Internationalization of universities
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Appendix A

A summary of social background of the countries included in this research

The Netherlands:

The Netherlands, owing to its location and its small size, has always been open to foreign influences (Gouldblom, 1967: 3). The Dutch language is the national language. The Netherlands is becoming increasingly multi-ethnic society. However, it is necessary for all immigrants to master the Dutch language if they wish to be integrated into the society. The educated Dutch, by virtue of the country's geographical situation, history and commerce, have long applied themselves to learning foreign languages, and one can expect to find proficiency in English, German, and French, in that order. The Dutch language is the medium of instruction in schools and universities. In the former time, secondary school pupils were required to pass in three foreign languages, English, French and German. Since 1970 only one foreign language was required, and more than forty percent chose English.

Considering international relations, the Netherlands was a founded member of the Council of Europe, NATO, Western European Union, OECD and its successor OECD, the European Communities and the United Nations Organisation and its agencies. The Dutch are anxious to keep Europe as open as possible, but safeguard their national identity (Holmes, 1983: 510).

Belgium:

Belgium is a relatively small country, but has wide variations in terms of language and relation. There is a linguistic frontier dividing the territory into two main parts: to the north, the Dutch-speaking region (Flanders), to the South, the French-speaking region (Walloon). In the eastern part of the country, there is also a small German-speaking region. French used to be the sole language in education. However, Flemings won concessions gradually, first in the primary education, and later in the secondary schools. At university level, the Dutch language has become the medium of instruction since 1930. Therefore, at present, the language of education is the language of the region. In the Dutch-speaking areas, Dutch is the medium of instruction, but either French or English is a compulsory foreign language at the lower stage of second level education. Many Flemings choose English rather French. In the French-speaking region, the choice of foreign language is between Dutch and English. In Brussels, the first foreign language has to be the other of the two national languages. Brussels is officially bilingual. In the international affairs, Belgium has been a founder member of the main international organisations including the United Nations and its agencies, OECD, the Council of Europe, the EEC, the Western European Union and NATO. However, Belgium's
membership of the EEC has had little influence on the country's education system (Holmes, 1983: 82).

Thailand:

Thailand has faced fewer of the strains of religious and linguistic divisions which have affected many other Asian countries. The Thai language predominates in both daily use and in education. Since Thailand has never been occupied by western countries, education in Thailand is free from colonial influences. However, the western models were imported and integrated into Thai educational system. The present day curriculum and system of assessment is closest to practice in the United States of America. The Thai language is the medium of instruction in schools and universities. The English language is an elective at all level of education. Thailand's foreign policy is based on the ideal of regional cooperation, which is realized through the Association of South East Asian Nation (ASEAN) and the South East Asian Ministers of Education Organisation (SEAMEO). After the Cold War, Thailand has attempted to increase more cooperation with the Indo-China countries, Vietnam, Cambodia and Laos.

Malaysia:

The population of Malaysia is multi-racial, multi-cultural, multi-religious and multi-lingual. The three main races in Malaysia are Malays, Chinese and Indians. Malays form a majority. Bahasa Maleyu (Bahasa Malaysia) is the national language of the country. It was declared the official language in Malaysia in 1967. In the effort to develop the national language, it has been made the main medium of instruction in schools and institutions of higher learning, as well as being the official language in government administration. While the national language is promoted by the government to foster national unity, the people are free to use their mother tongues. After independence, the language in education was gradually shifted from English to Bahasa Maleyu. At present, education at the primary level is provided in three language media - Bahasa Maleyu, Chinese (Mandarin) and Tamil. However, at the secondary and higher education, Bahasa Maleyu is the medium of instruction. English is taught as a second language. Malaysia has strong international relationships with Singapore, Thailand and the Philippines through the Association of South East Asian Nations (ASEAN), and the South East Asian Ministers of Education Organisation (SEAMEO). Furthermore, Malaysia has been developing closer ties with fellow Islamic nations (Holmes, 1983, and Husen, T. and Postlethwaite, N., 1991).

Singapore:

Singapore is a multi-ethnic, multi-cultural and multi-lingual country. The main races in the country are Chinese, Malays and Indians. The majority is Chinese. Unlike Malaysia, after independence, Singapore recognizes four official languages: English, Chinese (Mandarin), Malay (Bahasa Maleyu) and Tamil. Malay is constitutionally the national language, but it is hardly used at the official level. Instead, English is widely used (Loke,
Since 1966, Singapore has implemented the bilingual education policy and the policy was later reviewed in 1979. The aim of the policy is for the students to learn English for its utilitarian value, and to learn the mother tongues for their cultural norms and values. Therefore, at the primary and secondary level, students learn in English and their mother tongue (Chinese or Malay or Tamil). At university level, English is the sole medium of instruction. However, at present, there is considerable trend of English becoming the predominant language of young generation in Singapore because of its instrumental value (Loke, 1994 and Gupta and Yeok, 1995). Singapore is a member of the British Commonwealth and has been active participant in its organisation. Close relations with Britain have been diversified particularly as Singapore has become a major economic and financial centre in South East Asia. Good relations have been developed with neighbouring countries and China as well (Holmes, 1983: 461).
Appendix B

Lists of University and Faculty included in this research.

1. University of Amsterdam, the Netherlands
   • Faculty of Arts
   • Faculty of Political and Social Sciences
   • Faculty of Law
   • Faculty of Mathematics, Information Sciences, Physics and Astronomy
   • Faculty of Medicine

2. Katholieke University of Leuven, Belgium
   • Faculty of Arts
   • Faculty of Social Sciences
   • Faculty of Law
   • Faculty of Science
   • Faculty of Medicine

3. Chulalongkorn University, Thailand
   • Faculty of Arts
   • Faculty of Political Sciences
   • Faculty of Law
   • Faculty of Science
   • Faculty of Medicine

4. University of Malaya, Malaysia
   • Faculty of Arts and Social Sciences
   • Faculty of Law
   • Faculty of Science
   • Faculty of Medicine

5. National University of Singapore, Singapore
   • Faculty of Arts and Social Sciences
   • Faculty of Law
   • Faculty of Science
   • Faculty of Medicine
Appendix C

A summary of the interview of university administrators about the university internationalization

The researcher has reviewed the related literature, such as books, research findings and university documents. After the revision of the related literature was completed, an interview guide for the Thai university administrators concerning their opinions on the policy of the internationalization of Thai universities and the use of English as a medium for instruction and communication was constructed. Subsequently, nine administrators from five institutions, namely, Chulalongkorn University, Thammasart University, Mahidol University, Assumption University and the Ministry of University Affairs, were interviewed. Details of the data collection and the analysis of obtained data are as follows.

1. Sources of information

Information presented in this part has obtained by the interview of 7 administrators from 4 universities and 2 administrators from the Ministry of University Affairs. They were:

1.1 Chulalongkorn University, the interviewees were:
   1.1.1 Vice president for academic affairs, Associate Professor Dr. Pranee Kullawanich.
   1.1.2 Vice president for foreign relation affairs, Associate Professor Dr. Supachai Yawapraps.

1.2 Thammasat University, the interviewees were:
   1.2.1 Vice president for foreign academic affairs, Associate Professor Dr. Wachiraya To-sanguan.
   1.2.2 Vice president for foreign relation affairs, Assistant Professor Dr. Viboonpong Poonprasit.

1.3 Mahidol University, the interviewees were:
   1.3.1 President, Professor Pradit Chareonthaitavee, MD,
   1.3.1 Vice president for research and foreign relation affairs, Associate Professor Adulya Viriyavejkul, MD

1.4 Assumption University, the interviewee was:
   1.4.1 President, Prathip M. Komolmas.

1.5 Ministry of University Affairs, the interviewees were:
   1.5.1 Permanent secretary, Professor Dr. Wichit Sri Sa-an;
   1.5.2 Deputy permanent secretary, Professor Kasem Watanachai, MD
2. Interview guide

The instrument used in this study was an interview guide which divided into 2 parts as follows:

Part I: Policy and activities concerned with the internationalization of Thai universities

The following questions were asked:

1. What were the definition and the aims of internationalization?
2. Was the policy of internationalization divided into the fields of Sciences and Social Sciences?
3. In what ways did the university carry out the internationalization?
4. What activities should be considered for internationalization?
5. What were the good or weak points and impacts of the internationalization?
6. What were the obstacles of the internationalization?
7. Would staff and students be interested in the internationalization?
8. How to encourage staff and students to participate in the internationalization?

Part II: The use of English as a medium for instruction and communication

The following questions were asked:

1. What languages should be used in the internationalization?
2. What was your opinion on the bilingual policy for Thai people?
3. What were the impacts of using English for instruction and communication?
4. To which extent should English be used in Thai universities?
5. Did staff and students have enough adequate proficiency of English?
6. Should the university have a specific policy for English?
7. What could the university do to improve the English proficiency of staff and students?
8. What were the suggestions for the internationalization?

3. Procedures and timelines

The procedures were divided into 2 stages: the preparation stage and the data collection stage. For the Preparation stage, a letter explaining the purposes of the study together with a copy of the interview guide was sent to each interviewee. For the data collection stage, the interviews were conducted at the administrators' offices from December 1992 to February 1993. The timelines for this study were set up as follows:

3.1 December 22, 1992: Interview the vice permanent secretary of the Ministry of University Affairs;
3.2 January 19, 1993: Interview the vice president for research and foreign affairs of Mahidol University;
3.3 January 20, 1993: Interview the vice president for academic affairs of Thammasat University;
3.4 January 21, 1993: Interview the vice president for foreign relation affairs of Thammasat University;
3.5 January 25, 1993: Interview the president of Assumption University;
3.6 January 27, 1993: Interview the president of Mahidol University;
3.7 February 1, 1993: Interview the vice president for academic affairs of Chulalongkorn University;
3.8 February 9, 1993: Interview the vice president for foreign relation affairs of Chulalongkorn University;
3.9 February 23, 1993: Interview the permanent secretary of the Ministry of University Affairs.

4 Summary of findings

The information obtained from the interview with the university administrators and the administrators of the Ministry of University Affairs was analysed and organized into 5 issues:

1. meaning of internationalization;
2. purposes of internationalization;
3. international programmes and activities;
4. the use of English as a medium for instruction and communication;
5. problems and impacts of the internationalization and the use of English in education on Thai society.

4.1 Meaning of internationalization

The analysis of responses from the interviews could be concluded that the internationalization of universities is the preparation of universities for all. Therefore, the universities should provide the international standard of education in terms of curriculum, teaching-learning process, research and graduate competency. Thai universities should promote international exchanged programmes, such as academic exchanges, faculty and student exchanges, cultural exchanges, etc.

Due to the rapid change and advancement of technology, the internationalization policy became global. Therefore, it was inevitable that every country had to live interdependence as well as to compete with each other. Knowledge and information which were grown up and spread out rapidly and efficiently became essential sources for the development of the country in every aspect: social, economics, security and science and technology. Universities were responsible for bringing knowledge and advancement to the country. Therefore, it was necessary for the universities to internationalize themselves.

4.2 Purposes of internationalization

Every university had the common main purpose of the internationalization - that was to create and transfer technology and knowledge for the development of the country. It was aware of taking a leading role in the internationalization of Thai society. Moreover, each university had different emphasis depending on its history, philosophy and nature.

Chulalongkorn University, the oldest university in Thailand, aimed at promoting academic standards to the international level. It was to make the university well-known and be accepted by foreign countries especially, in the region of South East Asia.

The philosophy of Thammasat University was to serve the society, therefore, the policy of internationalization aimed at producing graduates with global perspectives and
capability to cope with social needs. Thammasat University had changed its role from a specialized university in Social Sciences to a comprehensive university in order to produce graduates in Sciences and Technology since Thailand was lack of manpower in this area.

Mahidol University was famous for Medical Sciences for a long time and the content itself was internationally oriented. It was a centre of medical services for Asian countries and providing assistance for every new Faculty of Medicine in Thailand. Therefore, it aimed at providing services and academic collaboration to every country, mainly to foreigners and Thais who are interested in the international programmes.

Assumption University, a private university which was established by the religious association, was recognized as an international institution from the day of establishment. The emphasis of Assumption University was placed on the tradition of providing education to support business sectors. English was used as the medium of instruction and communication because the English language was the key to acquire knowledge.

The Ministry of University Affairs, the institute responsible for higher education policy in Thailand, proposed that the implementation of internationalization policy should be managed at two levels: regional and global level. The regional level included South East Asia, South Asia, East Asia and Indo-China. The global level included North America, Europe, Africa and Australia.

4.3 International programmes and activities

The interviewees supported that their universities should provide any kind of international activities; collaborate with foreign universities to establish international exchanged programmes, conferences and research. International programmes were encouraged to establish in any field of study which the department or faculty had readiness in the proficiency of faculty member and sufficient research. Furthermore, the international programmes should be operated to meet the international standards. However, every university believed that it was impossible to make every existing programme be international programme because there was no necessity. Chulalongkorn University thought that the use of English as the medium of instruction might be possible for all programmes at the graduate level. For the undergraduate level, the necessity and appropriateness of teaching in English should be considered. Since Thailand had the Thai language as her national language and as the national identity, using English as the medium of instruction in all programmes would be the lost of her identity. The important point was that how to make Thai people learn in Thai but be able to communicate fluently with foreigners in English. The international activity that should usually be encouraged was the international conference. The conference would bring many experts to Thailand and that it was more beneficial to a large number of people than sending Thai people abroad.

Mahidol University supported the idea of providing international programmes both at the undergraduate and the graduate levels in every programme that the university had readiness and there was a need. The aims of the international programmes of Mahidol University were to offer chances for three groups of people. They were:

(1) Thai children who accompanied their parents to spend some years in a foreign country and already had foundation education in English. When they returned to Thailand, they could immediately further their education at the university level.
Foreigners who believed in the quality of Mahidol University.
Children of foreigners who came to work in Thailand.
Thammasat University also encouraged to offer the international programmes in every field of study, and every level that had readiness and served the social needs. However, Thammasat thought that percentage of Thai people who received higher education was still low, therefore, expanding the higher education throughout the country should be the government's first priority. The international programme should be offered when it was a necessity. For example, Thammasat University decided to offer bachelor programmes of Engineering and Medicine in English because it would help Thailand to rapidly develop and be able to cope with the fast changing world.
Assumption University which had a focus on business would open the international programmes to feed market and students' needs. So, all programmes of study of Assumption University would be emphasized on trade or business.

4.4 Use of English as the medium of instruction and communication

It is important that internationalized curriculum be concerned with foreign languages. Of all foreign languages, the English language accepted by every university to be the first language for internationalization because English has been popularly used and become the world language. Thai people were familiar with the English language more than any foreign languages. Some interviewees believed that the university had a responsibility to equip undergraduates with intelligence, thinking mind, local mind, and study habits as the first priority. The English language must be examined as the second priority since it was merely a tool for communication. The university should encourage faculties and students to learn and be interested in English without any reservations by pointing out the necessity, the good points and benefits that they would gain from mastering of English. If they found that knowing English was a benefit, they would try every way to improve their proficiency. This would be better than forcing them to learn. Some interviewees thought that studying English and major subject at the same time would make mutual benefit. One who mastered English would have more chances to seek for knowledge because there were more materials in English than in Thai. One who did not master English would be advantage because they could study only from lectures and Thai materials. Therefore, study in English would be useful if it was enhanced with the major subject, for example, assigning students to read textbooks and related materials both in Thai and English.

Chulalongkorn and Thammasat paid less attention to English though accepted that English was useful because it was an international language, and one who was capable of English would be able to communicate and transfer knowledge with more people around the world. Chulalongkorn thought that the internationalization should not mean that everything had to be changed into English. Moreover, Chulalongkorn was confident that foreign universities had a contact with Chulalongkorn because of her reputation in providing good education more than having English as the medium of instruction. If English was more important than a strong curriculum, they had better contact with countries that had education in English than coming to Chulalongkorn which used Thai language. Even though Chulalongkorn agreed that the internationalization would be more beneficial if people concerned were capable of English, it was not a weak point if some could not communicate well in English.
Thammasat thought that the language used for internationalization could be any language that agreed with the programmes. For example, some knew English, some knew
Japanese and some knew French. It could be any language depending on the concerned people and activities.

Mahidol gave significance to English for internationalization more than Chulalongkorn and Thammasat. This might be because Mahidol had run international programmes for a long time both at the undergraduate and the graduate levels. Assumption, using English as the medium of instruction since the beginning of the university, proposed that their graduates can handle at least two languages, and the second language should be English. The graduates could not follow advanced knowledge and research if they did not master English. Waiting for translation could slow down their success.

Regarding the bilingual issue, most interviewees thought that it was impossible to do so because some might be afraid of losing the national identity. Even Assumption that offered their education in English believed that changing Thais to be bilingual was impossible because some were afraid of losing the national identity and national privileges. However, Assumption administrator personally encouraged that English should be required for professional since it already became the world language. Like in Europe, people could speak many languages, but they never lost their national identities. Some might be afraid that Thai culture could be damaged because of the western culture impacts. In this case, he believed that Thai students were clever enough to be able to discriminate whether it was appropriate to Thai culture. Even though western culture had spread around the world, it could not vanish good things of one’s culture. For example, Loy Kratong Festival had a very long history and the celebration had been improved the years. Culture was a way of life that could be changed from time to time, but some thing like geographical environment would melt people to Thai and could never be changed. In the world of communication, if we needed convenience and quickness we needed English.

Regarding how to promote English proficiency of staff and students, all administrators agreed that if the staff and students were interested in or aware of the essence and benefit of English, they should try to learn and develop themselves. Therefore, what the university should do was to encourage them with the awareness of the English essence.

Students have had some experiences of the English language since high school. When they entered a university, they came with very different English proficiency. Four years in the university could only add up their English proficiency depending on their prior skills, but could not provide everyone with good command of English. The quality of the English teaching at the high school level should be improved. University could promote English proficiency of staff and students by offering various types and levels of English language courses. Moreover, university should provide grant and scholarship for faculty to take a refresher course abroad. Thammasat and Mahidol supported the idea of lecturing some courses in English or offering a course both in Thai and in English. Chulalongkorn preferred offering the whole programme in English to offering some courses in English because it would create real internationalization both in terms of curriculum and people concerned. Offering some subjects of the existing programmes in English would disseminate the resources and return less benefit.

Assumption emphasized on an effective selection process of students who had good attitude towards English for every programme. After being selected, students were required to take a two-month English intensive course during the summer semester. A placement test was administered before the semester started in order to assign each student to an English course that matched his ability. All courses at Assumption were
offered in English but Thai language and Thai Laws. Moreover, to participate in other extra activities or extension programmes, such as clubs and academic activities, as well as daily life in the university, English is required. The Ministry of University Affairs administrators agreed with Assumption president’s view. He thought that at the moment and in the future people in this world should handle at least two languages, the mother tongue and the foreign language that suitable for local area. For Thailand, at the moment, English had become the necessary skill for everyone. The advancement of communication technology had brought English into Thai society in many ways: the satellite news, cable television, and radio and television broadcasting. If Thai people had capability to handle English they could receive and understand the news and information immediately. It would be disadvantage for those who could not master English because people who were able to master English might take advantage of them.

Therefore, it was time that Thailand should reexamine the language policy. The policy should encourage Thai people to become bilingual, handling at least two languages, in order to live and compete with others. The policy could be accomplished by (1) fostering Thai as deep root (2) providing English as the second language. Thai people would use Thai as the mother tongue and use both Thai and English as the languages of instruction, business and work. This could be accomplished by developing English education standards at all levels.

4.5 Problems and impacts of the internationalization on Thai society.

Every university pointed out that lack of budget was a big problem, and the government policy to freeze the number of government official was also an obstacle to develop the university. Most universities had to use their own income to develop their international programmes. This income included tuition from international programmes which was more expensive than regular programmes.

There were many ways and means to run the international programmes and activities effectively. Plan and projects of university and faculty for the development of internationalization should be clear and consistent. Need assessment of students and faculty members contributed to the success of the programmes. Plan and projects that were officially created by faculties and departments would receive good cooperation from faculty members. Supports from administrators were necessary in order to acquire grant or subsidy from other sectors and organizations.

The permanent secretary of the Ministry of University Affairs had different view from the university administrators. He thought that the problem and obstacle of the internationalization were that students did not have sufficient basic knowledge of English which made some of them had bad attitude towards English. The other obstacle was that some faculty members had insufficient English proficiency level. The way to overcome this problem was to uphold the standards of the English teaching-learning courses at school level. The curriculum should provide school students with enough foundation so that university would be able to fulfill them later. Improving faculty quality could be done by focusing on the hiring process as well as a plan for faculty development.

All interviewees agreed that only good impacts of the internationalization would be on Thai universities and society. It provided staff and students an opportunity to compete at the international level. However, the equity of education for Thai people and the equity of managing programmes in Thai and international programmes should be considered.
Regarding the impacts of internationalization on Thai language and culture, there were some. Factor that could change Thai way of life was not the use of English for instruction. Instead, it was the environment outside the universities that had more influence on Thai people. They also believed that it was impossible for the Thai language and culture to vanish because it was the universities' responsibility to firstly construct the Thai identity before introducing global perspectives.

There was no other negative impact on faculty members and students either. It gave an opportunity for faculty members and students who were qualified to participate in international activities which made them furnished with better knowledge and experience. Especially faculty members who joined in the international programmes would receive extra incentive. At the beginning, there might be some confusion, but this situation would encourage faculty member to improve oneself. It also provided an opportunity for foreign faculty members and students to have more knowledge and a better understanding of the Thai society. These were all positive impacts of the internationalization on Thai universities and society.

In conclusion, all administrators recommended that the internationalization policy be an important trend. It should be recognized and supported. The implementation should depend on the readiness and potential of each university. This should be promoted step by step until the internationalization policy was well established.
Appendix D

Questionnaire for academic staff

Title: Opinions on internationalization of universities and the use of English as a common language in universities.

The questionnaire is divided into two parts: demographic information and the opinions on internationalization of universities and the use of English as a common language in universities. Your honest opinion on each item would be appreciated.

Part one: Demographic information
Please check and/or fill in the blanks where appropriate.

1. Gender □ Male □ Female
2. Age ----------------- yrs.
3. Native country ----------------
4. Education: Highest degree ------------------- Major in -------------------
From (country) ----------------
5. Work: Area of specialization ----------------
Faculty / College ----------------
6. Academic position ----------------
7. Teaching experience ---------------- yrs.
Administrative experience ---------------- yrs.
8. International affairs experience: Do you have these kinds of experience?
   □ Yes □ No Studying abroad.
   □ Yes □ No Teaching abroad.
   □ Yes □ No Teaching international programmes. (An international programme is a special programme that is designed for foreign students and where lectures are given in the native language or a foreign language; it also means a programme that is given to native students in a foreign language.)
   □ Yes □ No Visiting universities abroad.
   □ Yes □ No Doing joint research projects with researchers abroad.
   □ Yes □ No Participating in international conferences.
   □ Yes □ No Other experience. (please indicate) ----------------
9. Your English proficiency: □ Very good □ Good □ Fair □ Poor

Part two: Opinions on internationalization of universities and the use of English as a common language in universities.

Below there are some statements regarding general opinions, with which some people agree and others disagree. Please give your opinion whether you agree or disagree with these items.
Please put a circle around the number that matches to your opinion level, as follows:

<table>
<thead>
<tr>
<th></th>
<th>means</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University studies should be comparable to those in other countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Universities should be places where teachers and students come from various countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Universities should serve the universal truth rather than the nation's purposes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Having extensive international relations make a nation's culture vanish.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>All teachers and students should have international experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>In the future a single university model may be needed. (A single curriculum and one language.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Graduates should handle at least two languages.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>University collaboration may need a common language for communication among members of universities around the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>English could be a common language among members of universities around the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Universities should prepare all graduates be competent in English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>English has become the worldwide dominant language of knowledge.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>In the future all programmes in universities around the world may be handled in English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Teaching in English will help teachers &amp; students keeping pace with advanced knowledge.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Universities should create more courses taught in English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>Undergraduate programmes should be handled only in the native language.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>All programmes in universities should be handled only in the native language.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>20</td>
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21. The language for communication among members of universities around the world should be two or three international languages.

22. University curricula should be reformed by introducing more global perspectives and understanding of other cultures.

23. In order to disseminate knowledge worldwide, Theses and reports must be written in English.

24. English is an important tool to access and contribute to knowledge worldwide.

25. Internationalization of universities should aim at international competition.

Please check and fill in the banks.

26. Are you interested in participating in internationalization activities? (e.g. faculty staff and student mobilities, international conferences, joint research projects, international programmes etc.)

☐ Interest  ☐ Indifferent  ☐ No interest

Why? (please describe.)

27. If you are able to choose, will you participate in programmes that are handled in Dutch or English?

☐ Dutch  ☐ English  ☐ Both Dutch and English

Why? (please describe.)

28. In what language will you write your scientific report/thesis/dissertation?

☐ Dutch  ☐ English  ☐ Other languages (please indicate.)

Why? (please describe.)

Thank you for your cooperation.

127
Questionnaire for student

Title: Opinions on internationalization of universities and the use of English as a common language in universities.

The questionnaire is divided into two parts: demographic information and the opinions on internationalization of universities and the use of English as a common language in universities. Your honest opinion on each item would be appreciated.

Part one: Demographic information.
Please check and/or fill in the blanks where appropriate.

1. Gender □ Male □ Female
2. Age ------------------------ yrs.
3. Native country ------------------------
4. Programme of study: □ Regular programme (taught in Dutch).
   □ International programme (taught in English).
5. Level of programme: □ Undergraduate programme.
   □ Postgraduate programme.
6. Year of study ------------------------
7. Faculty/College ------------------------
   Major of study ------------------------
8. International affairs experience: Do you have these kinds of experience?
   □ Yes □ No Studying abroad.
   □ Yes □ No Visiting universities abroad.
   □ Yes □ No Participating in international conferences.
   □ Yes □ No Other experience. (please indicate) ------------------------
9. Your plan after graduation:
   □ Find job in home country. □ Find job abroad.
   □ Continue study in home country. □ Continue study abroad.
   □ Not sure
   □ Other plan. (please indicate)------------------------
10. Your English proficiency:
    □ Very good □ Good □ Fair □ Poor

Part two: Opinions on internationalization of universities and the use of English as a common language in universities.

Below there are some statements regarding general opinions, with which some people agree and others disagree. Please give your opinion whether you agree or disagree with these items.
Please put a circle around the number that matches to your opinion level, as follows:

<table>
<thead>
<tr>
<th></th>
<th>means</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>University studies should be comparable to those in other countries.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Universities should be places where teachers and students come from various countries.</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Universities should serve the universal truth Rather than the nation’s purposes.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Having extensive international relations make A nation’s culture vanish.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>5</td>
<td>All teachers and students should have International experience.</td>
<td>1</td>
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<tr>
<td>6</td>
<td>In the future a single university model may be Needed (A single curriculum and one language.)</td>
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<tr>
<td>7</td>
<td>Graduates should handle at least two Languages.</td>
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<td>8</td>
<td>University collaboration may need a common Language for communication among members of universities around the world.</td>
<td>1</td>
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<td>9</td>
<td>English could be a common language among Members of universities around the world.</td>
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<td>10</td>
<td>Universities should prepare all graduates be Competent in English.</td>
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<tr>
<td>11</td>
<td>English has become the worldwide dominant Language of knowledge.</td>
<td>1</td>
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<td>12</td>
<td>In the future all programmes in universities Around the world may be handled in English.</td>
<td>1</td>
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<td>13</td>
<td>Teaching in English will help teachers &amp; Students keeping pace with advanced Knowledge.</td>
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<td>14</td>
<td>Universities should create more courses taught in English.</td>
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<td>15</td>
<td>Undergraduate programmes should be handled only in the native language.</td>
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24. English is an important tool to access and Contribute to knowledge worldwide.  

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Why? (please describe.)

****Thank you for your cooperation****