In this way students and professors know where they are up to. According to The Council it is furthermore also crucial that as the Flemish as the Dutch government make binding agreement with higher education institution about how this will take place. The Committee of Ministers has hereby the advisory role on request of the Union for Dutch Language (TaalUnie, 2015).

4.3.2 Advisory report Union for Dutch Language about Dutch as scientific language in higher education 2016. Next to the above, Dutch language skills in higher education, The Council of Dutch Language and Literature has put together a report about Dutch as scientific language in higher education. It concludes in its report first that the English language has gained a strong position in the domain of science and higher education in terms of communication language, publication language and language of instruction in courses and exams (TaalUnie, 2016a). This development leads to a political debate about the position of the Dutch language in education and research at Dutch higher education institutions (TaalUnie, 2016a). The conclusion of their report is that the Dutch language, within the domain science and higher education, is losing ground to the English language. Additionally, The Council of Dutch Language and Literature also understands the importance of internationalisation in research and higher education, but does not want to make a bridge to internationalisation due to anglicisation in this context (TaalUnie, 2016a). At the same time, The Council states that everyone, no matter the educational background, professional or social class, should have access to knowledge and insight that are generated by science. Access to this knowledge and insight in the Dutch language, the language of the Dutch society, offers

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the best chances to Dutch citizens (TaalUnie, 2016a). This discourse reflects the set of beliefs about language articulated by users, the language ideology of The Council of Dutch Language and Literature. They find that Dutch as language of instruction in higher education offers best chances to Dutch citizens.

The Council therefore advises for a stronger position of the Dutch language in research and higher education, next to the English language and other languages that are present in higher education, in order to protect Dutch societal interests against the interests of internationalisation (TaalUnie, 2016a). To guarantee a strong position of the Dutch language in science and higher education, The Council of Dutch Language and Literature has drafted four recommendations in their report for all institutions at stake. The language ideology of The Council of Dutch Language and Literature, a stronger position for the Dutch language in academia, is incorporated in their recommendations.

The first recommendation that The Council came up with is to guarantee the access to scientific knowledge in Dutch in all knowledge domains (TaalUnie, 2016a). A broad access to scientific knowledge is an important indicator for sustainable development of a society, according to The Council. The Council believes that scientists and higher education institutions carry societal responsibilities on their shoulders. Therefore it is up to them to guarantee access to knowledge for the Dutch society (TaalUnie, 2016a). This first recommendation is building upon a language and national (state) building ideology. The Council find it important that the Dutch society has access to knowledge and therefore states that higher education institutions are responsible for this.

Furthermore, they suggest that it is important to appreciate excellent scientific practice in Dutch as much as in another language. Scientific excellence cannot be measured by the language that scientists communicate and publish in, according to The Council (TaalUnie, 2016a). Nevertheless, the biggest groups of scientists publish still in international English journals, because of communication reasons (TaalUnie, 2016a). Subsequently, research that is published in English is higher valued than in a different language (TaalUnie, 2016a). Therefore, it is important to value the Dutch language as excellent scientific practice.

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Moreover, The Council recommends to construct enough development for language skills for students in the Dutch language as well in the bachelor as in the master in all education programmes offered by higher education institutions (TaalUnie, 2016a). Dutch language skills has to be strengthened in order to enhance the academic skills such as analytical reasoning, writing and debating (TaalUnie, 2016a). See hereby also section Advisory report Language Union Dutch language skills in higher education, for more elaboration about why strong Dutch language skills are important in higher education.

Last, The Council recommends to formulate a language policy. In this document the role and position of the Dutch language, in relationship to other language has be incorporated. This is the language ideology of a higher education institutions (TaalUnie, 2016a). In this language policy there will be on the one hand room for internationalisation but on the other hand also room for how this will embed in the Dutch society. Hereby a combination between Dutch language skills and English language skills (or other language skills), and thus multilingualism is essential for the Dutch society (TaalUnie, 2016a).

4.4 Koninklijke Nederlandse Academie van Wetenschappen (KNAW)

In 2017, the ministry of Education, Culture and Science has asked the Royal Dutch Academy of Science, henceforth KNAW, to make an inventory regarding the arguments that plays a role in language policies in Dutch higher education (KNAW, 2017). KNAW points out therefore the different points of view regarding this subject in their report ,*Nederlands en/of Engels, Taalkeuze met Beleid in het Nederlands Hoger Onderwijs (translation: language choice with policy in Dutch higher education)*. Based on this document, Dutch higher education institution can make a better choice regarding the development of a language policy (see section Code of Conduct for the language of instruction Tilburg University April 2018). Hereby the KNAW took into account the quality of education, flow of student in different phases of higher education (e.g. from secondary school to bachelor and from bachelor to master), effects on the (Dutch) labour market and accessibility to (Dutch) higher education from all layers in society in

order to form their language ideology in terms of language of instruction (KNAW, 2017).

KNAW concludes that the language of instruction in a higher education programme is often chosen based on the nature and subject of that programme (2017).. Furthermore, three other reasons are also put forward to explain language choice in higher education (KNAW, 2017). First, arguments relate to internationalisation and quality of education. 'Institutions of higher education operate in a highly international environment in which students are prepared to become world citizens and in which international student and staff exchanges are common. Such international exchanges can promote diversity and, consequently, benefit the quality of higher education' (KNAW, 2017, p.11). Therefore, higher education institutions often include the English language of instruction in their higher education programmes as their language ideology for the reasons mentioned above.

Second, arguments to explain language choice in higher education also relate to the labour market and professions (KNAW, 2017). The place where students end up after their studies determines the language choice of a programme as well. When programmes focus on the Dutch labour market, Dutch as the language of instruction is used. Whereas, programmes that focus on the international labour market usually use English (KNAW, 2017).

Third, there are business related arguments that determines the language choice of higher education institution in their programmes that forms a higher educations' language ideology. It is a matter of attracting and retaining good students and staff. 'If a large number of departments specialising in a particular field already offer English-language programmes, there is a considerable incentive for the remaining departments in that field to follow suit' … 'Finally, the Dutch funding system and internationalisation goals also influence the language policy of institutions of higher education' (KNAW, 2017, p.11).

In order to optimize the quality of education in relationship to the language use KNAW recommends two aspects. To begin with, higher education institutions must invest in language courses both for students and professors. In this way students will have a good command of the language of instruction and professors will teach

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effectively in a foreign language (KNAW, 2017). In order to benefit from the presence of non-Dutch indigenous students, both students and staff must acquire intercultural skills (KNAW, 2017). Additionally, it is important for graduate students to integrate in Dutch society so they are more likely to remain in the Netherlands and contribute to the Dutch economy (KNAW, 2017). Therefore, KNAW recommends higher education institutions to also work on Dutch language skills among non-Dutch students (2017). This discourse is based upon nation (state) building arguments in KNAWs' language ideology. It states that Dutch language skills are also important for non-Dutch indigenous students in order to integrate into and contribute to the Dutch society.

Moreover, there are several aspects that have to be taken into account by higher education institutions by constructing a language policy (KNAW, 2017). First, the language of instruction must be a conscious choice. 'For every department, language (policy) choices should be made that allow for the specific objectives of the study programme in question and the relevance of the following arguments: international mobility, subject matter and quality of education, progress of students, academic training and preparation for the (diverse) labour market (including work in academia)' (KNAW, 2017, p.17). Nevertheless, the higher education institution can also come up with an overall language policy that apply to all programmes (KNAW, 2017). Hereby choosing for the English language as instruction, higher education institutions must be conscious about the costs, benefits, opportunities, risk, advantages and disadvantages of it (KNAW, 2017). Moreover, the decision to use another language of instruction than Dutch should be incorporated in a supportive language and internationalisation policy (KNAW, 2017). By focusing on education as such this means concretely that the language policy should focus on (KNAW, 2017, p.19):

- 'The pedagogical aspects of providing instruction in a foreign language';

- 'Creating the conditions for a properly functioning 'international classroom' by investing specifically in the integration of foreign students and their contacts with Dutch students, in the intercultural skills of both students and lecturers and in the pedagogical competencies of the lecturers';

- 'The language skills that the study programme requires of students and lecturers and the best way for them to acquire those skills (in both English and Dutch)';

- 'The way in which lecturers assess and provide feedback on examinations, essays and other documents written in a language that is not their native tongue';

- 'Pedagogical evaluation and peer review of the subject matter and quality of education (within the department or institution)'.

To paraphrase, the KNAW (2017) did research about the motives of higher education institutions to implement another language of instruction than Dutch in their education programmes (language ideologies of higher education institutions) and drafted some guidelines in name of the ministry of Education, Culture and Science in order to help Dutch higher education institutions to construct a language policy to explain why they have chosen for a certain language of institution (English or Dutch) (motivation regarding their language ideology). Therefore, the next section will focus on which grounds Tilburg University constructed their language policy based on the guidelines of the KNAW.

4.5 Discourse at Tilburg University level

The socio-cultural space where this research has been carried out is a Dutch higher education institution, more specifically Tilburg University. In the following section documents gathered at Tilburg University level regarding anglicisation of higher education programmes taught at Tilburg University will be analysed in order to form their discourse.

4.5.1 Framework towards a language policy Tilburg University (May 2016) – a first attempt. The first time that the University Council at Tilburg University felt the need for a language policy was in May 2016 (University Council, 2016a). This decision has been made based on the antiracialisation strategy of Tilburg University

2014-2017 that states that: 'Three key areas, integrated in the strategy of each school or service, are proposed to advance internationalisation: (1) Promoting international student and staff mobility (outgoing and incoming); (2) Internationalizing the curriculum and campus; and (3) Strengthening strategic cooperation abroad in research and teaching through international partnerships and networks' (University Council, 2016b, p.1). Based on these three pillars, the University Council and the Executive Board of Tilburg University concluded that a language policy was needed (University Council, 2016b). This lead in May 2016 to a working group that drafted the first proposal of a language policy for Tilburg University. Firstly, this working group formulated precisely why a language policy was needed by using the following words:

'Tilburg University is located in a "shrinking" region. Influx in our university from the pre-university education in the Southern Netherlands region will tend to decline. Growth of Tilburg University will not easily be achieved via influx from other Dutch regions. For that reason the main growth should come from abroad. Tilburg University aims to align its internationalisation activities to the grand societal challenges as formulated by the European Commission (Europe 2020 and Horizon 2020), in order to strengthen the position in the competition for European grants. These two objectives will naturally lead to a growing importance of English for our institution' (University Council, 2016a, p.1).

Tilburg University states that the influx of students from the pre-university education in the Southern Netherlands region will tend to decline. The growth of Tilburg University will not be generated via the influx of students from other Dutch regions (University Council, 2016a). Growth should therefore be enhanced from an influx of students from abroad according to the University Council (2016a). Therefore, Tilburg University and the University Council felt the need for a language policy.

4.5.1.1 Growing importance of English As for the language policy working group, also the Executive board of Tilburg University recognises Tilburg University as

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an international university (University Council, 2016a). Therefore the discourse authored in 2016 was that, for a distinctive university, the central pre-assumption is that English will more and more develop towards the default language. This meant that internationalisation ambitions at that time required that students and staff that master the English language at a high level. Furthermore, from that moment onwards language requirements for academic and support staff should be included in the HR policies (University Council, 2016a). These language requirement for staff from 2016 onwards do also count for staff with regard to research, 'because the Executive board believes that English is the language of science today' (University Council, 2016a, p.2). Nevertheless the Board also acknowledges that there are still research areas that are dominantly Dutch, such as Dutch law (University Council, 2016a). Moreover, the document concludes that the use of Dutch may not exclude anyone, therefore most document will be constructed in English to enhance inclusion among the University (University Council, 2016a).

Starting with the pre-assumption above since 2016, the language policy working group has drafted the following recommendation in 2016 regarding language use in education for students that the Execution Board of Tilburg University agreed upon too (University Council, 2016a, p.2-3):

- There should be language requirements for education programs, before as well as after admission, should be very clear, logical and consistent. There should be clear communication about these requirements.

- The working group recommends that every education program should have a language skill paths. Dutch language programs can focus on academic Dutch, while English language programs can focus on improving academic English. The choice of this skill paths should be well substantiated, and should not be coincidental

The working group language policy has drafted the following recommendation regarding language use in education for professors (academic staff) that the Execution Board of Tilburg University agreed upon (University Council, 2016a, p.3-4):

- Language requirements for academic and support staff should be included in the HR policies. It should be part of the BKO (Basic Qualification Education for teaching staff), and the annual Result & Development Interviews. The language tests that academic and support staff are required to take should result in obligations concerning language proficiency. In case of deficiency, tailor made targeted action should be taken;

- International tenured staff should be expected to learn Dutch. This should be facilitated. Non-tenured staff and PhD-students should be stimulated to learn Dutch and facilitated to do so as well. International degree seeking students should be stimulated to learn Dutch.

4.5.1.2 A bilingual university with an international orientation. Moreover, the working group regarding language policy has updated their proposal with in February 2016 by putting their recommendation in the light of the university's internationalisation strategy of 2014-2017 (University Council, 2016a). Hereby the language policy working group took the following notion into account that emphasises the core issue about language use at Tilburg University in the broad sense of the word in 2016 (University Council, 2016a): 'Tilburg University encounters 'growing pains' in its way of communicating on the long path to becoming a full-swing internationally oriented university. Simultaneously, the university wants to be a key player in the region and The Netherlands at large, which does not necessarily come with the need to do everything in English' (p.6). Therefore the working group came with the central recommendation to create a bilingual university (University Council, 2016a) with the following supposition where two perspectives come together: 'Tilburg University is a bilingual university with a campus characterized by a 100% international orientation' (University Council, 2016a, p.6). An important remark hereby is that Tilburg University does not necessarily mean

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with bilingualism that all communication has to be in both Dutch and English. Both languages have a position in the Tilburg University community (University Council, 2016a). Additionally, the working group regarding language policy goes even beyond this statement by emphasising that apart from Dutch and English, other languages might be helpful and evenly important. For example, French still is an important language in international law and German in philosophy. The fact that Tilburg University focuses on creating a bilingual environment in order to be a key player in the region, the Netherlands and abroad, is in line with the finding of Kirvalidze (2019). He finds that at present the majority of EU countries follow the language policy which acknowledges the status of English as a lingua franca, at the same time supporting and promoting their own language as a symbol of cultural heritage and national identity.

To sum up, in May 2016 the idea that Tilburg University needs a language policy arises based on the pillars of the internationalisation strategy 2014-2017 of Tilburg University. Hereby a working group regarding language policy was created to think about a first content of the language policy document.

4.5.2 Language policy Tilburg University (February 2017). Based on the recommendations of the working group regarding a language policy at Tilburg University, the policy document has officially been issued in 2017. For the full version of this language policy document see Appendix 6. Regarding education this means the following: 'With regard to education, the Board considers Dutch and English language proficiency as one of the 21st century skills including intercultural competencies. Internationalisation ambitions require that we ask from our students and staff that they master the English language at a high level, in keeping with the tasks and roles. The current language requirements should be upheld consistently and clearly communicated on the website. Language requirements for academic and support staff should be included in HR policy. It should be part of the annual Result & Development Interviews. If staff do not have the required language proficiency, a tailor-made training and development plan should be drawn up' (University Council, 2017, p.1). Furthermore, with regard to research the language policy states that it is important that

English is the language of science today. Therefore, academic staff need to have a high level of English language proficiency too (University Council, 2017).

Because the English language will become more and more the default language with eye for inclusion, a number of measures has to be taken in order to implement the policy plan in 2017 and onwards (University Council, 2017). Therefore, the Executive Board has come up with a number of measures for both students and staff members in the form of action points.

Regarding language requirements for students, 'international students who want to study at Tilburg University need to have a sufficient level of English. Language requirements for study programs, before as well as after admission, should be clear, logical and consistent. There should be clear communication about these requirements. The same applies for language requirement for outgoing exchange students' (University Council, 2017, p.3). Concretely this means that language requirements for international student have been published on Tilburg University's website. Moreover, general requirements for outgoing exchange students will be published on the website too. The International Office will be responsibility for monitoring this (University Council, 2017).

More specifically, 'every education program should have a language skill paths. This will not be a separate path, but an integral part of the skills. Dutch language programs can focus on academic Dutch, while English language programs can focus on improving academic English. The choice of this skill paths should be well substantiated, and should not be coincidental' (University Council, 2017, p.3). In order to implement this, faculties will have to adopt the Tilburg University Education Profile in which both Dutch and English language skills are implemented in a 12 ECTS generic skills programme. The faculties themselves are responsible for the implementation of this (University Council, 2017).

Additionally, 'intercultural competences should get a place in the education programs as part of the 21st Century Skills' (University Council, 2017, p.3). In order to implement this, faculties will have to adopt the Tilburg University Education Profile in which intercultural communication skills are implemented in a 12 ECTS generic skills

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programme. The faculties themselves are responsible too for the implementation of this (University Council, 2017).

Last, staff members at Tilburg University have language requirements too. New employees' language level will be assessed by the Language Centre after having been appointed. If the language skills are insufficient a tailor-made action plan to improve the language level of staff will be made by the Language Centre (University Council, 2017). Furthermore, the language skills of staff members will be monitored. Every staff member has to take the language test and an evaluation of the English language skills of staff members are part of the 'Result & Development interview' (University Council, 2017). Then, International staff will be facilitated and encouraged to learn Dutch as Foreign language to reach level A1 (a semester course). Within TLS international turned staff learning Dutch is mandatory (University Council, 2017).

Last, some changes has been made to the code of conduct by constructing this language policy. First, 'in social and professional interaction, there will be checked whether everyone speaks the same language. If not, the group switches to English, inclusion being the golden rule' (University Council, 2017, p.11) Second, the same holds for study related interaction. 'Students are prepared to help each other, but do so in a way that maintains the independence and added value of others' (University Council, 2017, p.11).

To conclude, this language policy document tough upon regulation regarding education and research and beyond that. Both (international) students and (international) staff members are affected by these concrete measures since 2017. Nevertheless, this language policy document does not tell discourse about the language of instruction of education programmes taught at Tilburg University. Therefore, in 2018 a separate debate has been established about the language of instruction at Tilburg University. In the next section this will be discussed.

4.5.3 Code of Conduct for the language of instruction Tilburg University (April 2018). In the light of the report of the KNAW, Nederlands en/of Engels, Taalkeuze met Beleid in het Nederlands Hoger Onderwijs (translation: language choice with policy in Dutch higher education) (see section discourse KNAW mentioned above) (2017) and

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the decisions that have been made by the minister of Education, Culture and Science and the parliament about the fact that higher education institutions need to motivate their grounds for language use other than the Dutch language in higher education programmes they offer in further detail in a code of conduct (University Council, 2018). A Code of Conduct is necessary to fulfil the obligations mentioned in Section 7.2 under c. of the WHW. This Code of Conduct for language of instruction at Tilburg University has been constructed by the Executive Board of Tilburg University which is applicable to all Bachelor's and Master's programs of Tilburg University that are included in the Central Register of Higher Education Programmes (CROHO) and entails the following (University Council, 2018, p.2-3) (see Appendix 7 for the full version):

- Instruction can be given and examinations administered in a language other than Dutch, if the specific nature, structure of quality of the teaching, or the origin of the students necessitates this. The Dean is authorised to make this decision;

- In the Teaching and Examination Regulations (TER) (also referred to as Education and Exam Regulations EER), the language or languages are included in which the teaching and administration of examinations will take place.

- Conditions for Bachelor's Degree Programmes:
  - The Bachelor's Degree Programmes will be taught in Dutch;
  - Departure from the fact that Bachelor's Degree Programmes can be taught in Dutch is possible, subject to inclusion in the TER and statement of the reasons for doing so;
  - TER regulates the language proficiency requirements to be regulated for students of a bachelor programme. The compulsory level of a language other than Dutch at the start of the education must not be higher than the final stage of the pre-university education examination in that language (secondary school level).

- Conditions for Master's Degree Programmes:
  - The Master's Degree Programmes will be taught in Dutch or English;

- In case the Master's Degree Programme is taught in English, this must be reasoned in the TER;

- The TER of a Master's Degree Programme must include the entry requirements regarding to the language used. The compulsory level of a language other than Dutch at the start of the education must not be higher than the final stage of the pre-university education examination in that language (secondary school level).

- The Dean within the faculty is responsible for the implementation of a required language level of staff that teaches in a Bachelor's and Master's Degree Programs in the langue used according the TER.

In the Code of Conduct of language of instruction of Tilburg University it is clear that the Dean within the relevant faculty is responsible for the implementation of the language use at the higher education programmes taught at his faculty (University Council, 2018). This motivation can be find in the TER per faculty. Since this research focuses on Tilburg Law School, the next section will aim attention at the motivation of the TER regarding the language use in programmes taught at TLS and the evaluation of the Language policy that is implemented in 2017.

4.5.4 Evaluation Language Policy Tilburg University (November 2019). The goal of Tilburg University's language policy is to support a bilingual university with the use of English in order to secure inclusion for the rising amount of Non Dutch indigenous members of the community (University Council, 2019). According to the evaluation report of Tilburg University's language policy most measures and actions (as described in Appendix 6) have been adopted in regular processes, which secures continuation in the future. Recommendations that will be focused on in this research will regard students and staff. First, the evaluation reports recommends regarding students to 'ensure that intercultural communication competences are included in the generic skills of Tilburg University's Bachelor curricula, according to the Tilburg Educational Profile and key area internationalizing the curriculum of the

Internationalisation Strategy' (University Council, 2019, p.8). Second, it recommends regarding staff to (1) 'Continue with language assessment for new employees with a contract for more than one year' (University Council, 2019, p.8); (2) 'Strengthen the supervisor's attention for assessment and follow-up training for those who do not meet the recommended language level' (University Council, 2019, p.8); (3) 'Strengthen the supervisor's attention for assessment and follow-up training for those who do not meet the recommended language level' (University Council, 2019, p.8); (4) 'Continue the provision of a Dutch language course for every new international employee. This should be possible without any administrative barrier such as a prior permission. Costs incurred by the School as part of the onboarding process' (University Council, 2019, p.8); and (5) 'Indicate the required English level according to the European Framework of Reference in job descriptions' (University Council, 2019; p.8).

This sum up, the evaluation report regarding the policy document concludes that most actions have been adopted in regular processes, which secures continuation in the future. Furthermore, it gives a few recommendation to improve the implementation of this policy document regarding students and staff. Nevertheless, the university also recognises that there are new forthcoming legislative and regulatory changes that result from the new law regarding Language and Accessibility (University Council, 2019). Therefore, most likely, changes has to be made to Tilburg University's language policy in the near future. Tilburg University's language policy states that Tilburg University is a bilingual university with an international orientation. Although, Tilburg University does not necessarily mean with bilingualism that all communication has to be in both Dutch and English, both languages have a position in the Tilburg University community since there is a growing importance of the English language due to internationalisation of Tilburg University. Also apart from Dutch and English, other languages might be helpful and evenly important. Additionally, in their Code of Conduct for the language of instruction Tilburg University points out their language ideology regarding the language of instruction of their higher education programmes. Instruction can be given and examinations administered in a language other than Dutch, if the specific nature, structure of quality of the teaching, or the origin of the students necessitates this.

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4.6 Discourse at Faculty level: Tilburg Law School

Since faculties at Tilburg University are responsible for the implementation of the language of instruction themselves (University Council, 2018), the Vice Dean of education of the faculty together with the Executive board of Education and Law School Board has the task to report this the motivation for deviating from the Dutch language in higher education programmes in the Teaching and Examination Regulations (TER) (also referred to as Education and Examination Regulations EER). This applied to TLS, the EER is separately constructed for both bachelor programmes and master programmes. The EER that applies to bachelor programmes at TLS regarding the language of instruction states that (Tilburg Law School, 2019a, p.6) (see Appendix 8 for EER bachelor and master programmes):

(1) 'The language of instruction in the Bachelor's programs is Dutch;
(2) Notwithstanding the provisions of paragraph 1, one or more courses that are part of the program may be taught in English;
(3) The languages of instruction in the pre-Master's programmes are Dutch and English, depending on the courses that are part of the programme'.

Hereby it is noticeable that by definition the language of instruction in the Bachelor's programmes is Dutch, although bachelor level courses may also be taught in English. Furthermore, the EER that applies to master programmes at TLS regarding the language of instruction explains that 'the language of instruction in the programme is Dutch. However, one or more program courses may be taught in English' (Tilburg Law School, 2019a, p.16). This regulation applies to the master programmes Tax Law, Business Law and Dutch Law (Tilburg Law School, 2019a).Moreover, the EER states that 'Given the nature of some Law master programmes (the curriculum focuses on international, European, cross-border and comparative aspects), and the target group (students from different countries), the language of instruction for the program is English' (Tilburg Law School, 2019b, p.23). This regulation applies to the master programmes International and European Law; International Business Law; Environmental Law; Law and Technology; Victimology and Criminal Justice;

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International Business Taxation; Labour Law and Employment Relations (Social Law and Social Politics) and International and European Law (Tilburg Law School, 2019b).

It can be concluded that the motivation of the EER of TLS contains only a more in-depth reason for deviating from the use of the Dutch language of instruction in higher education programmes taught at TLS than the Code of Conduct for the language of instruction of Tilburg University, because faculties at Tilburg University are responsible for the implementation of the language of instruction themselves. Hereby grounds such as the international focus of the curriculum, a cross-border (comparative) perspective, and the origin of the target group (students from different countries) legitimise the English language of instruction in TLS higher education programmes.

In the following section, the results of the interview held with several students at TLS will be discussed in order to compare this with discourse gathered from the Dutch government, BON, Language Union, KNAW, Tilburg University and Tilburg Law School.

4.7 Practices on the ground

In this section results of interviews held with ten students at Tilburg Law School and a lecturer of Tilburg Law School regarding their discourse about anglicisation of higher education in the Netherlands and anglicisation of higher education programmes at Tilburg Law School will be formulated. The results derived from the interviews with students will be reported according to three categories: Dutch indigenous students, EU students (but non-Dutch indigenous students) and Non-EU students. For the anonymising of the results, participants were given an pseudonym. For an overview of the background of students and their pseudonym see appendix 1.

4.7.1 General attitude towards anglicisation of higher education programmes of students.

4.7.1.1 Dutch indigenous students. Dutch indigenous students were asked about their opinion about anglicisation of Dutch higher education programmes and in the Netherlands/Tilburg University/Tilburg Law School. Discourses regarding this vary

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among Dutch students. Carlijn, a Dutch student master student in International Law, mentions (Appendix 12, transcript template 1, 10th April, 2020)

'Het is niet per se van toegevoegde waarde omdat ik toch wel in Nederland wil blijven werken… of dan alle vakken per se in het Nederlands uhm ik het Engels gegeven zouden moeten worden ja daar heb ik wel mijn twijfels bij' [Translation: '*It has not per se added value because I would like to stay in the Netherlands for work… if all courses have to be given in Dutch uhm I mean English yes I have my doubts regarding this*'].

Carlijn says that because of the fact that she is Dutch and that she does not see herself working abroad, therefore she thinks that it is not necessary to follow her master in the English language. She suggests that it is maybe better to offer two options, an English and a Dutch version of an education programme. In this way Dutch students can choose in which language they want to follow their higher education programme. She mentions (Appendix 12, transcript template 1, 10th April, 2020)

'Misschien beter is dan om twee opties aan te bieden net als wat ik net noemde bedrijfseconomie en dan kan je ook kiezen IBA (International Business Administration)… dus dan heb je echt de keuze' [Translation: '*Maybe it would be better to offer two options like I just mentioned bedrijfseconomie and then you can also choose for IBA (International Business Administration)… then you really have a choise*'].

On the contrary, Thijs, a Dutch bachelor student in Dutch Law track European Law, believes that anglicisation of higher education programmes in the Netherlands is a good trend due to globalisation. He mentions (Appendix 12, transcript template 6, 15th April, 2020)

'Aangezien we steeds meer globalisering in de wereld hebben vind ik snap ik dat er steeds meer Engels in voorkomt en dat het ook goed ding is dat er meer Engels in voorkomt…Ik persoonlijk vind het een goede trend.. aangezien hoe we de

concurrentiepositie van Nederland moeten behouden snap ik dat alles in het Engels gegeven wordt' [Translation: ' *Since we have a more globalised world I understand that English is more prominent and I find that a good thing…Me personally find it a good trend.. since we need to keep the Dutch competitive position I understand that everything is given in English*'].

He mentions that the export of Dutch higher education and thereby the competitive position of the Netherlands in higher education is the reason why anglicisation of higher education programmes in the Netherlands is a good thing. At the other hand, the fact that Thijs believes that globalisation and therefore anglicisation of higher education is good for the competitive position of the Netherlands in higher education also refers to language ideologies embedded in Dutch nation (state) (building) reasons because he concerns about the Dutch economy. He states that that the English language of instruction in higher education programmes helps the Netherlands to gain a better competitive position in this globalised world.

Furthermore, other Dutch students do have a rather divided opinion themselves about the anglicisation of higher education. For instance, Daniel, a Dutch master student enrolled in two different masters in International Law, thinks that the Dutch language is not used a lot outside of the Netherlands and that it is better to offer higher education programmes in English in order to have the opportunity to work outside the Netherlands. He states that (Appendix 12, transcript template 3, 12th April, 2020)

'Nederlands is niet vaak een taal die buiten de grenzen van Nederland wordt gesproken dus uhm ja als Nederlanders zowel in Nederland als in het buitenland de optie willen hebben om te gaan werken is het wel goed om ook een opleiding te hebben die Engelstalig is want daar kan je hele wereld overheen' [Translation: '*Dutch is not a language that is spoken a lot outside of the Dutch borders so uhm yes if Dutchmen would like to have the option to work in the Netherlands and as well abroad it isgood to follow an eduction in English because you can use this in the whole world*'].

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Although, he also finds that higher education institutions need to take into account the level of the education programme (bachelor or master), he find that everyone should have the right to follow a bachelor in their own native language because this is the basis of your education. He sees that if a programme is offered in English it would be totally fine only if the master prepares you for an international career. This refers to nation (state) (building) language ideology reasons, because he states that everyone (every Dutch citizen) should have the right to follow at least a bachelor in their own native (Dutch) language. He says (Appendix 12, transcript template 3, 12th April, 2020)

'Uhm wat meer rekening houden op welk niveau je het doet… de basis dat je krijgt voor een bachelor die moet je wel kunnen volgen in je moedertaal… als iets in het Engels wordt aangeboden dan de bedoeling moet zijn het is meer een gebied voor een internationaal gerichte carrière [Translation: '*Uhm taking into account at which level you implement this… the basis that you get regarding a bachelor you should be able to follow this in your native language… if something is offered in English the intention should be that it should be focused on an international career*'].

Moreover, he goes even beyond the anglicisation of Tilburg University in general. He claims that there needs to be coordination between higher education institution in a certain region in terms of anglicisation of higher education programmes. He says that school of applied sciences and universities need to work together to offer enough programmes in both the Dutch and the English language in order to create a balance. He states that (Appendix 12, template 3, 12th April, 2020)

'Deze drie hogescholen heb je bedrijfskunde in het Engels maar bij die andere drie hogescholen heb je bedrijfskunde in het Nederlands. In die soort van zin dan creëer je uhm een gebied waar je zeg maar uhm in beide talen dezelfde studie kan volgen' [Translation: '*At these three higher education institutions you can follow business management in Engels but at the other higher education institutions you can follow*

business management in Dutch. In this way an area is uhm created where you follow the same higher education programmes in both languages'].

Hereby he mentions that it is important that higher education institution should not only focus on making money, because there might be Dutchmen who are not competent enough to follow higher education in English. The language of instruction should not form an blockage to follow higher education. He finds that harmful for the Dutch society. Therefore, it is important that higher education institutions in the same regions work together and negotiate which higher education institution will offer which programmes in which language. This will lead to a sustainable balance for students. Also what Daniel reports about the fact that there might be Dutchmen who are not competent enough to follow higher education in English shows his concerns about the language of instruction in higher education. He mentions this in the following way (Appendix 12, template 3, 12th April, 2020)

'Je kunt niet alleen oké we gaan meer geld verdienen ja prima maar dan heb je een heleboel uhm Nederlanders die misschien niet zo goed Engels kan maar wel verder in hun opleiding willen gaan in het eigen land en dat kan niet als je daar zeg maar een soort van blokkeer ga doen. Dan ja dat is niet goed voor de Nederlandse samenleving in het algemeen. Het is wel daarom denk ik iets dat die regio's met elkaar moeten bespreken van oké zoveel uhm studies willen we in het Engels als Nederland aan te bieden en dan uhm ja onderhandelen welke ja universiteit die studies gaat geven en dan zorgen dat daar dan een goede balans is en dan is het probleem ja wat minder erg' [Translation: '*You can not say oké let's make more money yes fine but then you have a lot uhm of Dutchmen who are not good at English but would like to go further in their studies in their own country and that does not work if you let's say kind of block this. Than yes that is not good for the Dutch society in general. It is I think that regions have to discuss together about uhm which studies we will give in English as the Netherlands and then yes negotiating about which yes universities would offer these studies and then making sure that there will be a good balance and then the problem would be less worse*'].

Also Rosanne, a Dutch master student in International Law, suggests that in her opinion the anglicisation of master programmes is a good thing. She states, masters are a specialisation on top of your bachelor and that it is good that this master is given in the English language. This gives her the flexibility to choose a master in other countries than the Netherlands in the English language and she can image that therefore a lot of international students come to the Netherlands for a master for the same reason. The anglicisation of higher master programmes are a good thing according to Rosanne. She says this in the following way (Appendix 12, template 7, 15th April, 2020)

'Gewoon dat je wereldwijd kan zoeken van waar wil ik mijn verdieping hebben en zo zie ik het ook met internationale studenten die hier een master doen die komen echt omdat ja masters die zijn zo specifiek en daarom heb je er ook zoveel. En uhm daarom kan je als je in de hele wereld kijkt van oh dat onderwerp vind ik interessant dus maar dat geven ze ook alleen maar daar… terwijl bij bachelors het is veel meer algemeen en dat zul je veel meer in elk land wel een variant van hebben… qua bachelor uhm nee vind ik dat een beetje tegenovergestelde' [Translation: '*Just that you can search worldwide about where I would like to gain in-depth knowledge in and that's how I see it too about international students who come here to undertake a master they really come here because yes masters are so specific en that why there are so many. And uhm that's why if you look into the whole world about oh that subject I find interesting but they is only given there… while bachelors are more generic and that's why you have in each country a version of this.. regarding bachelor uhm no I find this on the contrary*'].

At the other hand she mentions that she does not understands the anglicisation of bachelors in higher education, because a bachelor is rather a basis and many countries offer the same version in their native language. A master is something unique, special and therefore she finds it more positive that a master is anglicised than a bachelor. Moreover, she emphasises in the interview a dark side of anglicisation of higher education programmes. She reports (Appendix 12, template 7, 15th April, 2020)

'Het is wel zo dat er zijn nog steeds mensen die dat niet hebben waar het kwartje niet valt die het gevoel niet hebben… je staat dan wel met één nul achter als je dat dus niet hebt want er wordt maar vanuit gegaan dat je goed bent in Engels en alles is Engels tegenwoordig…de voertaal ja dat wordt dan echt een probleem' [Translation: '*The fact is there are still people out there that do not have the feeling.. then you are behind with zero one if you don't have that because people take for granted that you are good at English and everything is in English nowadays… the language of instruction is going to be a problem then*'].

With this quote she expresses her concerns about the possible negative side of anglicisation of higher education programmes. She explains that she finds it good that the language of instruction in most master programmes is English. She thinks that this is true because in this way universities can attract a larger amount of student larger amount of students from various countries. She believes that there are also students who are not competent enough to follow higher education in English and will be difficult for them to follow higher education in the English language of instruction that has the upper hand in most master programmes.

Additionally, Dutch indigenous students were asked whether or not the anglicisation of Dutch higher education programmes has an impact on their Dutch (academic language skills). Although three out of four Dutch indigenous students mention that the anglicisation of higher education programmes has an impact on the development/maintenance of their academic Dutch language skills, only one out of the four students sees this as a problem (see codebook code 'developing/maintaining indigenous language skills' regarding Dutch student). For example Thijs mentions (Appendix 12, template 6, 15th April, 2020)

'Ja de beheersing van het Nederlands over het algemeen verloedert wel… dat is wel een probleem.' [Translation: '*Yes the command of the Dutch language does degrade… it is a problem*'].

To summarise, discourses regarding anglicisation of higher education programmes among Dutch students vary. Reasons that students mention to explain their opinion are labour market reasons (national or international career), the competitive position of the Netherlands in terms of the export of Dutch higher education programmes, the level of education and access to higher education for each Dutch citizen.

Additionally, three out of the four students mention that the position of Dutch indigenous students should be taken into account regarding anglicisation of higher education. Dutch indigenous students should not be excluded to access higher education due to anglicisation of higher education programmes. Therefore, there should still be opportunity to follow a bachelor in Dutch and even one student believes that coordination with other higher education institution in the same region would be an ideal way of facilitating this. These discourses possess nation (state) (building) elements. Additionally, Although three out of the four Dutch indigenous students mention that the anglicisation of higher education programmes has an impact on the development/maintenance of their academic Dutch language skills, only one out of the four students sees this as a problem.

4.7.1.2 EU student (but non-Dutch indigenous students). EU students (but non-Dutch indigenous students) were asked as well about their opinion of higher education programmes in the Netherlands/Tilburg University/Tilburg Law School. Compared to Dutch students, these results varies less within the group EU students (but non-Dutch indigenous students). Most of the interviews in this category mentioned that they find anglicisation of Dutch higher education programmes rather something positive because it gives them the opportunity to access Dutch higher education without speaking the Dutch language. Almost all EU students (but non-Dutch indigenous students) use this as a justification that due to anglicisation of higher education programmes at Tilburg University they are able to follow higher education in the Netherlands at Tilburg Law School.

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Alessandro, a European master student in International Law, even mentions that he would like it to be more like this everywhere around the world and in his home country too in order to enhance the mobility of students around the world in so they access higher education everywhere in the world. Moreover, he finds the English language of instruction suitable to the programme because the nature of the programme is international. He reports (Appendix 12, transcript template 4, 14th April, 2020)

'It is just a very good thing and I would it to be more like that everywhere around then around the world so yeah I like it to be more like that in Portugal as well… I think it makes perfect sense because for us we all our subject is it is not like we're studying national law subjects or something like that.. it is all about what the rest of the world is doing'.

Kristof, a European bachelor student in International Law, states that (Appendix 12, transcript template 5, 14th April, 2020)

'It is important for especially academia to be inclusive and diverse as possible' but also so that 'anglicised education could come to the point that university system also keep its national character for national students and the possibility I think it's a good dependency'.

He points out that it is important to be inclusive but without losing the university's nation character. He therefore believes that an inclusive and diverse university with respect for Dutch characteristics would be the best optimum outcome. Hereby he takes a national perspective into account (the fact that Dutch characteristics may not disappear, thus national (state) building reasons) and simultaneously he strives for inclusion and diversity in his language ideology. In the same line of reasoning Malika, a European and non-EU master student in International Law, suggests that (Appendix 12, transcript template 8, 16th April, 2020)

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'Anglicisation more toward English the problems at the beginning something might be difficult but in the long term might be positive because it would be like a tool to uhm create a bridge between different cultures and creates a universal understanding without trying to uhm mimics a person's culture identity'.

She believes that because of the anglicised programmes we are able to communicate with others that are not necessarily from the same culture and country and that is beneficial to learn from. This is the opposite reasoning of language ideologies embedded in nation (state) building that some students include in their discourse. Language (the English language of instruction in higher education programmes) is according to Malika instrumental to create universal understanding and to create a bridge between cultures. She expresses this in the following way (Appendix 12, transcript template 8, 16th April, 2020)

'At least like you have like the instruments to be able to be there latter in the future with finding jobs and being okay with everyone else you know so you be more like globalised and internationalised'.

However, she also believes that (Appendix 12, transcript template 8, 16th April, 200)

'This kind of thing to work such things as structure services provided by the university uhm for this to occur for more international people to be here not many they are not really good with to be able to prepare academic writing uhm to be able to have less problems expressing themselves at school at their friends have more possibilities also with integrating with people of a different background and being able to stand there and experience each other's culture at a rather much seamless level'.

She includes in her discourse that anglicisation of higher education programmes are a good thing as long as there will be an infrastructure for this provided by the university in terms of for example enhancing intercultural communication skills

(expressing themselves, experiencing each other's culture), language skills (academic writing) and providing help with integration. Malika explains that she in favour of English as the language of instruction in higher education programmes, but only if the university provides a good infrastructure for this to work out well in practice.

Finally, Andreas, a European bachelor student in International Law, finds that the trend of internationalisation of higher education programmes and international student mobilisation (not to be mistaken with anglicisation) has a lot of good aspects, however as long as it does not come to a common expense of the ones who do still want to learn in their native language. He finds this especially true for the bachelors. Andreas explains that she in favour of internationalisation of higher education programmes (not to be mistaken with anglicisation), but only if this does not come to common expense of the ones who dos till want to learn in their native (Dutch) language. He emphasises that by saying (Appendix 12, transcript template 10, 22nd April, 2020)

'I think internationalisation is good…. Thumbs up for international student mobilisation…As long as it doesn't come as an expense of the student that are enrolled in the programmes themselves in terms of the Dutch students they should have their say in how much they want to internationalise this so maintain the programmes that are taught in the native language or in Dutch but maybe supplement with maybe international English taught bachelors'.

The reason he think that anglicisation of higher education is a good thing regards fact that he sees migration as a good thing, especially if students gain a higher education in that way students contribute to overall welfare of a country. He believes, just like the Dutch student Thijs, that education has become somewhat of an export commodity and in his eyes that is a rather good thing. Andreas' discourse has nation (state) building elements. He claims that that education has become somewhat of an export commodity and in his eyes that is a rather good thing. Therefore, international student mobility and internationalisation (not to be mistaken with anglicisation of higher education programmes) is beneficial to the overall welfare of country (like the Netherlands). He uses therefore the economy of country (like the Netherlands) as a

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justification to legitimise internationalisation. Therefore he says (Appendix 12, transcript template 10, 22nd April, 2020)

'I'm rather a globalist in that sense and migration is good and especially if student gain a higher education that's the type of migration that you would want migration that people come to a country and only work in low paid jobs might not be as beneficial but if you get a degree you're more likely to get a job and in that way you can contribute to overall welfare of a country.. education has become somewhat of an export commodity… I think the same for the Netherlands… I think that is a very interesting development'.

To summarise, EU students (but non-Dutch indigenous students) find anglicisation of higher education something positive because they mention that due to this they can access higher education programmes (bachelor and master) in the Netherlands without speaking the Dutch language. Reasons for the justification of their that they mentioned are: diversity and inclusiveness, being able to communication with others and learn from other cultures in a common language, contribution to overall welfare of a country (e.g. the Netherlands) when education is seen as an export commodity. Most EU student (but non-Dutch indigenous students) (three out of the four) explain that anglicisation of higher education programmes should not come as an expense of Dutch indigenous students. Additionally, one student mentioned that she finds that the university should provide an infrastructure to facilitate issues that comes along with anglicisation of higher education programmes such as providing intercultural skills, language courses and help with integration.

4.7.1.3 Non-EU students Two Non-EU students were asked about their opinion about the anglicisation of higher education programmes in the Netherlands/Tilburg University/Tilburg Law School. Also they mention, just like the EU students (but non-Dutch indigenous students), that they think in the first place that anglicisation of higher education programmes is a good thing because in this way as a foreigner they have access to higher education programmes at Tilburg University. Therefore they find the

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English language of instruction in the higher education programmes that they follow a good thing. Maya, a non-EU master student in International Law, reports (Appendix 12, transcript template 9, 17th April, 2020)

'I would not have come here at all because I would not have understood what would have been taught so ja'. Yawen, also a non-EU master student in International Law, says (Appendix 12, transcript template 2, 10th April, 2020) 'I will say as a foreigner because I am a foreigner I would say very good because a few people can speak Dutch in the world.'

However, they both experience issues. Maya says for example that (Appendix 12, transcript template 9, 17th April, 2020)

'There is still a lot of things which doesn't make sense… there are press conferences which are happening by the prime minister of Netherlands… so I can't understand Dutch and that's a challenge … I mean there are English newspaper reports sure but then the feeling of or the emotion, not emotion I mean feeling yeah to get connected and to understand uhm I mean what is happening around in the Netherlands or something like that does not come first hand because I don't understand the language'.

She refers to the fact that although she is a (almost) native English speaker she experiences still difficulties in terms of integration in the Dutch society. Compared to EU students (but non-Dutch indigenous students) only one EU interviewee mentioned during the interviews to have integration problems that comes along with having access to higher education programmes taught in the English language. Overall, EU students seem to have less problems with integration in the higher education programme (or the society). Moreover, also Yawen, a Non-EU master student, explains to have problem with integration in the higher education programmes. For instance he says (Appendix 12, transcript template 2, 10th April, 2020)

'I'm a little embarrassed by the first at the beginning we have the teamwork I mean for assignments so my classmates some of them will laugh at me because I cannot understand very well English I cannot understand totally….Yes even one of them told me for example you should not join the winter course in Poland or you should not the boot camp because your English is not good enough, you should not….yes but you know it's harsh and I'm criticised and yes I would say true especially in September august last year. Yes I think they are right.'

He mentions in his interviews that he is happy that due to the anglicisation of higher education programmes he is able to follow higher education in the Netherlands, but he is experiencing some difficulties in relationship to integration in his master.

To summarise, although that Non-EU students find anglicisation of higher education programmes in the Netherlands something positive because due to it they can enter higher education programmes at Tilburg Law School, they seem to mention in their interviews to have difficulties with integrating into their higher education programme they are enrolled at (and additionally the Dutch society). Even though, they can follow higher education in the English language of instruction, they experience still issues regarding integration into the Dutch society and into the higher education programme that they follow.

4.7.1.4 Lecturer. An interview is conducted with a lecturer who teaches at multiple programmes at Tilburg Law School both in Dutch and in English. Furthermore, this interviewee (pseudonym Joris) is also chairman of the Education Commission and Participation Council of TLS. Additionally he has the role of programme director of a master's programme at TLS too. Also he was asked about his opinion regarding anglicisation of Dutch higher education programmes and programmes at Tilburg University/Tilburg Law School. His first reaction to this question was that he has a positive attitude towards anglicisation of higher education programmes in the Netherlands. This is because he thinks that it is a way to reach multiple cultures with different kind of people and it is the chance to show the Netherlands to the whole world.

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At the moment that the Netherlands is good at showing the world of what the Netherlands is good at in a universal language that everybody understands it can only bring positive things along. He has a positive attitude towards anglicisation of higher education programmes in the Netherlands. Therefore, in order to understand each other in a universal language legitimise the implementation of the English language in higher education programmes. He states 'Appendix 14, transcript template 1, 21st April, 2020)

'Ja dat uhm ik sta er gewoon heel positief tegen over. Het is echt een manier waarin je bijvoorbeeld in vergelijk met dertig veertig jaar geleden veel meer verschillende uhm culturen uhm groepen uhm verschillende soorten mensen kunt bereiken en het werkt ook andersom dat je Nederland heel erg opent voor de wereld. Dus op het moment dat wij heel goed kunnen laten zien wat wij hier heel goed kunnen doen in een taal die heel veel mensen begrijpen dan kan het ook heel positief werken omdat mensen ons beter begrijpen dus over het algemeen ben ik ook gewoon een groot voorstander' [Translation: '*Yes uhm I'm very positive towards this. It is a way for example in comparison with thirty years ago much more different uhm cultures uhm groups uhm different kind of people can reach and that does also work vice versa that you can open up the Netherlands for the world. At the moment that the Netherlands is good at showing the world of what the Netherlands is good at in a universal language that everybody understands it can only bring positive things along because it helps people to understand us better so in general I am a big advocate*'].

He thinks that it is hereby important that as many as people as possible can cooperation in the field of education in order to share knowledge and a universal language would work the best for this. Having a 'lingua franca', a language that everybody understands makes it easier to communicate and connect people over the world which facilitates sharing of knowledge. He mentions (Appendix 14, transcript template 1, 21st April, 2020)

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'Ik vind het gewoon het erg belangrijk dat er met zoveel mogelijk mensen gewoon en met zoveel mogelijk verschillende mensen samen kunnen werken op het gebied van onderwijs en uhm kennis delen en nou als je daar een gemeenschappelijk taal voor hebt dan werkt dat vaak het beste.. Maar het hebben van een soort van lingua franca waarin iedereen uhm met elkaar kan praten is wel handig en het heeft mij in ieder geval persoonlijk ook met mensen over de hele wereld in contact gebracht en uhm natuurlijk een diepgang van communicatie creëert die uhm nooit zou kunnen hebben als je alleen maar uhm een klein beetje een woordje in een andere taal zou spreken' [Translation: '*I find it just very important that as many as people just as many as different people possible can cooperate in the field of education and uhm to share knowledge and if you have a universal language for that it would work the best*'].

Although, he emphasises that a few issues have to be taken into account. He states that (Appendix 14, transcript template 1, 21st April, 2020)

'Aan de andere kant zijn er ook goede redenen om minderheidstalen een beetje te beschermen. Er kan heel veel culturele waarden in zitten. Dus je moet wel een beetje oppassen dat je niet uhm dat er niet teveel druk op anderen talen komt te staan omdat die heel waardevol kunnen zijn' [Translation: '*On the other hand there are also good reasons to protect minority languages a little bit. There could be a lot of cultural values in those languages. You have to watch out that you will not put too much pressure on other languages because they could be very valuable*'].

Thus, he believes that it is great more and more people can understand each other and can communicate with each other in a common language (English), but minority languages has to be protected. This refers to nation (state) building elements embedded in language ideological debate. He finds that minority languages (such as Dutch) should be protected, because there could be a lot of cultural values in those languages. This discourse in line with finding of Kirvalidze (2019). He finds that at present the majority of EU countries follow the language policy which acknowledges the status of English as

a lingua franca, at the same time supporting and promoting their own language as a symbol of cultural heritage and national identity. Joris finds this too.

Moreover, Joris was asked whether or not he experiences that there are differences in the English language skills of students and how he deals with this when he grades assignments and exams. He indeed recognises that there are differences in terms of English language skills among students that he teaches. He mentions that he noticed differences between Dutch, EU (but non Dutch-indigenous) and non-EU students, but he also noticed differences within the groups. For example the level of English is higher in the Netherland and Scandinavia compared to other (non-native English) EU countries. He mentions (Appendix 14, transcript template 1, 21st April, 2020)

'Je kunt natuurlijk studenten hebben die uhm uit Engelstalige landen of landen waarin het niveau van Engels heel hoog ligt bijvoorbeeld in Nederland of in Scandinavië of ja overal op de wereld zijn wel landen die ja waarin het niveau van Engels vrij hoog is. Je hebt ook landen bijvoorbeeld laten we zeggen China aangezien ongeveer één op de vijf mensen op deze wereld Chinees spreekt waarbij het natuurlijk minder relevant is om direct een hele goede kennis van het Engels te hebben en bovendien is die taal zo verschillend van onze Europese talen uhm dat dat af en toe wel lastig is' [Translation: '*Ofcourse you can have student who uhm come from native English speaking countries or countries where the level of English is very high for example in the Netherlands or in Scandinavia or yes everwhere in the world there are countries where the level of English is very high. You also have countries let's say China since approximately one out of five persons in this world speaks Chinese hereby it is of course less relevant to have a direct strong knowledge of the English language and moreover that language differs so much from our European languages uhm that that is sometimes difficult*'].

When Joris assesses exams or assignments he tries to put less emphasis on potential grammar or spelling mistakes, but he focuses more on the content of the assignment or exam answers when there are non-Dutch indigenous students part of the programme. When he has to correct assignments or exams of a group of only Dutch

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indigenous students than he expects that these students need to have a higher level of language skills in the Dutch language. According to Joris it leads to a more equal assessment when you take into account that not all students have the same level of English language skills. He reports that (Appendix 14, transcript template 1, 21st April, 2020)

'Ik heb daar met uhm de beoordeling van examens of papers uhm dan leg ik wat minder sterk de nadruk op uhm eventuele foutjes die er in de taal zijn gemaakt dan let ik wat meer op de inhoud dan wanneer ik bijvoorbeeld alleen maar Nederlandse studenten uhm heb die Nederlandse papers schrijven dan ligt daar iets meer ja dan moet je je taal iets beter in orde hebben' [Translation: '*I have uhm with the assessment of exams or papers uhm then I put less stress on the possible mistakes regarding language than I focus more on the content then when I for example only have Dutch students uhm who uhm write Dutch papers then I put more the stress on yes then your language skills have to be stronger*'].

Additionally, Joris is asked whether or not he thinks that anglicisation of higher education can have an impact on the development of Dutch academic skills of Dutch indigenous students. He mentions that it depends on whether or not you see this as a black and white story. He reports this in the following way (Appendix 14, transcript template 1, 21st April, 2020)

'Kijk als je zegt vanaf nu krijg je al het onderwijs exclusief in het Engels dan zou je kunnen zeggen je bent nog aan het leren dus dan je schriftelijk of mondelinge uitdrukkingsvaardigheden die kunnen er onder lijden. Maar aan de andere kant, en daar zou jij misschien meer verstand van hebben dan ik, uhm is het denk ik ook zo door het leren van andere talen je eigen taal aan kunt scherpen dat het goed is om een beetje kennis te hebben van hoe andere talen in elkaar zitten en dat jou ook kunt helpen om juist je eigen taal meer machtig te worden' [Translation: '*Look if you get exclusively higher education from the start in English than you could state that you are still learning and therefore your writing and oral expression skills can suffer from it. On the*

other hand, there you probably have more knowledge about than me, uhm I think it is also that through learning other language you can sharpen your native language skills and it is good to have knowledge about how other languages are constructed it can help you to command your native language better'].

To summarise, Joris believes that anglicisation of higher education programmes is something positive. Joris finds that the English language in higher education is a crucial way of connecting people from all over the world in order to communicate with each other and to share knowledge. Nevertheless, he finds it also important to protect minority language because they can possess a lot of cultural values. Moreover, he recognises that not all students have the same level of English language skills and therefore he tries to take this into account by grading assignments and exams by focusing more on the content than on the form. Additionally, he finds that the anglicisation of higher education can possible have an impact on the development of Dutch academic language skills. It depends on whether or not you see this as a black and white story.

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5.0 Conclusion and discussion

Anglicisation of higher education programmes in the Netherlands is a topic that has been debated a lot in the media, the political field and by other institutions at national level. Moreover, universities also have a stake in the anglicisation process of the higher education programmes they offer. Their language ideological debate is present in documents such as a language policy and a code of conduct regarding the language of instruction of higher education programmes. A discourse analysis has been conducted in order to answer the following research question: 'What are the matches and mismatches between discourses of stakeholder regarding anglicisation of higher education programmes in the Netherlands?'

In order to come up with possible matches and mismatches between discourses of stakeholders, a comparison has been made. The sub-questions regarding the matches and mismatches drafted in the introduction, are therefore answered.

Matches between discourses of stakeholders at national level and Tilburg University/Law School level occur. At national level the law regarding higher education (WHW) art. 7.2 (Overheid, 2019) and law regarding accessibility of higher education (Overheid, 2019b) explain upon which grounds there can be deviated from the Dutch language of instruction in education and exams. The board of higher education institutions need to motivate this in the form of a language policy according to these two laws. Moreover, also BON (2019a) finds that higher education institutions need to motivate their language of instruction choice of their higher education programmes. Tilburg University comes up with such a language policy regarding education and research to support a bilingual university with the use of English in order to secure inclusion for the rising amount of non-Dutch indigenous members of the community (University Council, 2017; 2019). Tilburg University adds another document to the language policy, a code of conduct regarding the language of instruction of their higher education programmes and concluded that there can be deviated from the Dutch language of instruction only if the nature, structure, quality of the teaching, or the origin of the student necessitates this. The Faculties (e.g. TLS) are responsible for a further in-depth motivation regarding the motivation and implementation of another language of instruction than Dutch (University Council, 2018). This code of conduct regarding the

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language of instruction of higher education programmes of Tilburg University is in line with the findings and suggestions of the research report of the KNAW (2017). Tilburg Law School motivates in their EER (Education and Examination Regulations) which language of instruction is chosen in their higher education programmes. By definition the language of instruction in the Bachelor's programme is Dutch, although bachelor level courses may also be taught in English (Tilburg Law School, 2019a, p. 16). The language of instruction in master programmes is Dutch. However, the nature of some law programmes (the curriculum focuses on international, European, cross-border and comparative aspects) and the target group (students from different countries) can be the reason to incorporate English as the language of instruction in such master programmes. The match regards the fact that the law obligates higher education institutions to motivate their choice of language of instruction incorporated in their higher education programmes in the form of a language policy. Tilburg University does this by including this motivation in their language policy, code of conduct regarding language of instruction of higher education programmes and in the EERs of faculties. Mismatches between discourses of stakeholders at national level and Tilburg University/Tilburg Law School level occur too. First, subsection (c) of art. 7.2 of the law regarding Language and Accessibility states that there can be deviated from the fact that education should be given in Dutch and exams should be hold in Dutch, only to generate more in-depth knowledge, insight and skills that students need to require by the end of their higher education programme. This means that previous ground in the WHW, 'the origin of students', is not a legitimate ground to deviate from anymore to give education and hold exams in the Dutch language. Although the fact that higher education institutions may not use the 'origin of students' anymore to legitimize their choice of language of instruction of their higher education programmes, Tilburg University and Tilburg Law School still use this ground. The language policy of Tilburg University says that instruction can be given and examinations administered in a language other than Dutch, if the specific nature, structure of quality of the teaching, or the 'origin of the students' necessitates this. Tilburg Law School uses the ground 'the target group (students from different countries)' as a motivation to possible deviate from the Dutch language of instruction in their master programmes. This ground will not be valid anymore if the law

regarding Language and Accessibility will be ratified. Another mismatch occurs regarding the Dutch language skills for Dutch indigenous students. BON (2019b) and the Union for Dutch Language (TaalUnie, 2016a) are concerned about Dutch language skills of Dutch indigenous student and the accessibility of higher education programmes for Dutch indigenous students. Therefore, they strive for a stronger position of the Dutch language in research and higher education in order to protect Dutch societal interest against the interests of internationalisation. Tilburg University states in their language policy that language skill paths should be included in every education programmes (University Council, 2019). Dutch language programmes can focus on academic Dutch, while English language programmes can focus on improving academic English. However, this language policy does not state explicitly that Dutch language skills of Dutch indigenous students will necessarily be enhanced because it only states that the choice of this skill paths should be well substantiated. Moreover, BON wants higher education institutions to be transparent by publishing their language policy on the university's website (BON, 2019a). However, Tilburg University did not publish their language policy openly on their university website and therefore their language policy has no open access to everyone. Another mismatch that occurs is the fact that Tilburg University includes in their language policy the importance of intercultural communication skills for students who are enrolled in their higher education programmes (University Council, 2019). Neither BON, nor KNAW or the Union for Dutch Language takes the development of intercultural skills of students into account in order to deal with possible intercultural communication problems that can occurs in an international environment. However, in the language policy evaluation report comes up that Tilburg University still needs to work on the implementation of their curricula (University Council, 2019).

Moreover, matches between discourses of stakeholders at Tilburg University level and Tilburg Law School level occur. The code of conduct regarding the language of instruction of Tilburg University's higher education programmes states that there can be deviated from the Dutch language of instruction only if the nature, structure, quality of the teaching, or the origin of the student necessitates this. In the EER (Education and Examination Regulations) of TLS regarding the motivation of the language of

instruction is incorporated. By definition the language of instruction in the Bachelor's programme is Dutch, although bachelor level courses may also be taught in English (Tilburg Law School, 2019a, p.16). The language of instruction of in master programmes is Dutch, However, the nature of some law programmes (the curriculum focuses on international, European, cross-border and comparative aspects) and the target group (students from different countries) can be the reason to incorporate English as the language of instruction in such master programmes. This matches with the code of conduct regarding the language of instruction of Tilburg University's higher education programmes. Furthermore, there are no mismatches between these two levels because the EER is the only document that demonstrate the implementation of Tilburg University's language policy in terms of language of instruction of higher education programmes. Documentation upon how faculties (TLS) implement(s) the enhancement of intercultural competences skills of students in their bachelor (not master) programmes is lacking. The implementation of intercultural communication skills is a recommendation from the Tilburg University's language policy workgroup based on the evaluation of the language policy (University Council, 2019).

Furthermore, matches occur between discourses regarding anglicisation of higher education programmes of stakeholders at national level and student level. the At the national level the law regarding higher education (WHW) art. 7.2 (Overheid, 2019) and law regarding accessibility of higher education (Overheid, 2019b) explain upon which grounds there can be deviated from the Dutch language of instruction in education and exams and concern about the accessibility of higher education programmes for Dutch indigenous students. Bon (2019b) and Union for Dutch Language (2016a) also concern about the accessibility of higher education programmes for Dutch indigenous students. The Union for Dutch Language (2016b) wants the Dutch language to be more strongly positioned in research and higher education in order to protect Dutch societal interests against the interest of internationalisation. This matches with the discourse of Dutch indigenous students and EU students (but non-Dutch indigenous students). They find that the position of Dutch indigenous students should be taken into account too regarding anglicisation of higher education. This is true for three out of the four Dutch indigenous students and three out of the four EU students (non-Dutch indigenous

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students). They find that Dutch indigenous students should not be excluded from access to higher education programmes due to anglicisation of higher education programmes. Anglicisation of higher education programmes should not come as an expense of Dutch indigenous students. Dutch students should still have access to higher education (at least to a bachelor) in their native language according to EU students (inclusively Dutch students). The accessibility of Dutch students indigenous students to higher education therefore matches with the discourse from BON (2019b) and the Union for Dutch Language (2016a). Moreover, also mismatches regarding the anglicisation of higher education programmes occur between discourses of stakeholders at national level and student level. BON (2019b) and the Union for Dutch Language (2016a) go beyond the accessibility for Dutch indigenous student to higher education. They state that Dutch academic language skills of Dutch student are too weak and should be enhanced, because access to knowledge an insight in the Dutch language, the language of the Dutch society, offers the best chances to Dutch citizens (TaalUnie, 2016a). Furthermore, Dutch language skills are indispensable in terms of 21st century competences for the Dutch economy and society (TaalUnie, 2016a; BON, 2019b). The importance of the development of Dutch academic language skills is something that students do not (fully) recognise. Although three out of the four Dutch indigenous students mention that the anglicisation of higher education programmes has an impact on the development/maintenance of their Dutch (academic) language skills, only one out of the four students see this as a problem. Additionally, two non-EU students experience difficulties regards integration in higher education programmes (and additionally the Dutch society). Although they can follow the English language of instruction of their higher education programme, integration issues that can possible comes along with the deviation of use of the Dutch language of instruction in higher education programmes are not recognised or mentioned by stakeholders at national level like BON, KNAW and the Dutch Language Union.

Moreover, matches appear between discourses regarding anglicisation of higher education programmes of stakeholders at national level and lecturer level. The Union for Dutch Language (2016b) would like to see the Dutch language being in a stronger position in research and in higher education in order to protect Dutch societal interests

against the interest of internationalisation. This matches with the lecturer's discourse. He states that he finds it important to protect minority language because they can possess a lot of cultural values. Furthermore, a couple of mismatches occur between theses discourses of stakeholders at national level and at lecturer level. First, the lecturer described how he operates in a bilingual (Dutch and English) environment. The lecturer recognises that not all students have the same level of English language skills and therefore he tries to take this into account by grading assignments and exams by rather focusing on the content that students try to bring over in exams and assignment than focusing on how well they can express themselves in English. This notion is not mentioned by stakeholders at national level such as BON, KNAW or Union of the Dutch Language. Moreover, level the law regarding higher education (WHW) art. 7.2 (Overheid, 2019) and law regarding accessibility of higher education (Overheid, 2019b) concern about the accessibility of higher education programmes for Dutch indigenous students. Bon (2019b) and Union for Dutch Language (2016a) also concern about the accessibility of higher education programmes for Dutch indigenous students. BON (2019b) and the Union for Dutch Language (2016a) go even beyond the accessibility for Dutch indigenous student to higher education. They state that Dutch academic language skills of Dutch students are too weak and should be enhanced, because access to knowledge an insight in the Dutch language, the language of the Dutch society, offers the best chances to Dutch citizens (TaalUnie, 2016a). Furthermore, Dutch language skills are indispensable in terms of 21st century competences for the Dutch economy and society (TaalUnie, 2016a; BON, 2019b). The lecturer is asked about whether or not the anglicisation education process have an impact on the development of Dutch academic language skills among students. He finds that the anglicisation of higher education can possible have an impact on the development of Dutch (academic) language skills. It depends on whether or not one sees this as a black and white story. Therefore, he states that it does not necessarily have an impact on the development of academic Dutch skills among students. This mismatches with the discourses regarding Dutch academic language skills of Dutch students from BON (2019b) and Union for Dutch Language described above (TaalUnie, 2016a).

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Furthermore, matches occur between discourses regarding stakeholders at Tilburg University/Tilburg Law School level and student level. Tilburg University points out in their language policy document that the university is a bilingual university with where the use of English is central in order to secure inclusion for the rising amount of Non-Dutch indigenous members of the community. Regarding students they emphasise that entry requirements for international students should be published on their website. Language skill paths should be incorporated in programmes and intercultural competences skills should be enhanced among students (University Council, 2019). This matches with discourses of some students. Two out of the four EU students (but non-Dutch indigenous students) mention 'diversity and inclusiveness' and 'being able to communicate with others and learn from other cultures in a common language' as justifications for anglicisation of higher education. Additionally, one EU student mentions that she find that Tilburg University should provide an infrastructure to minimise issues that can possible comes along with anglicisation of higher education programmes such as proving intercultural skills, language courses and offer help with the integration of students. Tilburg University finds it their responsibility to provide such an infrastructure. However, as mentioned above the enhancement of intercultural competence skills of students in their programmes is not always present (yet). Another match that occurs is that some students, two out of the four Dutch indigenous students and two out of the four EU-student (but non-EU student), take the competitive position of Tilburg University into account. They find that anglicisation is a rather positive thing, because in this way Tilburg University is able to export their education programmes outside the Netherlands. This matches with Tilburg University's Language Policy vision. Tilburg University states that the influx of students from the pre-university education in the Southern Netherlands region will tend to decline. The growth of Tilburg University will not be generated via the influx of students from other Dutch regions (University Council, 2016a, p.1). Growth should therefore be enhanced from an influx of students from abroad. Therefore, there is a growing importance of the English language in higher education programmes and in research (University Council, 2016a, p.1). A mismatch that occurs between Tilburg University level and student level regards the access to higher education of Dutch indigenous students. Overall there can be

concluded that, whether or not EU (inclusive Dutch) students have a positive attitudes towards the anglicisation of higher education programmes, they find that the position of Dutch indigenous students should be taken into account too regarding anglicisation of higher education. This is true for three out of the four Dutch indigenous students and three out of the four EU students (non-Dutch indigenous students). They find that Dutch indigenous student should not be excluded from access to higher education programmes due to anglicisation of higher education programmes. Anglicisation of higher education programmes should not come as an expense of Dutch indigenous students. Dutch students should still have access to higher education (at least to a bachelor) in their native language according to six out of the eight EU (inclusively Dutch students). The accessibility of Dutch students indigenous students to higher education is not (explicitly) included in Tilburg University's language policy. Another mismatch is that Dutch students and non-Dutch indigenous students mention also other reasons such as 'level of education' and 'labour market chances (international or national career)' to explain their attitude towards anglicisation of higher education programmes. Additionally, although the positive attitude towards anglicisation of higher education programmes of non-EU students, they experience difficulties regards integration in higher education programmes (and additionally the Dutch society). It can be stated that although they can follow higher education programmes at TLS due to the English language of instruction, integration issues can still occur. Also this notion is something that Tilburg University's language policy does not take into account. It only focuses on providing an infrastructure regards language skills and intercultural competences for students.

Furthermore, matches between the discourse regarding stakeholders at Tilburg University/Tilburg Law School level and lecturer level are present. The lecturer finds that English as the language of instruction in higher education programmes and in research is crucial to connecting people from all over the world in order to communicate with each and to share knowledge. However, he also finds it important to protect minority languages because they can possess a lot of cultural values. This is in line with Tilburg University's language policy that states that there is a growing importance of English due to internationalisation. Tilburg University explains this in the following way: 'Tilburg University encounters 'growing pains' in its way of communicating on

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the long path to becoming a full-swing internationally oriented university. Simultaneously, the university wants to be a key player in the region and The Netherlands at large, which does not necessarily come with the need to do everything in English' (University Council, 2016a, p.6). Hereby it can be concluded that Tilburg University and the lecturer who teaches at TLS strive for bilingualism (both English and Dutch). A mismatch between discourse of Tilburg University level and lecturer level regards towards how to operate (as a lecturer) in such a bilingual setting. The lecturer recognises that not all students have the same level of English language skills and therefore he tries to take this into account by grading assignments and exams by putting rather the focus on the content that students try to bring over in exams and assignment than on how well they can express themselves in English. This notion has not been mentioned in the language policy of Tilburg University.

To provide deeper insight in the conclusion, conclusions and results are linked up with literature regarding language ideological debate. First, it can be stated that a lot of discourses from stakeholders at national level possess nation (state) (building) elements. BON (2019b) and Union for Dutch Language (TaalUnie, 2016b) find that the language skills of Dutch students should be enhanced and advise for a stronger position of the Dutch language in research and in higher education in order to protect Dutch societal interest against the interest of internationalisation. Access to knowledge and insight int the Dutch language, the language of the Dutch society, offers the best chance to Dutch citizens (TaalUnie, 2016b). There should be more place for Dutch to become the inferior language (Blommaert, 1999; 2006), in higher education and research according to BON (2019b) and TaalUnie (2016b).

Moreover, Tilburg university displays their language ideology in their language policy. Tilburg University is a bilingual university with an international orientation. Although, Tilburg University does not necessarily mean with bilingualism that all communication has to be in both Dutch and English, both languages have a position in the Tilburg University community since there is a growing importance of the English language on the one hand due to internationalisation of Tilburg University and respect for the Dutch language and the region on the other hand. Also apart from Dutch and

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English, other languages might be helpful and evenly important. Tilburg University language policy takes on the one hand nation (state) building reasons into account, respect for Dutch language and the region. On the other hand it emphasises also the growing importance of the English language due to internalisation. This is also in line with the finding of Kirvalidze (2019). He states that at present the majority of EU countries follow the language policy which acknowledges the status of English as a lingua franca, at the same time supporting and promoting their own language as a symbol of cultural heritage and national identity.

Additionally, in the Code of Conduct for the language of instruction Tilburg University points out their language ideology regarding the language of instruction of their higher education programmes. Instruction can be given and examinations administered in a language other than Dutch, if the specific nature, structure of quality of the teaching, or the origin of the students necessitates this. It describes that the language of instruction is in first place Dutch, but there can be deviated from it according to a couple of reasons.

Moreover, the language ideologic debate is present in students' and lecturers' discourses. Several of these discourses possess nation (state) (building) (Blommaert, 1999; 2006) elements regarding their preference of language of instruction in higher education programmes.

Additionally, literature about the habitus is used as a theoretical background. The habitus can be seen as behavioural ideologies (Bourdieu, 199). It refers to 'the ideas that either people's behaviours are determined through individual actions or through structural factors such as class, gender or even race' (Pavlou, 2010, p.57). The concept language as habitus, that drawn up so to characterise any set of beliefs or feelings about languages used in a socio-cultural space (Silverstein, 1979), is not further applied to understand participants' discourses about the anglicisation of higher education. This is because this study addresses participants' discourses about anglicisation of higher education and does not mention anything about participants' behaviour that is embedded in their discourses.

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Despite mismatches occurring between stakeholders' discourses, conclusions cannot be made on the severity of the issues they address. Mismatches can occur between stakeholders at student level, lecturer level, Tilburg Law School/ Tilburg University level and stakeholders at national level. There are different degrees of mismatches in terms of severity between stakeholders' discourses. For instance, a mismatch between two stakeholders may not be as problematic as another mismatch between two other stakeholders. Therefore, there cannot be concluded that the mismatches are problematic per se or to what extent they are problematic. Furthermore, in case if there can be concluded that a mismatch is problematic, accountability needs to be investigated. Possible consequences of mismatches for stakeholders can therefore not be stated (yet). Once one knows the accountability of problematic mismatches of stakeholders involved, there can be investigated what future action is needed.

Despite the addressed findings of this study, there are a number of limitations that should be acknowledged. Firstly, a clear cut between on the one hand the topic 'anglicisation' and on the other hand the topic 'internationalisation' has been made. However, discourses regarding anglicisation at all levels possess elements of internationalisation. For example, Tilburg University felt the need for a language policy because of their internationalisation strategy in order to enhance the influx of students from abroad. A code of conduct regarding the language of instruction of higher education programmes has been separately drafted in order to justify this to the Ministry of Dutch Education. Recommendations in the evaluation report of Tilburg University's language policy include also internationalisation elements. It describes for example the need of intercultural communication skills of students in order to operate in an international environment. Moreover, also some students intertwine 'anglicisation' and 'internationalisation'. A student mentioned for example that he finds that the trend of internationalisation of higher education programmes has a lot of good aspects.

The second limitation regards the methodological design of this study. In order to control for 'students' nationality' and 'the language of instruction of the programme' a control group is made. Therefore, interviews are conducted with Dutch indigenous students enrolled at Dutch taught programmes at TLS, Dutch indigenous students

enrolled at English taught programmes at TLS, EU students (excluded Dutch indigenous students) and Non-EU students who are enrolled at an English taught bachelor or master programme at TLS. Although, four Dutch indigenous students were interviewed, only one of them follows higher education in the Dutch language of instruction. Additionally, only one lecturer was interviewed. Results might therefore differ if more than one student, who follows higher education in the Dutch language of instruction, and more lecturers are interviewed.

Thirdly, there can be concluded that Tilburg University's language policy and the EER (Education and Examination Regulations) of Tilburg Law School is not in line with the law regarding Language and Accessibility. Subsection (c) of art. 7.2 states that there can be deviated from the fact that education should be given in Dutch and exams should be hold in Dutch, only to generate more in-depth knowledge, insight and skills that students need to require by the end of their higher education programme. The 'origin of students' is not a valid ground anymore to deviate from this according to the law regarding Language and Accessibility. Tilburg University motivates that instruction can be given and examinations administered in a language other than Dutch, if the specific nature, structure of quality of the teaching, or 'the origin of the students' necessitates this. Tilburg Law School still uses the ground 'the target group (students from different countries)' as a motivation to possible deviate from the Dutch language of instruction in their master programmes too. However, only in case if the First Chamber accepts the law regarding Language and Accessibility, this new law will be ratified and can be implemented (Eerste Kamer der Staten-Generaal, 2020). This law has therefore not come into force yet. Due to this, Tilburg University's language policy and Tilburg Law School's EER, that applies to academic year 2019-2020, could not possible take this into account yet.

Fourthly, this study used a grounded theory approach, which is explorative of nature that furthermore includes elements of a cross-sectional design for qualitative data collection. A remarkable issue with cross-sectional designs is that the measurements take place at one moment in time. Therefore, causal conclusions cannot be made. Longitudinal Qualitative Research (LQR) measures could be included so that data will be collected from the same participants at different points in time (Ritchie, Lewis,

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Nicholls, & Ormston; 2014). In this way discourses of students and lectures can be measured and a causal conclusion can be made on how and why these discourses regarding the anglicisation of higher education programmes possible differ over time.

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6.0 Recommendations for future research and management

In this section recommendations for future research and management recommendations for Tilburg University are provided.

First, although some scholars tried to enlighten in the last decade issues related to anglicisation of higher education in the Netherlands, Flanders and Europe, (systematic) research is rather limited. Therefore, there should be more (systematic) research conducted about the topic of anglicisation of higher education and related issues in the Netherlands/ in a European setting.

Second, future research is needed in order to investigate if these mismatches also occur on a bigger scale. Mismatches between different stakeholders' discourses has to be investigated in terms of severity. Future research has to give an overview of which mismatches are problematic and which are not. Future research has also has to define to what extent these mismatches are problematic in order to decide if further action is needed. Future research should define what the possible consequences are of these problematic mismatches and highlight for who these mismatches are problematic. Accountability of problematic mismatches has to be further investigated. Future research should also define who is responsible for these problematic mismatches in terms of who should take further action to diminish these problematic mismatches.

In order to further investigate mismatches between discourses of students enrolled at a programme taught at Tilburg University, lecturers who teach at Tilburg University and Tilburg University itself regarding the anglicisation of higher education programmes future research is needed beyond one faculty (in this case beyond Tilburg Law School). A start point could be to investigate discourses of students and lecturers at Dutch and English taught programmes given at Tilburg University that are each other's equivalent in order to control for the language of instruction of programmes and students' and lecturers' nationality given that the content of such programmes are the same. For instance the bachelor programmes 'Bedrijfseconomie' and 'International Business Administration'; 'Psychologie' and 'Pyschology'; 'Personeelwetenschappen' and 'Human Resource Mangement: People Management'; 'Sociologie' and 'International sociology'; 'Bestuurskunde' and 'Public Governance'; 'Theologie' and

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'Theology' can be compared to each other in order to investigate possible mismatches that can occur regarding discourses of students, lecturers and Tilburg University.

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Appendices

Appendix 1: Overview anonymised characteristics participants

Table 1: *Overview anonymised characteristics participants*

Participant	Nationality (not specified per nationality)	Level of education	Field of education (nature globally specified per programme)
Carlijn	Dutch	Master	International Law
Daniel	Dutch	Master	Two different masters in International Law
Rosanne	Dutch	Master	International Law
Thijs	Dutch	Bachelor	Dutch Law track International and European Law
Alessandro	European	Master	International Law
Kristof	European	Bachelor	International Law
Andreas	Europe	Bachelor	International Law
Malika	European and Non-EU	Master	International Law
Maya	Non-EU	Master	International Law
Yawen	Non-EU	Master	International Law
Joris (lecturer)	Dutch	Bachelor and Master (teaching)	Dutch Law and International Law (teaching)

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Appendix 2: Overview of accessed documents for document analysis

Table 2: *Overview of accessed documents for document analysis*

Body	Name document	Link to document	Access date
Dutch government	Wet Hoger Onderwijs art. 7.2 Taal (translation: law regarding higher education art. 7.2)	https://wetten.overheid.nl/BWBR0005682/2020-01-01	March 2020
Dutch government	Wet Taal en Toegankelijkheid HO en MBO (translation: law regarding accessibility higher education and secondary education)	https://wetgevingskalender.overheid.nl/Regeling/WGK009611	March 2020
BON	Reactie BON op voorgenomen wetswijziging taal in hoger onderwijs (translation: reaction BON change in WHW law)	https://www.beteronderwijsnederland.nl/nieuws/2019/01/reactie-wetswijziging/	March 2020
BON	Ontwerp nieuw art. 7.2 Taal in Wet Hoger Onderwijs en Wetenschappelijk Onderzoek (translation: new draft art. 7.2 language in law higher education and scientific research)	https://www.beteronderwijsnederland.nl/wp-content/uploads/2019/03/Ontwerp-art.-7.2-Taal-WHW.pdf	March 2020
BON	Brief aan de Eerste Kamer over wetsvoorstel taal en toegankelijkheid (translation: letter to First Chamber regarding	https://www.beteronderwijsnederland.nl/nieuw s/2020/02/brief-aan-de-eerste-kamer-over-wetsvoorstel-taal-en-toegankelijkheid/	March 2020

	draft Language and Accessibility)		
Union for Dutch Language	Advies rapport Raad voor de Nederlandse Taal en Letteren: Vaart met Nederlands in het hoger onderwijs	http://taalunieversum.org/sites/tuv/files/downloads/NTU14P475%20-%20Rapport%20Raadsadvies_website.pdf	March 2020
Union for Dutch Language	Raad voor de Nederlandse Taal en Letteren Notitie rapport met aanbevelingen: Nederlands als taal van wetenschap en hoger onderwijs	http://taalunieversum.org/sites/tuv/files/downloads/NTU16P302%20-%20Rapport%20Nederlands%20als%20taal%20van%20wetenschap%20en%20wetenschappelijk%20onderwijs_4_web.pdf	March 2020
KNAW	Nederlands en/of Engels? Taalkeuze met beleid in het Nederlands hoger onderwijs (translation: Dutch and/or English? Language choice with policy in Dutch higher education)	https://www.knaw.nl/nl/actueel/publicaties/nederlands-en-of-engels	March 2020
Tilburg University Council	UR 1974 – Taalbeleid (language policy first attempt)	https://teamsites.campus.uvt.nl/sites/ur/Archief/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fur%2FArchief%2F2016%2F160527%20%2D%20May%2027th%202016%2FUR%201974%20%2D%20Language%20Policy&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence	April 2020

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Tilburg University Council	UR 1973 – Internationalisation strategy	https://teamsites.campus.uvt.nl/sites/ur/Archief/2016/160527%20-%20May%2027th%202016/UR%201973%20-%20Internationalisation%20strategy/UR%201973%20-%20internationalisation%20strategy.pdf	April 2020
Tilburg University Council	UR 2096 – Language Policy (real policy no draft)	https://teamsites.campus.uvt.nl/sites/ur/Archief/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fur%2FArchief%2F2017%2F170210%20%2D%20February%2010th%2C%202017%2FUR%202096%20%2D%20Language%20Policy&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence	April 2020
Tilburg University Council	UR 2274 – Code of conduct for the language of instruction	https://teamsites.campus.uvt.nl/sites/ur/Archief/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fur%2FArchief%2F2018%2F180608%20%2D%20June%208th%202018%2FUR%202274%20%2D%20Code%20of%20Conduct%20for%20the%20Language%20of%20Instruction	April 2020
Tilburg University Council	UR 2439 – Evaluation Language Policy	https://teamsites.campus.uvt.nl/sites/ur/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fur%2FShared%20Documents%2F191212%20%2D%20December%2012%2C%202019%2FUR%202439%20%2D%20Tilburg%20University%20Language%20Policy%20evaluation	April 2020
Tilburg Law School	Education and Examination	https://www.tilburguniversity.edu/students/studying/regulations/eer/law	April 2020

	Regulations of the bachelor's programmes at Tilburg Law School – Academic Year 2019 – 2020		
Tilburg Law School	Education and Examination Regulations of the one year master's programmes at Tilburg Law School – Academic Year 2019 – 2020	https://www.tilburguniversity.edu/students/studying/regulations/eer/law	April 2020

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Appendix 3: Wet Hoger Onderwijs art. 7.2 Taal

Wet op het hoger onderwijs en wetenschappelijk onderzoek

Geldend van 01-01-2020 t/m heden (totdat de wet taal en toegankelijkheid in werking treed)

Titel 1. Het onderwijs, de examens en de promoties

Paragraaf 1. Het onderwijs en de examens

Artikel 7.2. Taal

Het onderwijs wordt gegeven en de examens worden afgenomen in het Nederlands. In afwijking van de eerste volzin kan een andere taal worden gebezigd:

a. wanneer het een opleiding met betrekking tot die taal betreft,
b. wanneer het onderwijs betreft dat in het kader van een gastcollege door een anderstalige docent gegeven wordt, of
c. indien de specifieke aard, de inrichting of de kwaliteit van het onderwijs dan wel de herkomst van de studenten daartoe noodzaakt, overeenkomstig een door het instellingsbestuur vastgestelde gedragscode.

(source: Overheid.nl, 2020a)

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Appendix 4: Wet Taal en Toegankelijkheid

Artikel 7.2. Taal (W9611.K-2)

Note: In case that the First Chamber accepts the Law regarding Language and Accessibility, this new law be ratified and can be implemented (Eerste Kamer der Staten-Generaal, 2020). This law has not come into force yet.

1. Het onderwijs wordt gegeven en de examens worden afgenomen in het Nederlands.

2. In afwijking van het eerste lid kan aan een opleiding of een deel van een opleiding een andere taal worden gevoerd, indien en voor zover:

a. het een opleiding of een deel van de opleiding met betrekking tot die taal

betreft;

b. het onderwijs betreft dat in het kader van een gastcollege door een

anderstalige docent gegeven wordt;

c. dit naar het oordeel van het accreditatieorgaan gelet op de specifieke aard, de

inrichting of de kwaliteit van het onderwijs, meer dan het voeren van het

Nederlands, in het belang is van de student met het oog op de door hem te

verwerven kennis, inzicht of vaardigheden bij afronding van de opleiding. De

artikelen 5.6a en 5.6b zijn van toepassing.

3. In geval van toepassing van het tweede lid, onderdeel c, stelt het

instellingsbestuur daarover beleid vast indien de andere taal wordt gevoerd aan

de gehele opleiding of:

a. in de gehele propedeutische fase van een opleiding, bedoeld in artikel 7.8, of,

indien die fase niet is ingesteld, de eerste periode in een opleiding met een

studielast van zestig studiepunten;

b. in de gehele afstudeerfase van een opleiding;

c. aan een deel van de opleiding waarvan de studielast overeenkomt met ten

minste een vijfde deel van het totaal aantal studiepunten voor de opleiding, in

geval van een opleiding met een studielast van meer dan zestig studiepunten; of

d. aan een deel van de opleiding waarvan de studielast overeenkomt met ten

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minste een derde deel van het totaal aantal studiepunten voor de opleiding, in geval van een opleiding met een studielast van zestig studiepunten.

4. In het beleid, bedoeld in het derde lid, beschrijft het instellingsbestuur:

a. de procedure waarmee en de inhoudelijke gronden waarop wordt overgegaan tot het voeren van een andere taal aan een opleiding of een deel van een opleiding; en

b. de wijze waarop de instelling zich inspant om de kwaliteit van het onderwijs aan de opleiding en, ingeval het een bekostigde instelling als bedoeld artikel 1.1, onderdeel g, betreft, de toegankelijkheid van de opleiding voor Nederlandstalige studenten te waarborgen.

5. Bij of krachtens algemene maatregel van bestuur kan worden voorgeschreven op welke onderwerpen het beleid, bedoeld in het vierde lid, onderdeel b, in ieder geval betrekking heeft.

6. Bij of krachtens algemene maatregel van bestuur kan nader worden bepaald in welke gevallen sprake is van de specifieke aard, inrichting of kwaliteit van het onderwijs, bedoeld in het tweede lid, onderdeel c.

(Source: Overheid.nl, 2019)

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Appendix 5: Ontwerp nieuw art. 7.2 Taal in Wet Hoger Onderwijs en Wetenschappelijk Onderzoek (WHW) door Beter Onderwijs Nederland (BON)

art.7.2.1
 Om de toegankelijkheid van het hoger onderwijs en de taalvaardigheid van studenten in het Nederlands te handhaven en te bevorderen wordt het onderwijs gegeven en worden de examens afgenomen in het Nederlands.

art.7.2.2 In afwijking van het eerste lid kan aan een opleiding of een deel van een opleiding een andere taal worden gevoerd, indien: a. het een opleiding of een deel van een opleiding met betrekking tot die taal betreft, b. het onderwijs betreft dat in het kader van een gastcollege door een anderstalige docent wordt gegeven, of c. het verwerven van de kennis, het inzicht of de vaardigheden, die een student bij beëindiging van de opleiding moet hebben verworven, daartoe noopt.

art. 7.2.3 De uitzondering genoemd onder 7.2.2c vindt alleen toepassing a. wanneer de specifieke aard, de inrichting of de kwaliteit van het onderwijs noodzaakt tot het gebruik van een andere taal, en b. mits dat gebruik , voor Nederlandstaligen, de ontwikkeling niet belemmert van taalvaardigheid tot een Nederlands van academisch niveau.

art. 7.2.4 In geval van toepassing art.7.2.2 en 7.2.3 stelt het instellingsbestuur daarover in een openbaar taaldocument beleid vast en beschrijft daarin: a. de procedure waarmee en de inhoudelijke gronden waarop wordt overgegaan tot het voeren van een andere taal aan een opleiding of een deel van een opleiding, en b.de wijze waarop de instelling de kwaliteit van het onderwijs binnen de opleiding, en de toegankelijkheid van de opleiding, waarborgt voor Nederlandstalige studenten, en c. de mate waarin en de wijze waarop voor Nederlandstalige en voor anderstalige studenten de taalvaardigheid in het Nederlands wordt bevorderd.

 art. 7.2.5 Bij of krachten algemene maatregel van bestuur kan worden voorgeschreven op welke onderwerpen het beleid, bedoeld in art. 7.2.4 in ieder geval betrekking heeft.

(Source: BON,2019b)

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Appendix 6: Language Policy Tilburg University

The Executive Board considers Tilburg University to be an international university firmly anchored in the region. This means that TiU (Tilburg University) is and will remain a bi-lingual university. However, the three objectives [(1) Promoting international student and staff mobility (outgoing and incoming); (2) Internationalizing the curriculum and campus; and (3) Strengthening strategic cooperation abroad in research and teaching through international partnerships and networks] will have consequences for the language of communication (written and spoken) in the areas of education, research, valorisation, and the academic community and, therefore, these objectives will naturally lead to a growing importance of English for our institution. The central presumption is that English will increasingly become the default language. For the Executive Board the key word in this development is *inclusion*.

Education
With regard to education, the Board considers Dutch and English language proficiency as one of the 21st century skills including intercultural competencies. Internationalisation ambitions require that we ask from our students and staff that they master the English language at a high level, in keeping with the tasks and roles. The current language requirements should be upheld consistently and clearly communicated on the website. Language requirements for academic and support staff should be included in HR policy. It should be part of the annual Result & Development Interviews. If staff do not have the required language proficiency, a tailor-made training and development plan should be drawn up.

Research
These language requirements for staff are equally important with regard to research. The Board considers English to be the language of science today. For this reason, the Academic staff need to have a high level of English language proficiency. Of course, the Board acknowledges the fact that there are still research areas that are dominantly Dutch, such as Dutch law.

Valorisation
Looking at valorisation the Board concludes that the current valorisation themes (social innovation areas, Data Driven Value Creation, Active Ageing, Health and Wellbeing and Empowering the Resilient Society) all have an important international component. This will demand language flexibility (since there are valorisation projects that concern the city of Tilburg or the Brabant region as well).

The academic community
Since we have concluded that Tilburg is a bilingual university with a growing demand for English with inclusion as its key word, discussions in boards, councils, formal events and at the coffee machine are in English unless the use of Dutch does not exclude anyone, for example, when everyone present speaks Dutch. Memoranda and other

formal documents will all be in English by 1 September 2017. The only exceptions are those documents required to be in Dutch by, e.g. Dutch law or financial reports (e.g. annual report, budget, and TMP). The Executive Board considers participation to be a basic right and, therefore, the discussion of the memoranda and other documents are in English and/or in Dutch. For members of the University Council who do not speak sufficient Dutch, an interpreter will be made available.

Conclusion
English will become more and more the default language with inclusion as a key word. In order to implement the language policy, the Executive Board has identified a number of measures to be taken for both students and staff members in the form of action points. The Executive Board realizes that the growing importance of English has consequences for many staff member and, therefore, offers a number of facilities best described as the *encouragement, support, and compensation program* during the next two years. Obviously, these measures have financial consequences, which have been mapped out in the financial paragraph (not included in this appendix).

Measures and actions
In this paragraph, all the measures resulting from the language policy have been summarized including actions to be taken and the division/unit responsible for the actions. In the paragraphs below measures for both students and for staff members will be discussed.

Measures for students
Student language requirements
1. International students who want to study at Tilburg University need to have a sufficient level of English. Language requirements for study programs, before as well as after admission, should be clear, logical and consistent. There should be clear communication about these requirements. The same applies for language requirement for outgoing exchange students.

Action 1a: As of October 2016, language requirements for international students have been harmonized and published on the website. These requirements, as well as the use of tests to determine whether the requirements are met, will be evaluated on a regular basis. (Responsible: International Office)

Action 1b: As of October 2016, general requirements for outgoing exchange students are available on the website. (Responsible: International Office and Language Centre)

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Language Skill paths
2. Every education program should have a language skill paths. This will not be a separate
path, but an integral part of the skills. Dutch language programs can focus on academic Dutch, while English language programs can focus on improving academic English. The choice of this skill paths should be well substantiated, and should not be coincidental.

Action 2: As of September 2018, the schools will have implemented the Tilburg University Education Profile in which Dutch and English language skills are included in the 12 ECTS skills program (generic skills). (Responsible: Schools as part of the implementation Education Profile, to be decided in December 2016).

Intercultural Competences
3. Intercultural competences should get a place in the education programs as part of the 21st Century Skills (when the implementation plan of the Tilburg University Education Profile will be adopted).

Action 3: As of September 2018, the school will have implemented the Tilburg University Education Profile in which intercultural communication skills are included in the 12 ECTS skills program (generic skills). (Responsible: Schools as part of the implementation Education Profile, to be decided in December 2016)

Measures for staff members
Staff language requirements
4. The Tilburg University language policy will be integrated in the following HR instruments: Recruitment & Selection process, Result & Development interviews and the training and development programs.

Recruitment & Selection
Language criteria should have a more prominent place in the Recruitment & Selection process. New employees' language level will be assessed by the Language Centre after having been appointed. If the required level is not reached, the employee and supervisor, together with HR, draw up a targeted, tailor-made action plan to improve the language

level (based on the advice from the Language Centre).

Result & Development interviews
Monitoring and evaluation of the English language skills will be part of the Result & Development interview. For this purpose, a new impulse will be given to the requirement (since 2007) of every staff member to take the English Language Assessment. It is expected that 200 staff members will take the assessment per year for the next two years. The costs will be €30,0004 per year (calculation not included in this appendix).

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Training and development programs
The supervisor will get access to the results of the English language assessment in the employee portal (E-HRM). Based on these results, the employee and the supervisor will draw up a tailor-made action plan for achieving, improving, or maintaining the required level. It is expected that 100 staff members will participate in an English training program
per year for the next two years. In the encouragement, support, and compensation program a maximum of €450 will be made available for each staff member to pay for the costs Additional costs will be paid for by the unit or division. The costs will be €45,000 per year for the next two years (calculation not included in this appendix).

Action 4a: HR will add the required language level to the Recruitment and & Selection process. (Responsible: HR and LC)

Action 4b: HR, together with the LC, monitors the participation of all new tenured staff members in the English Language Assessment. (Responsible: HR and LC)

Action 4c: Every tenured staff member, who has not done so yet, needs to take the English Language Assessment. The results will be discussed with the supervisor. Total costs (including action 4b) are €60,000 for the assessments over the next two years. (Responsible: HR, supervisors, LC)

Action 4d: HR will develop an application for supervisors to get access to the assessment result within the existing employee portal. (Responsible: HR and supervisors)

Action 4e: HR will add the monitoring and evaluation of the English level as part of the Result & Development interviews. Within TLS international tenured staff will need to learn Dutch. (Responsible: HR)

Action 4f: Staff members who do not have the required level will, draw up a tailor-made development and training program with their supervisor, searching for the best suitable providers. €90,000 will be made available for the next two years for staff members to improve their level of English. (Responsible: HR and LC).

5. Although the current language levels per job category are sufficient, the required language levels may vary per function and place in the organization. For instance, writing skills will become more important for the policy advisors. For faculty who are active in a mainly Dutch language science field a lower level of English might suffice. Furthermore, a staff member may be required to reach a C1 level within his/her category, but presently needs to function at a higher (or lower) level. For each case, the supervisor, possibly with the advice from HR, can decide which level is required for this position and place in the organization. For this purpose, a tailor-made plan for training and development is drawn up, or a dispensation can be granted, e.g. to a native speaker.

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Action 5: HR has an overview of the required language levels per job category. Individual cases for whom these levels do not apply (higher or lower) or for whom an assessment is not required (e.g. native speakers) may fall into another language level category or receive dispensation. A proposal for criteria for dispensation will be written. (Responsible: HR).

6. All international tenured and non-tenured staff and PhD-students (including international scholarship PhDs 7) will be encouraged and facilitated to learn Dutch as a second language (giving them the opportunity to reach at least level A18). Based on the experiences during the project International Campus it is expected that 50 international staff members will take a Dutch course per year. The Executive Board will make €34,000 available for this purpose on an annual basis. These are structural costs, as the influx of international staff will continue.

Action 6: International staff will be facilitated and encouraged to learn Dutch as Foreign language to reach level A1 (a semester course). (For tenured international staff within TLS: learning Dutch is mandatory.) (Responsible: HR and LC).

Memoranda, (board) meetings, official events, and social interaction
7. Memoranda and other formal documents that are part of the central administrative process are written in English. The only exceptions are those documents required to be in Dutch, for example by Dutch law or financial reports (e.g. annual report, budget and TMP). A summary in English will not be enough. With regard to memoranda and formal documents at school level schools will decide whether these should be written in English or Dutch. In case a translation is necessary, the division or school offering the document will (eventually) pay for the expenses. As part of the *encouragement, support, and compensation program,* the Executive Board will partially compensate these expenses by paying 50% of the translation costs for the next two years (2017 and 2018). Since 83% of the support staff passed the assessment and, therefore, should be able to write memoranda in English, the translation costs of the administrative processes are expected to be €100,000. The Executive Board will make €50,000 per year available for the next two years. Translations will still be outsourced. Every six months, an evaluation will take place to see if translation costs have increased to such an extent that more funding is necessary and evaluate/decide whether or not a TiU translation service is cheaper. To encourage and support (policy) staff, the Executive Board will provide a free editing/correction service available for the central administrative processes (not academic papers). This will be a structural service and aims to be more than just a correction/editing service. Feedback and the learning process (individual tutoring and workshops) are part of the editing/correction service. This is in line with the university being a learning institution. Expected cost are €82,8009 on a yearly basis.

Action 7a: As of 1 January 2017, staff members are encouraged to write memoranda and other formal documents (or PowerPoint presentations) as part of the central administrative process in English. As of 1 September 2017, this will be required. (Responsible: TiU policy staff).

Action 7b: The Executive Board will compensate 50% of the translation cost during 2017 and 2018. Estimated costs: €100,000 for 2 years. (Responsible: Executive Services).

Action 7c: Every 6 months an evaluation will take place to evaluate compensation costs and decide whether a TiU translation service is cheaper. (Responsible: Finance and Language Center).

Action 7d: The Executive Board will appoint an editor/corrector as of 1 January 2017. The editor will be positioned in the Language Center. (Responsible: Language Center).

8. As stated above, inclusion is essential which means that meetings and official events will be in English (unless everyone present speaks Dutch). In order to ensure the quality of the discussion during council and committee meetings, Dutch and/or English may be spoken. This means that an interpreter will be available for council meetings at the request of the members (costs €14,000 per year).

Action 8a: The language spoken in board meetings and official events will be in English unless everyone present speaks Dutch. (Responsible: every staff member (and student), change in the Code of Conduct, see point 9).

Action 8b: An interpreter will be hired for committee and council meetings. (Responsible: Office University Council)

9. In social interaction, the golden rule is inclusion. One should check if people understand each other. If not, in the presence of a non-Dutch speaking colleague (or student), the group should switch to English.

Action 9: The TiU Code of Conduct will be adapted accordingly. *(see annex 1)* (responsible: Marketing & Communication)

Annex 1 in appendix 6: Adaptations to the Code of Conduct.
Page 15 Respect
We can function well only if we respect each other. We must therefore recognise the value of others (both within and outside the university community), respect their freedom, and refrain from causing them unnecessary harm. An example: the university demonstrates respect by involving staff and students in any decision-making processes that are relevant to them, taking into account cultural diversity, and thus promoting their independence and personal development. In social and professional interaction, we check whether everyone speaks the same language. If not, the group switches to English, inclusion being the golden rule.

Page 19 Respect
Respect takes centre stage in the contacts between students and staff at the university. It is expressed in, among other things, the style, tone, and forms of address in e-mails and direct contacts. Respect is also shown in the mutual contacts between students. In social and study related interaction, we check whether everyone speaks the same language. If not, the group switches to English, inclusion being the golden rule. Students are prepared to help each other, but do so in a way that maintains the independence and added value of others. They refrain from behaviour that takes place at the expense of fellow students and affects the quality of teaching. They respect each other's property and avoid verbal or physical violence, discrimination, or intimidation.

(source: University Council, 2017)

ANGLICISATION OF HIGHER EDUCATION IN THE NETHERLANDS

Appendix 7: Code of Conduct for the Language of Instruction Tilburg University

The Executive Board adopted the Code of Conduct for the Language of Instruction (hereinafter: the Code of Conduct) on FILL IN for the purpose of implementing the provisions in Section 7.2 under c. of the Higher Education and Research Act (WHW). The Executive Board of Tilburg University,
whereas

- Tilburg University, in view of the need for its students to possess international and intercultural skills on graduation to enable them to function on an increasingly international labour market, provides Dutch and international students with an international learning environment;

- Section 7.2 of the WHW provides that courses must be given and examinations taken in Dutch, and that, in departure from this, under c. of this provision, exceptions are possible in accordance with a code of conduct adopted by the university board;

adopts the following Code of Conduct which is applicable to all Bachelor's and Master's Degree programs of Tilburg University that are included in the Central Register of Higher Education Programmes (CROHO):

Article 1 By way of a decision made by the Dean - and subject to advice from the applicable participation bodies - instruction can be given and examinations administered in a language other than Dutch if the specific nature, structure of quality of the teaching, or the origin of the students necessitates this.

Article 2 In the Teaching and Examination Regulations (TER) of the programs to which this relates, the language or languages are included in which the teaching and administration of examinations takes place.

Article 3 The following conditions apply to the Bachelor's Degree Programs:
3.1. The Bachelor's Degree Programs will be taught in Dutch.

3.2. Departure from paragraph 3.1 is possible – subject to inclusion in the TER and statement of the reasons for doing so.

3.3. The TER regulates the language proficiency requirements to be set for students of the program referred to in paragraph 3.2. The required level at the start must not be higher than that of the final pre-university education examinations in the relevant language.

Article 4 The following conditions apply to the Master's Degree Programs:
4.1. Master's Degree Programs will be taught in Dutch or English.

4.2. If the Master's Degree Program is taught in English, this decision - subject to inclusion in the TER - must be reasoned.

4.3. The TER of the Master's Degree Program concerned must also state the entry requirements in relation to the language used. The required level at the start must not be higher than that of the final pre-university education examinations in the relevant language.

Article 5 Within the faculty, the Dean is responsible for an appropriate language level of the staff charged with teaching the Bachelor's and Master's Degree Programs in the language used according to the TER.

(Source: University Council, 2018)

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Appendix 8: Exam and Education Regulations (EER) regarding language of instruction education programmes at Tilburg Law School

Bachelor programmes:
Article 5a – Language of instruction
1. The language of instruction in the Bachelor's programmes is Dutch.
2. Notwithstanding the provisions of paragraph 1, one or more courses that are part of the programme may be taught in English.
3. The languages of instruction in the pre-Master's programmes are Dutch and English, depending on the courses that are part of the programme.

Master programmes:
Article 7.1.1 – Language
The language of instruction in the program is Dutch. However, one or more programme courses may be taught in English

Note: Article 7.1.1 applies to the master programmes Tax Lax; Business Law; Dutch Law

Article 10.1.1 – Language
Given the nature of the International and European Law program (the curriculum focuses on international, European, cross-border and comparative aspects), and the target group (students from different countries), the language of instruction for the program is English.

Note: Article 10.1.1 applies to the master programmes International and European Law; International Business Law; Environmental Law; Law and Technology; Victimology and Criminal Justice; International Business Taxation; Labour Law and Employment Relations (Social Law and Social Politics); International and European Law

(Source: Tilburg Law School, 2019)

ANGLICISATION OF HIGHER EDUCATION IN THE NETHERLANDS

Appendix 9: Topic list interview English

Topic guide research regarding anglicisation of Dutch higher education

1. Introduction
Research aim
The aim of this research is to gain insight in the attitude of students towards the topic 'anglicisation of higher education'. This research is input for my master thesis regarding the master 'Management of Cultural Diversity'.

Information research
The interview will take no longer than half an hour and this will be completely anonymous. Your participation is voluntary and there are no negative consequences if I want to opt out during the interview. If you have read and signed the informed consent file we can start this interview.

2.Background
Personal details
Which study programme are you currently enrolled at?

- *in case of a master student*: What is your prior level of education before you entered this programme?

- *in case of a bachelor student*: what was your level of secondary school?

What is your nationality?

What is your mother tongue (indigenous language)?

Did you have to take an English language test (e.g. TOEFL, IELTS) to be admitted to a TLS programme?

Can you tell me whether or not you have experienced any difficulties regarding passing these tests?

3.Attitute towards anglicisation
Language of instruction
What is the language of instruction in the programme that you are following?

Can you tell me whether or not you have experienced or are experiencing any difficulties in following instructions in this language?

for example in groupwork or you can understand the lecture?

- *in case master students*: did your bachelor incorporate another language of instruction

than is applied in the master that you are following at the moment?
Can you elaborate upon the transition from the bachelor to the master in terms of language of instruction?

- in case bachelor students: Can you please elaborate upon the transition from your secondary school level to higher education level in terms of language of instruction?

Can you please elaborate upon whether or not you think the language of instruction of your education programme suits the content of the programme?

Can you please describe the way you communicate with fellow students during lectures or during group work and whether or not the language of instruction has an impact on this?

What is your general opinion towards the anglicisation of Dutch higher education programmes?

Language skills
Can you please explain to me whether or not you follow or have followed an English additional language course (at the language centre) to enhance your language skills and why you or why not?

Can you please elaborate upon whether or not you take or have taken a Dutch language courses during your studies?

Given the fact you follow higher education in a different language of instruction than your mother tongue, is there an impact on developing your language skills of your own language?

Are there any other issues regarding this topic that you would like to discuss with me that functions as input for my research?

4. Conclusion
I want to thank you for your time and participation in my research. In case you have any questions or if you are curious about the results of the research you can always contact me. You can find my e-mail address at the bottom of your informed consent form. Thank you!

ANGLICISATION OF HIGHER EDUCATION IN THE NETHERLANDS

Appendix 10: Topic list interview Dutch

Topic guide onderzoek omtrent verengelsing van hoger onderwijs

1. Introductie
Doel onderzoek
Het doel van dit onderzoek is om inzicht te krijgen in hoe studenten tegenover het onderwerp 'verengelsing van het hoger onderwijs' staan. Dit onderzoek dient als input voor mijn master scriptie omtrent de master 'Management of Cultural Diversity'.

Informatie onderzoek
Het interview zal niet langer dan een half uur in beslag nemen en verloopt geheel anoniem. Als je niet wenst deel te nemen aan dit interview dan laat je deze pagina leeg en informeert u de onderzoeker dat je niet wenst deel te nemen aan het onderzoek. Jouw deelname zal dan worden verwijderd. Wanneer je de geïnformeerde toestemming hebt gelezen en ondertekend kunnen we het interview starten.

2.Achtergrond
Persoonlijke informatie
Welke opleiding volg je momenteel?

Wat was je vooropleiding voordat je werd toegelaten tot de opleiding die je nu volgt?

Wat is jouw nationaliteit?

Is Nederlands jouw moedertaal?

3.Attitude tegenover verengelsing hoger onderwijs
Instructietaal
Wat is de instructietaal die wordt gehanteerd in jouw opleiding?

Kan je me uitleggen of je al dan niet enige moeilijkheden ondervindt in het volgen van hoger onderwijs in deze instructie taal?

- bijvoorbeeld met betrekking tot groepswerk, het volgen van de colleges, etc.

- *voor master studenten*: hanteerde jouw bachelor een andere instructietaal dan de master die je op het moment volgt?
Hoe was de doorstroom van de bachelor naar de master omtrent de instructietaal?

- *voor bachelor studenten*: Hanteerde jouw middelbare school een andere instructietaal dan de bachelor die je op het moment volgt?
Hoe was de doorstroom van de middelbare school naar de bachelor omtrent de instructietaal?

Kan je mij vertellen of je de instructie waarin jouw opleiding gegeven wordt al dan niet aansluit bij de bij de inhoud van de studie?

Kun je een beschrijving geven over hoe je met mede studenten communiceert in colleges of groepsopdrachten en of de instructietaal daar al dan niet een invloed op heeft?

Wat is jouw algemene mening over de verengelsing van Nederlands hoger onderwijs?

Taalvaardigheden
Kan je mij uitleggen of je al dan niet een impact ondervindt op het ontwikkelen van je Nederlandse taalvaardigheden gegeven het feit dat je een opleiding in een andere instructietaal volgt dan het Nederlands.

Kan je mij vertellen of je al dan niet een Engelse taal cursus gevolgd hebt of volgt (aan Tilburg talencenter) om je Engelse taalvaardigheden te verbeteren en waarom je dit wel of niet doet?

Zijn er nog dingen die je omtrent dit onderwerp met mij wilt delen die mogelijk interessant kunnen zijn voor mijn onderzoek?

4. Conclusie
Ik wil u graag bedanken voor je tijd en deelnamen. Indien je nodig vragen hebt of geïnteresseerd bent naar de resultaten van het onderzoek dan kan je me altijd contacteren. Onderaan het geïnformeerde toestemming formulier staat mijn e-mail adres die je kunt gebruiken hiervoor. Bedankt!

ANGLICISATION OF HIGHER EDUCATION IN THE NETHERLANDS

Appendix 11: Topic guide lecturer

Topic guide onderzoek omtrent verengelsing van hoger onderwijs

1. Introductie
Doel onderzoek
Het doel van dit onderzoek is om inzicht te krijgen in hoe studenten en docenten tegenover het onderwerp 'verengelsing van het hoger onderwijs' staan. Dit onderzoek dient als input voor mijn master scriptie omtrent de master 'Management of Cultural Diversity'.

Informatie onderzoek
Het interview zal niet langer dan een half uur in beslag nemen en verloopt geheel anoniem. Als je niet wenst deel te nemen aan dit interview dan laat je deze pagina leeg en informeer je de onderzoeker dat je niet wenst deel te nemen aan het onderzoek. Jouw deelname zal dan worden verwijderd. Wanneer je de geïnformeerde toestemming hebt gelezen en ondertekend kunnen we het interview starten.

2.Achtergrond
Persoonlijke informatie
Waar heb je zelf gestudeerd en in welke taal was dit? Is Nederlands jouw moedertaal? Waar ben je gepromoveerd en in welke taal was dit?

Aan welke faculteit en onderwijs programma geef je les?

Hoelang geef je al les aan Tilburg University?

Welke functies heb je nog meer binnen de universiteit?

3.Attitude tegenover verengelsing hoger onderwijs
Instructietaal
Wat is of zijn de instructietaal of talen waarin je les geeft?

Heb je een taaltoets voor medewerkers moeten afleggen om docent te zijn aan Tilburg University?

Kan je me vertellen of de instructietaal al dan niet een invloed heeft op de communicatie tussen jou en de studenten?

Kan je me vertellen of de instructietaal al dan niet een invloed heeft op de integratie van studenten onderling voor zover je zicht hierop hebt in de programma's waarin je les geeft?

Merk je dat studenten in de master programma waarin dat jij les geeft verschillende niveaus van Engels beheersen? Hoe ga je als docent hiermee om in bijvoorbeeld het beoordelen van examens of opdrachten?

Mening

Hoe heb jij de verengelsing van hoger onderwijs meegemaakt als docent aan Tilburg University?

Hoe sta je zelf tegenover de verengelsing van hoger onderwijs in het algemeen in Nederland? Om even een beter beeld te schetsen in 2019 zijn 23% van de bachelors aan universiteiten Engelstalig en 74% van de masteropleidingen Engelstalig volgens de gegevens van de Vereniging van Universiteiten

Hoe sta je tegenover de verengelsing van opleiding die aan worden geboden door TLS?

Zijn er nog dingen die je met mij wilt delen omtrent het onderwerp verengelsing van hoger onderwijs die je te binnen schieten die interessant kunnen zijn voor mijn onderzoek?

3. Conclusie
Ik wil u graag bedanken voor je tijd en deelnamen. Indien je nodig vragen hebt of geïnteresseerd bent naar de resultaten van het onderzoek dan kan je me altijd contacteren. Onderaan het geïnformeerde toestemming formulier staat mijn e-mail adres die je kunt gebruiken hiervoor. Bedankt!

ANGLICISATION OF HIGHER EDUCATION IN THE NETHERLANDS

Appendix 13: codebook student transcripts

Table 3: *Codebook student transcripts*

Codes	Description	Examples (exact quote)
General attitude towards anglicisation higher education programmes	Participants were asked about their opinion about anglicisation of Dutch higher education programmes and programmes at Tilburg University/Tilburg Law School	'Misschien beter is dan om twee opties aan te bieden net als wat ik net noemde bedrijfseconomie en dan kan je ook kiezen voor IBA (international business administration) nou dan doe je eigenlijk gewoon hetzelfde maar dan kan je al wel echt een beetje en beslissing maken van wil ik uhm wil ik uhm in internationale bedrijven werken of wil ik meer in Nederlandse bedrijven werken later. Dus dan heb je echt de keuze dus ik denk als ze dan de keuze voor personeelswetenschappen dan hadden gehad dat dan echt HR studies of personeelswetenschappen aanboden als de bachelor dat ik wel gewoon voor de personeelwetenschappen opleiding was gegaan (Carlijn)'
		'ja de naam van de opleiding 'personeelwetenschappen' zegt natuurlijk al het is gewoon Nederlands maar dat bleek dus niet zo te zijn…hmm nee ik denk uhm niet dat ik daardoor niet de studie niet had gekozen als het allemaal van te voren wist (Carlijn)'
		'Met deze master dan zowel in het buitenland als in Nederland gaan werken maar ja voor mij is het niet per se 'van toegevoegde waarde omdat ik toch wel in Nederland wil blijven werken… althans er zijn wel veel Nederlandse bedrijven waar wel veel Engels wordt gesproken dus wat dat betreft heeft het dan wel toegevoegde waarden, maar of dan alle vakken per se in het Nederlands of in uhm in het Engels gegeven zouden moeten worden ja daar heb ik wel mijn twijfels bij (Carlijn)'
		'Ik vind het gewoon een voordeel want uhm heel veel Nederlanders uhm ja in het algemeen kunnen redelijk goed Engels (Daniel)'
		'Nederlands is niet vaak een taal die buiten de grenzen van Nederland vaak wordt gesproken dus uhm ja als Nederlanders zowel in Nederland als in het buitenland de optie willen hebben om te gaan werken is het wel goed om

ook een opleiding te hebben die Engelstalig is want daar kan je hele wereld overheen (Daniel)'

'Dus uhm je kan wel zeggen ja het is misschien in het nadeel van Nederlanders dat ze ineens in een andere taal moeten gaan studeren maar als je denkt hoe groot de wereld is en je weet niet wat voor toekomst je zou hebben… dan is een Engelstalige opleiding uhm wel handig (Daniel)'

'Waar het probleem ligt met de verengelsing van Nederlandse opleidingen is op de lagere niveau op de bachelor niveau uhm op de hogeschool niveau uhm dan snap ik het wel, want dan is die schakeling van middelbare school naar uhm universiteit of hogeschool dan is die wel een grotere stap (Daniel)'

'Wat ik vind uhm die universiteiten proberen te doen is wat meer buitenlandse studenten te krijgen want buitenlandse studenten meer buitenlandse studenten uhm uhm buiten Europa die betalen vier vijf keer zoveel als de Nederlandse student. Dus hoe meer opleidingen die in het Engels kunnen aanbieden hoe meer de kans dat je die soort studenten aantrekt naar je universiteit en hoe meer geld die universiteit gaat verdienen. Dus in die zin is het meer een zakelijke keus dan iets anders maar voor zeg maar de Nederlandse samenleving is wel frustrerend en dat dat daar ligt het probleem (Daniel)'

'Dus ik denk uhm het moet het is wel goed dat je Engelse opleidingen aan bied maar uhm wat meer rekening houden op welke niveau je het doet en uhm als dat zeg maar in balans is met hoeveel Nederlandse opleidingen je aanbied (Daniel)'

'Het is meer van uhm als je opties wil geven voor een Engelstalige studie dan ik liever meer die optie voor zeg maar op de hoogste niveau op de master niveau (Daniel)'

'Ja die niveau want dan heb je zeg maar al je basis dan kun je moet je en kun je gewoon doen in je moedertaal dat vind ik wel belangrijk (Daniel)'

..'De basis dat je krijgt voor een bachelor die moet je wel kunnen volgen in je moedertaal… want die basis als je die hebt is het makkelijker om te schakelen om te zeggen van oh ja uhm uhm personeel management oh ja in het Engels dat is human resource management snap je (Daniel)'

'Dus daarom zeg ik als iets in het Engels wordt aangeboden dan de bedoeling moet wel zijn het is meer een gebied voor een internationaal gerichte carrière (Daniel)'

'Ja maar uhm het hoeft niet zeg maar op dezelfde hogeschool of dezelfde universiteit maar dan is dat zeg maar in die stad of die regio er zijn wel genoeg van die studies aangeboden worden in de Nederlandse taal. Dat is zeg maar een compensatie voor alle onderwijs in die regio om te zeggen nou ja wij willen ook wel wat opleidingen in het Nederlands aanbieden uhm in het Engels aanbieden dan oké welke opleidingen willen jullie in het Engels aanbieden. En dan kun je beetje een balans creëren. Van oké dit soort van deze drie hogescholen heb je bedrijfskunde in het Engels maar bij die andere drie hogescholen heb je bedrijfskunde in het Nederlands. In die soort van zin dan creëer je uhm een gebied waar je zeg maar uhm in beide talen dezelfde studie kan volgen (Daniel)'

Je kunt niet alleen oké we gaan meer geld verdienen ja prima maar dan heb je een heleboel uhm Nederlanders die misschien niet zo goed Engels kan maar wel verder in hun opleiding willen gaan in het eigen land en dat kan niet als je daar zeg maar een soort van blokkeer ga doen. Dan ja dat is niet goed voor de Nederlandse samenleving in het algemeen. Het is wel daarom denk ik iets dat die regio's met elkaar moeten bespreken van oké zoveel uhm studies willen we in het Engels als Nederland aan te bieden en dan uhm ja onderhandelen welke ja universiteit die studies gaat geven en dan zorgen dat daar dan een goede balans is en dan is het probleem ja wat minder erg (Daniel)'

'Ik had wel eerder gezien dat dit eerder zeg maar wordt misbruikt door meer van die rechte partijen om te zeggen van ja Nederland kijk wat gebeurd er met ons land dan

verliezen we cultuur en dingen. Uhm ja ik vind het wel een beetje belachelijk dat er zo ver wordt gegaan'

'Er zit heel veel in zeg maar in de top 10 top 20 of top 100 van Europa van de hele wereld van ja een heleboel richtingen van rechten van water management van allerlei dingen en als je die soorten opleidingen in het Engels kan dan kan je die kennis over de hele wereld toe brengen in plaats van ja nou ja we hebben het goed in Nederland en dan is het prima. Ja snap je dus dat vind ik wel een beetje jammer dat mensen zien het als een dreiging voor hun cultuur en ook voor onderwijs in het algemeen in het Nederlands maar ja van de andere kant ik snap het wel daarom zeg ik het moet wel een balans zijn want het evenveel van beide kanten belangrijk. Vooral als je van de middelbare school komt je moet het gewoon in je eigen taal kunnen volgen want die stap van middelbare school naar universiteit of hogeschool is al groot genoeg (Daniel)'

'…Gewoon dat je wereldwijd kan zoeken van waar wil ik mijn verdieping hebben en zo zie ik het ook met de internationale studenten die hier een master doen die komen echt omdat ja masters die zijn zo specifiek en daarom heb je er ook zoveel. En uhm daarom kan je als je in de hele wereld kijkt van owh dat onderwerp vind ik interessant dus maar dat geven ze ook alleen maar daar (Rosanne)'

'Terwijl bij bachelors het is veel meer algemeen en dat zul je veel meer in elk land wel een variant van hebben. Dus ik vind het voor masteropleidingen juist heel goed, want het onderwerp dat je als master aanbiedt is misschien wel heel uniek of dat heb je maar heel weinig in de wereld en dan vind ik ook dat mensen uit een land zonder zo'n opleiding die kansen moeten hebben (Rosanne)'

'Qua bachelor uhm nee vind ik dat een beetje tegenovergestelde als jij toch een bachelor in het buitenland wilt doen dan moet je toch ook rekening houden dan ben je er toch een aantal jaar dus dan zou je ook wel de moeite moeten nemen om de taal te leren anders dan blijf je ook een beetje in zo'n bubbel zitten weet je wel. Ik zou geen drie jaar in Italië willen wonen zonder Italiaans te spreken laat ik het zo zeggen (Rosanne)'

'Het is wel zo dat er zijn nog steeds mensen die dat niet hebben waar het kwartje niet valt die het gevoel niet hebben … je staat toch wel echt met één nul achter als je dat dus niet hebt want er wordt maar vanuit gegaan dat je goed bent in Engels en alles is Engels tegenwoordig… Stel je nou eens voor dat bijna alle masters in Nederlands in het Duits waren ja ik zou daar echt niet blij van worden ik zou echt op zoek gaan naar een Nederlandse master en dan word je zo enorm beperkt uhm nog maar even de literatuur van ook bachelor studies even buiten beschouwing latend maar gewoon de voertaal ja dat wordt dan echt een probleem (Rosanne)'

'Aangezien we steeds meer globalisering in de wereld hebben vind ik snap ik dat er steeds meer Engels in voorkomt en dat het ook een goed ding is dat er meer Engels in voorkomt (Thijs)'

'Ik persoonlijk vind het een goede trend er zijn uiteraard studies die in het Nederlands moeten blijven zoals uiteraard Nederlandse letterkunde maar aangezien hoe we de concurrentie positie van Nederland moeten behouden snap ik dat alles in het Engels gegeven wordt (Thijs)'

'I hmm for me it's better because it gave me the opportunity to come here or otherwise I would have to learn Dutch but I would never be at a level that I could do a master in Dutch for instance (Alessandro)'

If you're studying in Dutch general course or in like in procedural law in the Netherlands then I don't think it will make sense that it is taught in English (Alessandro)'

'I came here to the Netherlands to do this master because it is very well recognised around the world because it is supposed to be one of the best in Europe so I think it makes sense for us to have this in English (Alessandro)'

'It is just a very good thing and I would it to be more like that everywhere around then around the world so yeah I like it to be more like that in Portugal as well (Alessandro)'

'Yeah I think yeah it makes perfect sense because for us we all our subjects is it is not like we're studying national law subjects or something like that. All the electives all the subjects are in like about the European Union law or more towards a globalised world because for our I don't know for every course we don't need have we just don't follow one what one country says or what the Netherlands is doing. It is all about what the rest of the world is doing and how is being seen around the world and especially we we don't very often have the same professor for the entire course (Alessandro)'

'I think uhm I think it's a good thing generally. Uhm and I think it is important for especially academia to be inclusive and diverse as possible uhm so I think that uhm anglicised education could come to the point that university system also keep its national character for national students and the possibility I think it's a good dependency (Kristof)'

'I think that based on the fact that of many of the readings that we do and the materials engaged are very very recent it might be hard to teach in Dutch because obviously I don't know for sure but I don't think that all that material would be available in Dutch (Kristof)'

'I would in generally say that it's obviously something that cannot be changed by coercion but uhm as inclusive and open as lectures and professors are towards international students yes I do feel that with Dutch students there is a tension with most Dutch students and they are not that open and active and engaging with international students I feel that in my study but I feel that in Vrijspraak (advisory body of TLS) too. So I think it is more of a general thing. I don't know what can be done about this it's obviously they're completely free to speak their own language I don't expect them to speak English to me it's weirder inside global law because I feel they intentionally to a

bachelor that focuses on an international classroom so there it is a bit strange to me if they want to stick with Dutch because they might as well have taken a Dutch bachelor (Kristof)'

'I think it's uhm I think it is something positive because I understand that I think communication in itself when we think about it is so underrated like the power of communicating because one would think that no like okay I am saying a b c another person do not interpreted in the same way as that person is communicating it so that's something very important and I think that is a variable that might influence it that is my opinion (Malika)'

'But uhm ja uhm I think a variable that might influence it is of course the cultural background (Malika)'

'I believe that the anglicisation more toward English the problems at the beginning something might be difficult but in the long term might be positive because it would be like a tool to uhm create a bridge between different cultures and creates a universal understanding without trying to uhm mimics a person's culture identity. I think because it is an academic level it doesn't really not influence you in another way you need to know English at school than outside school it is okay where you don't turn out but at least like you have like the instruments to be able to be there latter in the future with finding jobs and being okay with everyone else you know so you be more like globalised and internationalised (Malika)'

'The first thing that pops in my head is that it is a good policy to implement and it's been evidence based as well however to be able for this kind of thing to work such things as structure services provided by the university uhm for this to occur for more international people to be here not many they are not really good with to be able to prepare academic writing uhm to be able to have less problems expressing themselves at school at their friends have more possibilities also with integrating with people of a different background being able to stand there and experience each other's culture at a rather much seamless level because even though I feel that the whole going to be anglicised first come across as something oh it's difficult

and I think it's an obstacle I think it could be looked at as an opportunity (Malika)'

'If the person is able to meet the standard than yeah it has shown that it has worked out in the end that's fine they shouldn't put they shouldn't use standard to impose people to be able to have the opportunity to take a course in English… but I think the standards to enter is fine but it shouldn't be used as something to obstacle you for people getting an opportunity (Malika)'

'As an international I would think the same about Norway also I think internationalisation is good as long as it does not to a common expense of the ones who do still want to learn in their native language (Andreas)'

'Yeah well the anglicisation of higher education is quite a global trend right you see a lot of countries are uhm reforming their universities in order to attract more international student… And I think that idea is good in terms of because you in the US education has become somewhat of an export commodity… So they attract international students and I think the same for the Netherlands and they get funding for it… So it they get more students that pay more tuition and in that way for education for both the Dutch and the internationals since they have more funding uhm I think that is a very interesting development (Andreas)'

'I'm rather a globalist in that sense and migration is good and especially if students gain a higher education that's the type of migration that you would want migration that people come to a country and only work in low paid jobs might not be as beneficial but if you get a degree you're more likely to get a job and in that way you can contribute to overall welfare of a country (Andreas)'

'Thumbs up for international student mobilisation.. as long as it doesn't come as an expense of the students that are enrolled in the programmes themselves so in terms of the Dutch students they should have their say in how much they want to internationalise this so maintain the programmes that are taught in the native language or in

Dutch but maybe supplement with maybe international English taught bachelors (Andreas)'

'It's more international also uhm because uhm I mean Indian at least in India we know basic English uhm basic but uhm you I don't see uhm the problem if it's this course would have been in Dutch I would not have come here at all because I would not have understood what would have been taught so ja (Maya)'

'I think there is still there is still there is still uhm a lot of things which doesn't make sense… there are these press conferences which are happening by the prime minister of Netherlands… so I can't understand Dutch and that's a challenge… I mean there are English newspaper reports sure but then the feeling of or the emotion, not emotion I mean feeling yeah to get connected and to understand uhm I mean what is happening around in the Netherlands or something like that does not come first hand because I don't understand the language (Maya)'

I will say as a foreigner because I am a foreigner I would say very good because a few people can speak Dutch in the world. But I think the quality of education in the Netherlands is very high so I'm glad that the Dutch university could teach classes in English because that means I can enjoy the quality of education but I don't need to learn Dutch for it (Yawen)'

'Hmmm well you can see me my English even now is not very very good. I am far away from that. I think it is a good thing. I think if I can for example use the English in my first master degree I would speak it much better than now (Yawen)'

'Because my programme is international taxation law so at here we need to know the first priority is to know international taxation law and the second level is European taxation law. I think uhm especially for an international label we need to know the law in English because I think it is the most common language in the world. Ja so I think for English I mean this programmes given in English is good I think it suits (Yawen)'

Transition secondary school to bachelor in terms of language of instruction	Participants were asked whether or not they have experienced any difficulties in their transition from secondary education to tertiary education in terms of the language of instruction	'…vooral in het begin ja in mijn bachelor was het was lastiger om van de middelbare school dan alleen maar van alleen maar Nederlands naar bijna alleen maar Engels te gaan… maar verder nu in mijn master vind ik het niet per se heel moelijker (Carlijn)'
		'Uhm nee mijn ik zat op een internationale school dus mijn opleiding was ook in het Engels (Daniel)'
		'Nou ja onze Nederlandse rechtsgeleerdheid bachelor was voor ons het eerste ander half jaar in het Nederlands… Dus ja twee vakken in het Engels stroom je er geleidelijk in… Dus dan heb je niet echt heel veel last daar van (Thijs)'
		'It was not easy at first obviously I uhm it is one thing to learn English but it's another thing to study in English at lawful things that is uhm that's a language in itself but I think it uhm it's most reasonably okay and it I got help from the university they were really accommodating the first period of uhm they took it into considering that most students have never studies in English before (Kristof)'
		'so I found the change was big but it was mainly not because of the language because of the switch from the education type from the amount of time you spend in school because of those considerations (Kristof)'
		'It was more of a transition from English to Italian actually because I had never learnt Italian But ja it was just a matter of practice in the end because I do have a firm grasp of the English language because I learnt it for eighteen years so I almost consider it my mother tongue (Malika)'
		'As I had my exchange previously I already spoken English for quite a sometime before I started the bachelor (Andreas)'

'All of them were in English (Maya)' (secondary school and bachelor)

Transition bachelor to master in terms of language of instruction	Participants were asked whether or not they have experienced any difficulties in their transition from their bachelor to their master in terms of the language of instruction	'Uhm ja omdat ik het eigenlijk in mijn bachelor ook heel veel in het Engels gedaan heb in het Engels heb moeten doen kost het me nu niet heel veel meer moeite… (Carlijn)' 'Zoals ik al zei ik heb zelf niet heel veel problemen met Engels dus voor mij was dat niet zo heel erg wat uhm het grootste verschil was is vooral het aandeel internationale studenten waardoor ook de voertaal net wat tijdens de les met je mede studenten ook standaard Engels is ik denk dat dat vooral de grootste verandering was (Rosanne)' 'Uhmm, well uhm because I have the knowledge from the bachelor I have worked for maybe eight years and then I got the master in my working time I will use English I was speaking English I will use English so it's not like a suddenly transitioning in my environmen but I will try I will say okay this my first time to get in an environment which is in English totally (Yawen)' 'Nee ik heb altijd in het Engels gestudeerd (Daniel)' 'I think it was a bit easier for me because in my bachelor we had a lot of subject that were also in English… because I already knew I was coming to the Netherlands and that I was experiencing another programme in another language than I took all my electives in English (Alessandro)'

Difficulties in terms of language of instruction	Participants were asked whether or not they experienced any difficulties in following instructions in this language in their higher education programme(s)	'Ja nee uhm af en toe als ik een paper aan het lezen ben dan uhm moet ik natuurlijk wel eens een woord opzoeken ja op google translate of deepL, of ik weet niet wat jij gebruikt… af en toe een woord opzoeken maar niet dat ik uhm dat ik echt hele stukken niet begrijp uhm de docent ook niet begrijp als zijn aan het uitleggen zijn in het Engels (Carlijn)'
		'ik vond het dan wel interessant om dan meer naar Nederlands recht ook te kijken dus toen had ik arbeidsrecht ook gekozen om niet uhm niet echt onderdeel dan van onze master maar ik vond het gewoon interessant om te doen en dat was in het Nederlands en ik merkte dat wel dat ik uhm meer geboeid was in het vak (Carlijn)'
		'Uhm nee ik niet (Daniel)'
		'Soms is het ook gewoon handiger als de instructietaal in het Engels is is het handiger om ook gewoon in het Engels te communiceren want dan blijf je zeg maar in die denkmanier zodat als je zeg maar die opdracht moet uitvoeren (Daniel)'
		'Soms heb je bepaalde professoren die niet echt de Engelse taal op een echt hoog niveau beheersen dan is het nogal moeilijk om te volgen … maar in het algemeen als het gewoon op een normaal niveau van Engels gesproken wordt dan is het niet moeilijk te volgen voor mij (Thijs)'
		'Ik heb wel gemerkt dat bij ons op de universiteit aan TLS dat er nogal een hoop studenten zijn die niet Engels kunnen of bestuurskunde in het Engels en dan zich wel hoe noem je dat achter vallen op andere studenten die het wel kunnen bij vakken die in het Engels worden gegeven ook voor de algemene Nederlandse bachelor en die je dan moet helpen om bepaalde dingen te schrijven of om de stof goed te kunnen begrijpen en dat je dan eigenlijk moet gaan vertalen naar het Nederlands om het goed te kunnen volgen na de les'(Thijs)'
		'Uhm ikzelf niet ik uhm heb wat dat betreft best wel een talenknobbel en Engels is voor mij in ieder geval geen probleem (Rosanne)'

'No I think it is I don't know especially maybe it is for being in the Netherlands here but I mean English is so all around you it is much easier than just in the courses itself at first I think if I was here in Portugal I would have had more difficulties following the language because don't get used as much to the language but here it is just different because all my friends are from international friends so it is much easier to go from the friends environment than to the class environment (Alessandro)'

'Not really but I have been learning English for a very long time so that wasn't really an issue (Kristof)'

'No I don't think so not really (Kristof)'

'No but the problem like it's not the fact so the instructions and everything is in English however since my master course is quite new for three years almost ja I think this is the first year the change from Dutch to English uhm was not seamless… the problem is I didn't really know Dutch background of higher Dutch politics so it was in that sense it was not internationalised so I had to familiarize myself really… the majority is in English some text and some literature is in Dutch (Malika)'

'No as I had my exchange previously I already spoken English for quite a sometime before I started the bachelor but I see my fellow students having difficulties sometimes with some words (Andreas)'

Good, so I think uhm learning in English is not a problem…: but there are certain words that mean something different to me and mean different to you the context might be different I mean it is different I I I can see it when I write so certain things the topics that are in my head it's it's it's like a simple word can mean very differently… It is basically that culture gap uhm I think so it kind of that's the struggle in terms of understanding purpose and the doings who writes it and what does it mean uhm but uhm and also I think now we have moved to online education… but the problem is I still face difficulties in understanding I mean there is a difference in

accent as well (Maya)'

'Oh uhm during my master I mean in Tilburg at the beginning I think it is really hard because uhm first I think my English is not good attend to this English class (Yawen)'

'And I think you know that for the law for a legal programme it's harder ja it's harder than a normal programme than actually for a business programme I think for me that is for me (Yawen)'

'So at the beginning it is really hard I can hardly understand what the professor is saying I can understand a word I can understand the sentence but I don't understand why the professor say that what is the meaning and what is the connection for example between the professor give me an example and I don't know what the connection between the example and the principle so I need to spend a lot of time to uhm prepare before the class (Yawen)'

Communication	Participants were asked whether or not the language of instruction has an impact on the communication among students in the lectures and during group work or outside their study programme	'Ja het verschil is eigenlijk wel dat uhm bij personeelswetenschappen was iedereen iets meer ingetogen ook in de collegezalen en uhm nu in de master labour law zijn er gewoon heel veel internationale studenten die speciaal voor Nederland of ja voor deze master hebben gekozen en daar ook speciaal voor naar Nederland zijn toegekomen die zijn ook vaak heel enthousiast in de lessen en die willen ook wel hun verhaal doen en opmerkingen maken dan is wel veel meer interactie dan ik zeg maar gewend was van de bachelor personeelswetenschappen (Carlijn)'
		'Uhm tot nu toe nee niet uhm want uhm qua communicatie is dat ook een combinatie van Engels en Nederlands want het hangt van af welke student ik tegen spreek want met Nederlandse studenten spreek je sneller Nederlands dan met Engelstalige studenten spreek je natuurlijk Engels (Daniel)'
		'Ik snap wel dat als je een vriendschap aan wilt gaan dat het wat moeilijker is want je het is wat moeilijker dan je

Nederlandse taal maar om gewoon te converseren op een normaal niveau Engels is geen probleem (Thijs)'

'Ja ik merk toch wel dat mede studenten soms uhm wel wat moeite daarmee hadden en als zij moeite hebben met uhm vanuit communicatie perspectief als zij moeite hebben met zenden dan uhm is het ook als ontvanger soms niet helemaal duidelijk uhm ik merkte wel dat daar een groot verschil in zit tussen best wel mensen die uit Europa kwamen of van mensen die buiten Europa kwamen daar waren er ook een paar (Rosanne)'

'No I think it is pretty easy as well and I think it is since there is a required level of English to enter the master so it is easier for you so know that everyone is around the same level… everyone is at the same level and now even at the end of the year you can actually see that everyone actually have improved a lot (Alessandro)'

'But I think there is a majority of international students so sometimes when you have those announcements from the university and there is an announcement and that is only in Dutch everyone in our master in our Whatsapp group everyone has to be like okay please translate this because no one understands it and then there are like ten people who speak Dutch in our master or twenty people and then they're translating for instance now with the Coronavirus with the update from the prime minister there are only Dutch students who are translating at the same time as the minister is speaking and they are giving us the instructions on Whatsapp so I think that just translates how it important it is for English to be in an international master like this (Alessandro)'

'Uhm mainly yes obviously I can't completely generalise because there is some people whose English is not that great and I find it hard sometimes to communicate with them especially about those very complex legal topics uhm and another thing is that uhm there are a number of Dutch people in my study who I never in my life I had a conversation with because they are having conversation in Dutch in the back of the classroom so I can't really say how they are doing in English uhm but most of the time it is easy to get along. There are just certain nationality which I feel for some reasons maybe in education there

English is not that understandable I have this for example with Polish students (Kristof)'

'Yes so depending on their background and experience in English of course it is difficult for them I realised but uhm hmmm most of them are really have a background in public governance so public administration so uhm even though not being able to understand some of the exercises we're supposed to do like assignments and all of that in groupwork uhm they were able to follow because it is a matter of prior knowledge (Malika)'

'I think that there are quite some differences between students depending on where they are from… and how much experience they have in speaking English so uhm from the first year I think some students were having more troubles but then as they progress and they follow more courses in English usually it improves quite a bit and I'm in my third year now and most people communicate with me quite clear and they can express themselves well (Andreas)'

'At times at times you just like also I think there is a gap in communication what might be harsh well might not be harsh for me but might sounds harsh for someone pure like this is an example because I have seen of few cases here so ja but personally I think ja man. I think it's it's difficult understanding each other (Maya)'

'For groupworks which require a lot of communication question answers I think I I I I'm not that great in those areas I think I become very extreme and then I lose the sight of I forget that somebody else is listening to me or then I become emotional and then I just blab out things… I think it's a problem (Maya)'

'I think the major difficulty that uhm that I face is different things means differently and like there are two people who might be telling this thing but in different tones and the first impression that I get is shit there is a mismatch uhm but actually there might be a match because the head is in sync that's one of the struggles (Maya)'

'Ja ja ja that's a good question uhm I'm a little embarrassed by the first at the beginning we have the teamwork I mean for assignments so my classmates some of them will laugh at me because I cannot understand very well English I cannot understand totally and sometimes I am very confused to follow a person for example an Indian student. I cannot understand the English they are talking about even they try to slow down the speed of speaking I it is still hard for me to understand where they are talking about (Yawen)'

'Yes even one of them told me for example you should not join the winter course in Poland or you should not the boot camp because your English is not good enough, you should not. It would say well hahaha, yes but you know it's harsh and I'm criticised and yes I would say true especially in September august last year. Yes I think they are right (Yawen)'

English language skills	Participants were asked whether or not they follow an English language course to improve their language skills and why they did, do or did not	'Uhm nee geen cursus maar ik ben wel op exchange geweest voor een half jaar dus wat dat betreft heeft het voor het spreken heeft het wel echt uhm mijn Engelse spreekvaardigheid is wel door mijn exchange wel heel erg verbeterd, ja (Carlijn)'

'Alleen op de middelbare school heb ik Cambridge Engels gevolgd dat is het enige … je hebt gewoon een normaal Engels niveau en daarboven op kan je Cambridge kiezen… je krijgt een diploma (Thijs)'

'Nou ik weet wel dat de universiteit er aan zit te denken om Engels of Engelse lessen gaat introduceren voor Nederlandse bachelors in de nieuwe rechtsgeleerdheid bachelors omdat ze ook kunnen zien dat het een probleem is onder studenten en onder professoren ook (Thijs)'

'Nee nee maar dat is uhm dat is omdat ik dat eigenlijk niet nodig heb mijn taalniveau ligt dusdanig hoog dat ik daar geen behoefte aan heb (Rosanne)'

'I took a preparation for like one year before I started the master during my last year of university I did all weekends all Saturdays for hours a Saturday preparation course for that exam of English so it kind of helps me as well I mean you always get better in English it is not just preparation for the exam it is improving your overall level of English (Alessandro)'

'Yes there are two language courses … they are called linguistic and argumentation skills one and two and they are uhm sort of new 'ish' at this point but uhm they are provided by the language centre and uhm they are only passive they provide no credits it's just to improve the mainly legal English skills of the students in the bachelor (Kristof)'

'I learnt it for eighteen years so I almost consider it my mother tongue (Malika)'

'Jep uhm in the first semester we had some academic skills and techniques (Andreas)'

'No (Andreas)' [no other English course]

'Ja ja ja in Taiwan yes I will use an app to communicate with a foreigner to practice (Yawen)'

Dutch language skills development non-Dutch indigenous students	Non-Dutch indigenous students were asked whether or not they follow an English language course to develop Dutch language skills and why they did, do or did no	'Uhm hmm ja nou ja Nederlands is in eerste instantie niet mijn moedertaal dus dat is wel zo dat je wel moet vertalen of ja hoe zeg je dat in het Nederlands eigenlijk (Daniel)'
		No, I wanted too, I was signed up for one but I couldn't because of the master. I was actually signed up for one in the beginning of the first semester but I couldn't take it (Alessandro)'
		'I am taking my second Dutch course right now. Uhm provided by the language center so I'm that's all the language courses I took on extra…. because it just makes

my every day easier…. and I will be staying for my masters too so it would be nicer to be at least able to talk to the cashier or the old lady on the street or something like that (Kristof)'

'Absolutely I would love to learn it yes … well I would like to stay uhm so I would like to be able to integrate much easier uhm like with of course with people as well with Dutch people as well and I think by being able to express yourself in another persons' personal culture the language I think it's very it makes it easier to integrate with them because they were able you were able to relate to them (Malika)'

'I tried following Dutch courses… For one semester didn't really work out but uhm I didn't have the patience for that… I sort of regret that now I should have kept on with it and trying being more fluent in Dutch now my Dutch is very basic still… Ja I think that is a very good initiative from the university side offering language vouchers (Andreas)'

'I'm a bit intimidated uhm a new language and of course I don't know it's uhm I'm intimidated it's not that I don't have time like if I I mean initially I tried to learn from this app Duolingo basics but uhm well I just left and now I'm not working… I don't I'm too intimidated like if my friends teach me it's a different thing (Maya)'

'No, I would like to but it is really hard to register for Dutch class here. I really like to learn I do like to stay here I do like to work here so I need to learn Dutch but at the beginning of this semester I would have liked to register and I thought wow it's gone no position for me (Yawen)'

| Developing/maintaining indigenous language skills | Participants were asked whether or not the fact that they follow higher education in another language than their indigenous language has an impact in developing/maintainin | 'Uhm ja ik denk wel dat het een impact kan hebben, maar aan de andere kant er zijn nog wel veel Nederlandse professoren uhm bij ons op de opleiding en je weet ook wel van de meeste dat ze ook Nederlands zijn of internationaal zijn dus als ik communiceer met een professor dan uhm probeer je ook zoveel mogelijk goed Nederlands te verwoorden en met die professoren communiceer ik wel dan gewoon in het Nederlands via de mail bijvoorbeeld (Carlijn)' |

g language skills in their own language

'Ja de beheersing van het Nederlands over het algemeen verloedert wel (Thijs)'

'Soms uhm weet ik het woord niet meer en moet ik echt als ik thuis hier zit van nou ja hmm ik weet echt het Nederlandse woord niet meer ik ga nu wel het Engelse woord zeggen kun je het even voor mij vertalen naar de andere kant… soms ga je spreekwoorden of de manier van het zeggen van het Engels overnemen in het Nederlands. Dat is wel een probleem (Thijs)'

'Ik ben nu bezig met een Engelstalige scriptie die heel erg over Nederlands arbeidsrecht gaat en daar merk ik dat sommige vertalingen van begrippen zoals 'uitzendkrachten' en 'uitzendwerk' dat dekt de lading niet helemaal want je krijgt in het Engels krijg je dan 'temporary work agencies' en 'temporary workers' maar dat dekt de lading niet echt he het is de officiële vertaling maar het dekt de lading niet echt dus uhm ja dat soort dingen loop ik wel tegenaan maar verder niet echt (Rosanne)'

'Well it depends for instance it uhm work related matters it is difficult because I cannot find the words for it for instance on cybercrime you have studies cybercrime for a whole semester and you need to use the terms in English and now when I try to explain that to my friends here in Portugal or whenever they ask me something about it I cannot find the right terms in Portuguese because I only know the terms in English (Alessandro)'

'So sometimes it gets difficult but it is not that difficult I also speak to my friends from Portugal and I speak with them and almost every day I speak with my parents as well so yeah you get here and it is easy yeah. It is only one year master here as well so it wasn't sufficient time for me to go fully out of the Portuguese mother tongue so no I did not find so much difficult to come back and adjust normally to Portuguese (Alessandro)'

'When it comes to configuration at a formal level I think my Italian is still there… when it comes to a very informal

level I tend to be a little bit slower on that sense in expressing or finding the right word quickly (Malika)'

'I have no problem actually at an academically level because I practiced my Italian at an academic level more frequently than I did at a well more intensely (Malika)'

'Since I haven't had formal tests in Norwegian in quite a while I it's difficult to say objectively but uhm I think academic writing in English has probably gone past my Norwegian academic skills so a lot of the terminology I use uhm sentence structure grammatical errors. I think I'm more fluent in English than in Norwegian now (Andreas)'

'Yes uhm it does and I think uhm when I speak to my parents uhm it's always a mix of language it's never my mother tongue… I speak in Odia so but but then there are certain times uhm it's not strictly my mother tongue anymore like it's been sometime (Maya)'

'Let me put it this way I think there is a very less time that I speak to my parents and I think emotionally like the emotional part comes in my mother tongue… but when I'm speaking in English I'm more thoughtful (Maya)'

'Even I speak to my wife and my daughter ever day half an hour but I can feel my native language, the skill is decreased because sometimes I cannot identify the meaning of my wife message even not immediately sometimes I would read okay what would she like to say okay oh okay I got it so I can speak or responds at the message. So ja I think it is impacted from it (Yawen)'

'First for a foreign student I mean currently it should not be negative because I'm here because I would like to improve my English and I want to put myself into an English environment. So currently for a foreign student I don't think it is a negative impact. However, if I would like to stay here after graduation I will work uhm I think I need a person who can speak Mandarin or Taiwanese to me (Yawen)'

ANGLICISATION OF HIGHER EDUCATION IN THE NETHERLANDS

Appendix 15: Codebook lecturer transcript

Table 4: *Codebook lecturer transcript*

Codes	Description	Examples (exact quote)
General attitude towards anglicisation higher education programmes	Participant was asked about his opinion about anglicisation of Dutch higher education programmes and programmes at Tilburg University/Tilburg Law School	'Ja dat uhm ik sta er gewoon heel positief tegen over. Het is echt een manier waarin je bijvoorbeeld in vergelijk met dertig veertig jaar geleden veel meer verschillende uhm culturen uhm groepen uhm verschillende soorten mensen kunt bereiken en het werkt ook andersom dat je Nederland heel erg opent voor de wereld. Dus op het moment dat wij heel goed kunnen laten zien wat wij hier heel goed kunnen doen in een taal die heel veel mensen begrijpen dan kan het ook heel positief werken omdat mensen ons beter begrijpen dus over het algemeen ben ik ook gewoon een groot voorstander (Joris)'
		'Ik vind het gewoon het erg belangrijk dat er met zoveel mogelijk mensen gewoon en met zoveel mogelijk verschillende mensen samen kunnen werken op het gebied van onderwijs en uhm kennis delen en nou als je daar een gemeenschappelijk taal voor hebt dan werkt dat vaak het beste (Joris)'
		'Maar het hebben van een soort van lingua franca waarin iedereen uhm met elkaar kan praten is wel handig en het heeft mij in ieder geval persoonlijk ook met mensen over de hele wereld in contact gebracht en uhm natuurlijk een diepgang van communicatie creëert die uhm nooit zou kunnen hebben als je alleen maar uhm een klein beetje een woordje in een andere taal zou spreken (Joris)'
		'Aan de andere kant zijn er ook goede redenen om minderheidstalen een beetje te beschermen. Er kan heel veel culturele waarden in zitten. Dus je moet wel een beetje oppassen dat je niet uhm dat er niet teveel druk op anderen talen komt te staan omdat die heel waardevol kunnen zijn maar het is over het algemeen een goed idee dat steeds meer verschillende mensen elkaar kunnen begrijpen en effectief met elkaar kunnen communiceren denk ik (Joris)'

'Met die kleine kanttekening dat je voorzichtig moet zijn dat je minderheden en minderheidstalen goed moet beschermen omdat daar heel veel culturele waarden in kan zitten (Joris)'

Language of instruction	Participant was asked which language(s) he prefers in higher education programmes and why	'Het gaat om inclusiviteit en de taal is alleen maar een middel daarvoor daartoe… wat is de meest effectieve manier om te communiceren (Joris)'
		'Ja uhm dat hangt er een beetje vanaf. Het hangt van de inhoud van die master af… als jij een hele mooie master ontwikkelt die niet alleen heel relevant is voor alleen Nederlandse studenten dan vind ik het een uitstekend idee om die ook in het Engels te doceren (Joris)'
		'Voor de Nederlandse studenten zelf kan het natuurlijk wel zinvol zijn om al in een wat eerder stadium Engelstalige vakken te krijgen maar dan ook alleen als dat zinvol is zoals je bijvoorbeeld een vak krijgt bijvoorbeeld over uhm internationale betrekking dan zou het zinvol zijn om dat in het Engels te doen omdat dan literatuur dan ook in het Engels zou zijn (Joris)'
		'Het heeft natuurlijk geen zin om Nederlandse goederenrecht in het Engels te gaan geven aan een groep Nederlandse studenten… maar bijvoorbeeld Europees recht of internationaal recht daarvan kan het natuurlijk heel zinvol zijn om dat bijvoorbeeld ook deels in het Engels te doen (Joris)'

Communication	Participant were asked whether or not the language of instruction has an impact on the communication among students in the higher education programmes that he teaches at	'Uhm misschien een klein beetje maar wel steeds minder. Bepaalde invloed die je wel hebt is natuurlijk op het moment dat je in een situatie zit en dat is dan wanneer beide sprekers geen native English speakers zijn dan kan het wat lastiger zijn om te communiceren omdat bijvoorbeeld het niveau Engels van een student niet super hoog is en dat de enige taal is waarin je kunt communiceren (Joris)' 'In de communicatie probeer je sowieso wat rustiger te spreken en wat meer zaken op verschillende manieren dus met verschillende woorden hetzelfde uit te leggen zodat je wat beter kunt verifiëren of het echt uhm begrepen wordt wat je zegt (Joris)'

ANGLICISATION OF HIGHER EDUCATION IN THE NETHERLANDS

Integration students	The participant was asked whether or not the language of instruction has an impact on the integration among students in the higher education programmes that he teaches at	'Ja dat wisselt een beetje vaak zie je bijvoorbeeld dat aan een begin van een programma van een master programma of een begin van een cursus dat Nederlandse studenten toch nog een beetje bij elkaar zitten uhm en dan naarmate de cursus vordert dan trekken ze wat meer naar elkaar toe (Joris)'
		'Over het algemeen is mijn indruk van de studenten hier in Tilburg die internationale vakken volgen wel dat zij heel erg open staan om ook gewoon lekker te communiceren met uhm studenten die geen Nederlands spreken (Joris)'
Assessment of assignments and exams	The participant was asked whether or not there are differences in the English language skills among students and how he deals with this when he grades assignments and exams	'Je kunt natuurlijk studenten hebben die uhm uit Engelstalige landen of landen waarin het niveau van Engels heel hoog ligt bijvoorbeeld in Nederland of in Scandinavië of ja overal op de wereld zijn wel landen die ja waarin het niveau van Engels vrij hoog is. Je hebt ook landen bijvoorbeeld laten we zeggen China aangezien ongeveer één op de vijf mensen op deze wereld Chinees spreekt waarbij het natuurlijk minder relevant is om direct een hele goede kennis van het Engels te hebben en bovendien is die taal zo verschillend van onze Europese talen uhm dat dat af en toe wel lastig is (Joris)'
		'Ik heb daar met uhm de beoordeling van examens of papers uhm dan leg ik wat minder sterk de nadruk op uhm eventuele foutjes die er in de taal zijn gemaakt dan let ik wat meer op de inhoud dan wanneer ik bijvoorbeeld alleen maar Nederlandse studenten uhm heb die Nederlandse papers schrijven dan ligt daar iets meer ja dan moet je je taal iets beter in orde hebben (Joris)'
		'Ik wel ietsje uhm ik denk dat het meer tot een gelijkwaardige beoordeling leidt als je er rekening mee houdt dat het niveau van Engels van alle studenten niet hetzelfde is en dat dat ook niet hetzelfde kan zijn (Joris)'
Dutch language skills development of indigenous Dutch students	The participants was asked whether or not he thinks that anglicisation of higher education can have an impact on the development of Dutch academic	'Dat hangt er een beetje van af of je het als zwart wit verhaal ziet of als een beetje een grijs verhaal (Joris)'.
		'Kijk als je zegt vanaf nu krijg je al het onderwijs exclusief in het Engels dan zou je kunnen zeggen je bent nog aan het leren dus dan je schriftelijk of mondelinge uitdrukkingsvaardigheden die kunnen er onder lijden.

skills | Maar aan de andere kant, en daar zou jij misschien meer verstand van hebben dan ik, uhm is het denk ik ook zo door het leren van andere talen je eigen taal aan kunt scherpen dat het goed is om een beetje kennis te hebben van hoe andere talen in elkaar zitten en dat jou ook kunt helpen om juist je eigen taal meer machtig te worden (Joris)'

'Maar als je echt alleen al het onderwijs vanaf de middelbare school alleen in het Engels krijgt ja dan wordt het wel een lastig verhaal en ik denk dat is natuurlijk ook weer afhankelijk van je later als in je professionele leven wil gaan doen dat het ook vaak heel zinvol is om ook goede Nederlandse taalvaardigheden te hebben (Joris)'