

The Effectiveness of Bilingual Education in the Netherlands:
Level of English, Accent Preferences and Success.

Master Thesis – English Language and Literature

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CHAPTER 1: INTRODUCTION

1.1 OVERVIEW

This empirical research tries to shed more light on the effectiveness of bilingual education in the Netherlands. It will give insight into the vocabulary, ease of speaking, and general level of English of students from both the monolingual and bilingual programs. Teachers of English as a foreign language usually teach by using a spoken form of English. They use one of the two major 'standardized' English reference accents in order to make the learning process possible. These two major accents are Received Pronunciation (RP) and/or General American (GA). This research aims to find out whether the students from the bilingual program have an RP or GA accent, and compares this accent to the accent found among 'regular' monolingual students. Furthermore, it investigates how native speakers of English perceive the different accents. This research has been done by asking students of both monolingual and bilingual education programs to describe the same picture given to them. This gave insights into accent, vocabulary, and the level/general ease the students have with English. These descriptions of the picture were then assessed by native speakers of English, who shared their opinions on the different accents in order to come to a common judgment.

1.2 THEORETICAL BACKGROUND

Twee-talig Onderwijs (TTO) is a form of bilingual education found in the Netherlands, where at least half of the subjects are taught in a foreign language. This foreign language is most often English, and the teachers and students must communicate solely in English. It aims to prepare the students for an international society by increasing their command of English and, at the same time, confronting them with the European and international perspective.

Bilingual education is based on the notion that, in order to successfully acquire a second language, a large amount of input is crucial (Krashen, 1982). However, input is not the only factor leading to successful acquisition. Swain (1985) showed that this input also needs to be comprehensible in order to be processed and thus lead to acquisition. Bilingual education aims to provide students with larger amounts of meaningful and comprehensible input than regular monolingual students are given, in order to promote a highly successful acquisition of English.

Bilingual education in the Netherlands is also primarily based on the Content and Language Integrated Learning (CLIL) method. It is slightly different from immersion and content-based teaching, because the students are taught the content through a foreign or second language. This teaches them both the subject and the language simultaneously. CLIL is strongly based on language immersion principles, because the European Commission finds that "it can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings" (Commission of the European Communities, 8).

1.3 RESEARCH VARIABLES

The main variables to be tested are grammar, vocabulary, accent (General American or Received Pronunciation), and the general ease in which they use the language. The second part of the research will examine how English, as used by bilingual and monolingual students, is perceived by native speakers of English. They will elaborate on their opinion, in order to gain a clear perspective of which variant is preferred the most and why. The third part will focus on the motivation and background of the speakers, to see if there are differences between the bilingual and monolingual groups.

1.4 RESEARCH GAPS

Many studies have investigated the effects of bilingual education in the Netherlands. However, little research has been done on the difference in accent between monolingual and bilingual students. A longitudinal study which ended in 2012 investigated the role of teachers on English proficiency among bilingual students (Schuitemaker-King, 2012). The results show that the instructional context is a factor in the amount of Dutch and English used by the teachers on the proficiency of English, but does not compare the level of English of bilingual students to that of regular monolingual students. Andre Piketh (2006) wrote his master thesis on "Dutch Bilingual Education: A new phenomenon or just the same old song?" in which he compares Dutch bilingual education with other bilingual educational systems, but again no mention to accent or a comparison to the Dutch monolingual program at the same educational level. Lindsay Snow (2005) wrote her thesis on the use of English textbooks in bilingual education and how this influences the learning process. A lot of research into the different effects of bilingual education can be found (de Graaff, 2007; Weenink, 2005; Huibrechtse, 2001), but none of these studies compare the level of English of bilingual students to the level of English by regular monolingual students. Also, there is no research into the effects of this accent with regard to the perception by native speakers. Seeing that bilingual education aims to provide the students with a strong sense of the European and international perspective, this research aims to see if that is what it truly achieves.

1.5 RESEARCH QUESTIONS

This research will investigate the effectiveness of bilingual education in the Netherlands with regard to their ability to communicate in English. The first research question will investigate whether or not bilingual students obtain a higher level of spoken English than their peers in the monolingual program.

1. What are the main differences in grammar, vocabulary, accent, and speed of speaking between the bilingual and monolingual students?

Effectively communicating in English is not only dependent on the above mentioned factors. The second part of this thesis will investigate the attitude towards accent by both the monolingual and bilingual group, and native speaker of English will share their opinion on accent and judge the students on several aspects. Based on the hypothesis that RP is preferred and associated with prestige level, bilingual students are taught according to Cambridge guidelines and awarded with an International Baccalaureate degree in English.

Individual differences between the speakers also influence second language acquisition, and their role, will also be investigated. This leads to the following sub questions:

2. Does the tendency and actual speech production of the students, either RP or GA, differ from the desired accent?
 - a. What accent do native speaker prefer the students to have?
 - b. What attitude do the English students themselves have towards accent?
 - i. Do they prefer the RP or GA accent? Which accent do they think they have?
 - ii. Is there a significant difference in accent between monolingual and bilingual students?
3. Are there significant personal differences between the monolingual and bilingual students concerning motivation and background?

1.6 PURPOSE

The purpose of this thesis is to shed more light on the effects of bilingual education in the Netherlands. It aims to prepare the students for the international market through a successful acquisition of English. However, no research has shown that the accent of bilingual students is better than that of regular monolingual students, and if it tends to be more similar to Received Pronunciation (RP) than General American (GA). The purpose is to essentially show what kind of accent and English these students acquire, and how this accent is regarded by the international market they are being prepared for. On the other hand, it will make a contribution to the theory by Krashen, Long, and Swain, because it will show a difference in acquisition between students who receive a lot of comprehensible input and students who receive significantly less input.

CHAPTER 2: LITERATURE

2.1 OVERVIEW

In this chapter, relevant literature regarding second language acquisition (SLA) will be discussed. The students used for this research follow the Dutch pre-university monolingual or bilingual program. Learning a second language successfully is dependent on many factors. The most important factors will be discussed in the following paragraphs. Chapter 2.2 will discuss the difference in teaching methods, chapter 2.3 will discuss the differences between natural and classroom learning, chapter 2.4 compares the interaction hypothesis and input hypothesis, chapter 2.5 will discuss the role of individual factors on language learning, and lastly chapter 2.6 will discuss the role of accent.

2.2 BILINGUAL EDUCATION IN THE NETHERLANDS

The students who follow the regular monolingual program are taught in Dutch. The goal of this program is to prepare the students for (Dutch) University. The students create a so-called profile, which has a standard set of subjects alongside the mandatory subjects. These profiles may be focused on art and language, or fields such as biology, chemistry, economics

and technology. These profiles are chosen according to the direction they want to take once arriving at university.

All students take an exam in English at the end of their studies, but English is only a minor part of their program. The students have about 2 hours of English per week, and all acquisition must be achieved in the English classroom. Most modern languages are taught using a communicative approach (CLT). A communicative approach focuses on interaction as the means of instruction and communicative competence is the ultimate goal. David Nunan (1991) highlights the five features of CLT as follows:

1. Communicate through interaction in the target language
2. Introduction of authentic texts into the learning situation
3. The opportunity for the learner to focus on language and the learning process itself
4. Enhancement of the learner's own experience as important classroom elements for learning
5. Attempt to link classroom language learning with language activities outside the classroom

A popular textbook that is used in almost all Dutch schools across all levels of education is "Stepping Stones". This book is in accordance with the features of CLT mentioned above. Stepping Stones is based on the RTTI-method, which is popular in the Netherlands. The RTTI method was developed by DocentPlus BV, and stands for reproduction (*Reproduceren*), use of item in familiar situations (*Toepassen in bekende situatie*), use of item in new situations (*Toepassen in een nieuwe situatie*), and comprehension (*Inzicht*). These steps are based on Vygotsky's zone of proximal development, which is the difference between what a learner can do without help, and what a learner can do with help. Vygotsky showed that a learner can follow an example (R and T1) and gradually develop the ability to do tasks without help (T2 and I). If you offer a student an experience within their zone of proximal development, they are encouraged to advance their own learning. Each chapter in stepping stones has a different theme, and the students are also given direct grammar exercises at the end of every chapter.

As mentioned in chapter 1.2, bilingual education is taught using the CLIL method. Content and Language Integrated Learning is based on immersion principles. The students are taught in the target language and given more challenging work than the students in the monolingual program. CLIL is a content-based method, but the students are taught the subject and the language in the target language. Bilingual students obtain an IB degree in English A: Language and Literature. When choosing the bilingual program, the students also choose to follow extra English lessons where the focus is on literature and language in accordance with the International Baccalaureate program. The IB program focuses on the writing of essays and analyzing literature. Bilingual education has its main focus on English, and the students are also encouraged to use the language as much as possible outside of the classroom. Students are often given the opportunity to go abroad to an English speaking country, and thus be completely immersed in the target language.

2.3 CLASSROOM AND NATURAL LEARNING

Monolingual education, as mentioned in chapter 2.2, is based in the classroom. The students acquire the language in a pre-conditioned and controlled setting. Bilingual education,

however, is more based on the principles of natural learning. Natural learning assumes that students learn best through the use of the target language. They are taught in the target language and are more immersed than the monolingual students who acquire English only through classroom learning. The following paragraphs will discuss the differences between natural and classroom learning.

Monolingual education is based on explicit instruction. The instruction is predetermined and planned as the main goal of a teaching activity. The target form is offered in isolation and is obtrusive in teaching. The teachers will use metalinguistic terminology, or rule explanation, and the students are required to practice the target form (Housen & Pierrard, 2006). Ellis (2005) showed that L2 learners performed better on explicit tasks than on more natural implicit tasks. The students mastered the instructed structures more quickly and accurately under explicit instruction than implicit. Rule explanation includes grammar rule explanation, comparisons between the first language and second language, and the students are given metalinguistic feedback. Two short term studies on adult L2 learners (Norris & Ortega, 2001; Spada & Tomita, 2010) show that explicit treatment of the L2 structures caused a significantly larger effect than implicit treatment of the structures. The effect of direct intervention, and thus instruction, can also be shown by examining the learner's metalinguistic knowledge. Fotos (1993; 1994) suggests that a learner's ability to judge the grammaticality of sentences, and notice the grammatical features of input, is strongly influenced by their development of metalinguistic knowledge. There are no studies which are directed at the communication aspect of grammatical rules with regard to metalinguistic development. There is no evidence to suggest that instruction can help learners develop an explicit understanding of grammatical features.

Classroom settings can accomplish both learning and acquisition at the same time. Class work is directly aimed at increasing conscious linguistic knowledge, and the increase of this knowledge should lead to acquisition through the use of the target language. Grammar instruction does not seem to result in a more accurate use of the targeted features in free oral production, but if a positive effect is found it is durable (Ellis, 2002a). Ellis also showed that grammar instruction does not enable learners to exceed the natural route of acquisition. Pienemann further developed this idea, and created the Teachability Hypothesis. This hypothesis states that instruction is only effective when the feature which is taught lies in within the developmental stage at which the learner finds his or herself (1989). He does show, however, that learners may proceed along the route of acquisition quicker than learners in a naturalistic setting. Along every step of the way, students can be tested to see if they understood how a certain aspect of the language really works. The progress is controlled constantly in order to ensure that the proficiency increases.

Apart from formal classroom instruction, a second language can also be taught in a natural setting by listening to the language and treating it more implicitly. Implicit instruction is mostly delivered in a communication-oriented activity and is unobtrusive, presents the target forms in context, does not use meta-language, and encourages free and spontaneous use of the target form. Bilingual education is based on these principles. As mentioned before, the students are immersed in the target language because the instruction is done through this target language. However, to truly be immersed in a language, the natural environment of second-language acquisition involves being surrounded by native speakers or native speaker peers. This does not happen in a second language classroom. Instead, the students are surrounded by their peers who may also misuse the language, and

one older native speaker to teach them. It can be argued that a natural second language acquisition environment cannot be recreated in a classroom, but the bilingual education system tries to create a setting where the key points are still conveyed. Students are given comprehensible input and encouraged to produce language that is beyond their linguistic competence, which might result in comprehensible and “functional communication” and “fossilization” of a faulty inter-language which is shared by all the students in the classroom (Hammerly, 1987, p. 398). On the other hand, Sharpe (1992) identified the “four C’s” of language teaching. These are communication, culture, context, and confidence. The students in Dutch Bilingual education are confronted with all four points. The main purpose is to teach communication, the students learn about the culture of the speakers and direct translation is not enforced, they are given comprehensible input, and the students are given confidence to speak and use the target language. These points are often neglected in more traditional classroom teaching methods.

2.4 INTERACTION HYPOTHESIS VS KRASHEN’S INPUT HYPOTHESIS

Krashen finds that input is the most important aspect of second language acquisition. He argued that interaction is not the most essential part of learning, because in a classroom there are many students with differing proficiencies that could react to a speaker. Not everything that a student hears could be beneficial to their learning. This argumentation led to Krashen’s Input hypothesis, which states that acquisition occurs when a student is exposed to language that is comprehensible and that contains $i + 1$. The i represents the level of language that is already acquired, and the $+1$ is a metaphor for the language that is just one step beyond that level. The step beyond can consist of words, grammatical forms and aspects of pronunciation.

The Input Hypothesis is the basis for many of the books used in monolingual teaching. The books are set up in such a way that the students are always confronted with information that is only one step beyond what they should have already acquired. This way, the teachers hope to ensure the best possible language acquisition for their students. The students should stay motivated, because what they are learning is never far from what they already know.

Many researchers (Hatch, 1978; Long, 1996; Pica, 1994) argue that conversational interaction is the essential condition for second language acquisition. Long (1983) agreed with Krashen’s Input Hypothesis, but he focused more on how the input could be made comprehensible. This led to the interaction hypothesis. He found it more important that learners have the opportunity to interact with other speakers and that they work together to come to a mutual understanding, rather than simplifying the linguistic forms so that the students are always confronted with nothing more than $i+1$. Long’s interaction hypothesis is based on 3 points:

1. Interactional modification makes input comprehensible
2. Comprehensible input promotes acquisition,
3. Interactional modification promotes acquisition

Modified interaction does not always involve the simplification of linguistic forms. It can also be comprehension checks, clarification requests, and self-repetition or paraphrasing. These adjustments can aid in comprehension. This type of communication is often found in

the bilingual second language classroom because the native speaker, or teacher, will aid the students by ensuring they have understood what has been said, the students can request clarification from their teacher, and the teacher will ensure corrective feedback. When communication is hard or difficult, the students must 'negotiate for meaning' (Long, 1996) and this negotiation will lead to language development. All this is not explicit focus on form, but an implicit way of teaching.

2.5 INFLUENCE OF INDIVIDUAL FACTORS

Individual factors such as background and motivation influence the level of English of a student. All second language learners have already acquired at least one other language. The knowledge from this language may be an advantage because it provides knowledge about how a language works. However, all people are different. Overall, younger children are willing to use a new language, whereas many adults and adolescents find it stressful to produce language of which they are not sure if it is actually correct. This anxiety to use a new language has been researched extensively. A learner's willingness to communicate has been related to anxiety. According to researchers, students who willingly communicate in different interactions are able to do so because "their prior language learning has led to development of self-confidence, which is based on a lack of anxiety combined with a sufficient level of communicative competence" (MacIntyre, 1998, p.548). This communicative competence and self-confidence is provided for by (positive) second language experiences.

Another factor which influences second language learning is motivation. Research shows that there is a positive correlation between positive motivation and willingness to keep learning (Masgoret & Gardner, 2003). Garner and Lambert also showed that students who are motivated to speak the second language in a wide range of social situations, or to achieve their future ambitions, are much more motivated to be highly proficient in the target language (1972). They also showed that students who like the speakers of the language are more likely to try and make contact with them.

Some social factors that influence second language acquisition at a personal level are power relations, so whether the language belong to a minority or majority group. An individual will be more motivated to learn a language which is affiliated with a majority group. Motivation is an unmistakably important factor when it comes to second language acquisition, and is also a complex subject. If a student is motivated to learn the language, he/she will put more effort into the acquisition. This effort will expose the learner to more input, output, and interaction. This motivation can stem from many different reasons, but in all cases there is a positive correlation between motivation and second language acquisition.

2.6 ACCENT & ATTITUDE

It is very important for non-native speakers of English to be able to communicate in English effectively. This must be achieved in order to succeed in the globalizing world. English teachers are able to influence the student's English pronunciation. However, teaching pronunciation is hardly done in the classroom. The students are taught using a communicative approach, but there is little to no attention for pronunciation. However, according to Jenkins (2000) a speaker making grammatical mistakes with good pronunciation is more intelligible than a speaker who makes no grammatical mistakes with

bad pronunciation. Pronunciation cannot be taught by banning the mother language from the classroom, but can be achieved through comparing the mother tongue to the second language in order to teach the phonemic and articulatory differences between the two languages. The focus of second language teaching is not (near) native pronunciation, but on intelligibility and the communicative competence of the speakers. Teaching pronunciation would involve using drill exercises, which goes against the principles of modern language classrooms. However, Morley (1988) found that native speakers tie social value to a convincing pronunciation. This means that non-native speakers may be at a social disadvantage if their accent is far from native. This idea counters the goal of second language teaching, namely preparing the students for success in the globalizing world.

The European Union (2006) found that Dutch speakers of English highly overestimate their English pronunciation and speaking skills. Over 80 per cent of the Dutch population stated that they could effectively communicate in English. The same research also showed that 25 per cent of Dutch businesses disadvantage themselves because they are incompetent in business negotiations because of their pronunciation. Dutch students are confronted with the English language from an early age through television, music, and online computer games. The students “who show positive feelings towards the speakers of the new language, tend to develop more accurate native-like accent” (Kenworthy, 1987, p.8). This suggests that most Dutch speakers of English should be able to develop a near native accent. However, it is the interference of the Dutch language that creates many pronunciation difficulties.

Teachers in the Netherlands use Received Pronunciation (RP) or General American (GA) as a reference for pronunciation teaching. There is no prescribed standard for teachers, and most Dutch teachers acquire a British accent. However, a teacher might also aim for a standard accent for his/her own pronunciation. This could result in a “World English” accent (F. Hermans, 2015, p.58) which is very easily understood but is a mixture of GA, RP and L1 phonemes. It can even be said that some non-native teachers stop using their best academic English in a classroom situation when they themselves leave the academic environment. Traditional RP is widely considered to be a prestige accent used by a minority of people spread over England. These speakers belonged to the educated and higher class. Collins and Mees (2013) describe a more neutral type of British English which is used by the educated and younger generation of speakers in England. This pronunciation is not tied to specific areas and is called non-regional pronunciation (NRP). Jenkins (2000) also suggests that Received Pronunciation and General American should not be accepted as the standard for teaching pronunciation, but more as a reference for non-native speakers. Having a shared reference will result in higher intelligibility among non-native speakers with all different backgrounds.

CHAPTER 3: METHOD

3.1 OVERVIEW

The research was performed at Rijnlands Lyceum Oegstgeest in the Netherlands. This school offers a bilingual program as well as the regular monolingual (pre-university) program. These are the highest levels of high school education found in the Netherlands, and it is the only form of high school education that will directly enable the students to go to university.

From each program 10 students were selected to participate. These students are in their 5th year and are being prepared for their exam year and are all around 17 years of age. The 6th, and final, year is the year that the students take their exams and receive their diplomas around the age of 18. Using students from the 5th year ensures that they have followed their type of education, monolingual or bilingual, for the longest possible time and still follow regular classes. If there are clear differences between monolingual and bilingual, it will be found clearly in this year. All students were given the same task, and this task opted for the creation of spontaneous language. The students were not able to prepare the task beforehand in order to test the vocabulary, accent and manner of speech they would spontaneously use after 5 years of education. The students were also asked to fill in a questionnaire with basic information and some questions to gain insight into their motivation and background. Furthermore, native speakers of English judged the students on several aspects such as fluency, vocabulary, pronunciation, and accent. They were asked to judge which type of education the speaker had followed. They also shared their view on the role of accent.

3.2 SAMPLE

The students were chosen at random from either the monolingual or bilingual classroom. For each type of education, 10 students were picked. The sample represents the monolingual and bilingual students of Dutch high schools. All students spoke Dutch at home and are native speakers of Dutch. Out of the 20 students, 14 were 17 years of age and the remaining six were 16. Nine students were female, and 11 students were male.

The listeners were picked based on their level of English, and the field of study/work they were active in order to gain information on the attitude towards accent in the Netherlands in different professional fields. All listeners are native speakers of English or have a native proficiency so they are able to judge the young speakers on vocabulary, pronunciation, and fluency. All listeners use English in their everyday conversation. Table 3.1 depicts the listeners and their occupation.

TABLE 3. 1

Listeners and their Occupation

Listener Occupation

1	PhD Public Administration
2	Business Master student
3	Native Speaker and Art Major
4	English teacher
5	English teacher

3.3 MATERIAL AND STIMULI

The material used in the test was a cartoon picture of a busy street. In this picture a lot of things are happening, and the students were asked to describe the things they see. They were completely free to say whatever they liked and were not interrupted, and allowed to use

their imagination. Certain objects also showed whether students tend to use British nouns or their American counterparts (e.g. taxi vs. cab). The monologues were recorded using a voice recorder. The second picture was used if the student couldn't fill their time using the first one. They will were not made aware that there was a second picture unless it was necessary. Full size versions of these pictures can be found in the appendix.

The students were also given a questionnaire to fill in. These questionnaires gave insight into the basic information about the student and several open questions which gave insight into their motivation for choosing their type of education and their opinion on accent. This questionnaire can be found in the appendix.

Furthermore, the assessments by the native speakers were done on paper and they were given an open question to gain their opinion on accent, and Likert scales to judge the students on fluency, vocabulary, pronunciation, and accent. They also placed the student in either bilingual education or monolingual education or as native speaker using a Likert scale. This assessment can also be found in the appendix.

FIGURE 1



FIGURE 2



3.4 PROCEDURE, INSTRUCTIONS, TOOLS

During the task, the students will be asked to describe the picture given for as long as possible, with a maximum of 5 minutes. This task will be performed by 10 monolingual and 10 bilingual speakers. The goal of this task is to gain insight into the level of English that the speakers have. The IB program claims that the bilingual students will have a near native proficiency, whereas the monolingual students probably will have a more simple level of control.

The tasks and recordings will be analyzed in order to gain insight into the level of vocabulary and proficiency of speakers of both programs. The recordings will give a general impression of the level of English, but also provide insight into the richness of the vocabulary and the amount of errors the students make. The richness of vocabulary is found by comparing the speeches to two different corpora. The first corpus is a frequency corpus, which highlights the most important 9,000 words to learn in English. It is important for students to know these words and be able to use them, so it is used to see if there is a difference between bilingual and monolingual students. The second corpus used is an Academic word list. This is a word list compiled of academic words that should be learned in order to progress in academic studies. Both the lists are part of the Longman Communication 3000. This list is based on a statistical analysis of the 390 million words contained in the Longman Corpus Network. It represents the core of the English language and shows students of English which words are important for them to learn in order to effectively communicate in English.

Using an SPSS Mann-Whitney test, it will become clear if there are significant differences among bilingual and monolingual students regarding their level of English. A Mann-Whitney test is an alternative test to the independent samples t-test. It is a non-parametric test that is used to compare two population means that come from the same population. In this case the independent variable is education, which is split into the group bilingual and monolingual. The dependent variable will be the variable which is tested and will give information about the differences of means between bilingual and monolingual students. A Mann-Whitney test is the better choice when the sample size is not very large. Both corpora used to analyze their vocabulary are compiled by Pearson Longman.

Finally, the recordings will be played back to several native speakers of Dutch or English. The native speakers are (schooled) at university level or higher. These speakers will judge the students based on their fluency, pronunciation, and vocabulary and asked to determine whether the student is monolingual or bilingual. The speakers will also be asked to give their opinion on the level of English of the student, and to judge whether the accent resembles GA or RP. Their view on the role of accent will be acquired through an open question and possible discussion.

3.5 CONCLUSION

The task determined whether there are significant differences between monolingual and bilingual speakers concerning vocabulary, general ease of speaking, and amount of errors made. Native speakers of both Dutch and English judged the level of English of the students. The results discussed in the next chapter were generated through this methodology.

CHAPTER 4: RESULTS

4.1 OVERVIEW

The following pages are dedicated to the results found in the spoken texts of the monolingual and bilingual students. Chapter 4.2 will discuss all the findings from the three parts. These parts are the English proficiency, vocabulary, and native speaker assessment. Chapter 4.3 will give a conclusion of all the findings.

Part one consists of the results gathered through the use of the information from the means and Mann-Whitney test are given for the amount of words spoken, the length of time they were able to speak, and the calculated words per minute. This will give a general impression of their level of English. The Mann-Whitney test will give the significance. If the p -value¹ is less than the significance level 0.05, it can be assumed that the difference between the educational levels is significant.

Part two lists the findings of the vocabulary of the students in both programs. The texts were compared to Longman's top frequency word list and an Academic word list to see if there was a significant difference in terms of vocabulary.

The last, and third, part consists of the assessments by native speakers. The native speakers judged the students on pronunciation, fluency, and vocabulary on a given Likert scale. Furthermore they judged whether the student followed the monolingual or bilingual program.

4.2 FINDINGS

PART 1: DIFFERENCES BILINGUAL AND MONOLINGUAL STUDENTS

The following results are the differences found among the students concerning their level of English. The amount of words they spoke during the 5 minutes given, the amount of time they actually were able to use, and finally the amount of words per minute. A Mann-Whitney test compares two individual groups within the independent variable education, against the various dependent variables to see if there is a significant difference.

The first variable analyzed was the amount of words the students were able to speak. We used SPSS to compare the means of the independent variable of education and the total amount of time they were able to speak. The students were given 5 minutes to speak, and the amount of words they spoke shows how easy the students were able to tell a story. Fillers such as [uhm] do not count towards the number of words spoken. More words spoken mean higher fluency, more spoken text, and generally good control over the English language. The results are as followed:

¹ The Mann-Whitney test gives a p -value, which shows that the result is very unlikely to have arisen by chance if it is smaller than the significance value of 0.05

TABLE 4. 1

Mean Total amount of Words Spoken < 5 minutes

Education	Mean	N
Bilingual	494,30	10
Monolingual	368,70	10
Total	431,50	20

TABLE 4. 2

Mann-Whitney Test for Words Spoken <5 minutes

	Words
Mann-Whitney U	19,500
Wilcoxon W	74,500
Exact Sig. [2*(1-tailed Sig.)]	,019* ^b

a. Grouping Variable: Group

b. Not corrected for ties.

In table 4.1 it becomes clear that the bilingual students were able to speak 494 words on average in the maximum time of 5 minutes given. The monolingual students were able to speak an average of 386 words. Furthermore we did a Mann-Whitney test, which compares the means from the mean comparison test in order to see if there is a significant difference. The difference between the educational level is significant when the p -value is smaller than 0.05. The Mann-Whitney test (table 4.2) shows that there is a significant difference between the bilingual and monolingual students because the p -value is .019.

The students were not all able to fill the 5 minutes given. They were free to speak as much as they wanted, but it was made clear that the goal time was five minutes. The following results show the differences between the monolingual and bilingual students of the length of their speeches in order to see if there was a significant difference there. We used SPSS to conduct a mean comparison and then a Mann-Whitney test to reveal if these differences in mean are significant. A student who would speak longer was able to come up with more information in English about the given picture than a student who spoke for a shorter amount of time. The results were as followed:

TABLE 4. 3

Mean Total time used

Education	Mean	N	Std. Deviation
Bilingual	0:04:07	10	0:00:53
Monolingual	0:03:24	10	0:00:21
Total	0:03:45	20	0:00:45

TABLE 4. 4

Mann-Whitney test for Total time used

	Time
Mann-Whitney U	21,000
Wilcoxon W	76,000
Exact Sig. [2*(1-tailed Sig.)]	,029* ^b

a. Grouping Variable: Group

b. Not corrected for ties.

Table 4.3 shows that the bilingual students took an average time of 4 minutes and 7 seconds. The monolingual students spoke an average of 3 minutes and 24 seconds. The Mann-Whitney test (Table 4.4) shows that this difference is also significant because the p -value (0.029) is less than the significance level ($\alpha=,05$).

The next step was to see if the number of words per minute also significantly differs between the monolingual and bilingual students. This was calculated using the total amount of words spoken and the total time they spoke. The amount of words per minute shows the speed at which the students were able to talk. A student who speaks faster has a better control over the language. They also use less fillers and pauses than a student who has fewer words per minute. As mentioned before, fillers have been removed from the number of words spoken. This was calculated using the number of words they spoke in the time they used to describe the picture. The results are as followed:

TABLE 4. 5

Mean Words per Minute

Education	Mean	N	Std. Deviation
Bilingual	126,4460	10	15,30272
Monolingual	114,8800	10	25,15737
Total	120,6630	20	21,11679

TABLE 4. 6

Mann Whitney test Words per Minute

	Words_Min
Mann-Whitney U	33,000
Wilcoxon W	88,000
Z	-1,285
Exact Sig. [2*(1-tailed Sig.)]	,218 ^b

a. Grouping Variable: Group

b. Not corrected for ties.

Table 4.5 shows that the bilingual students used an average of 126 words per minute and the monolingual students used an average of 114 words per minute. Table 4.6 shows that, according to the Mann-Whitney test, this difference is substantial, but not significant. The p -value is .218, whereas the significance level is .05. The bilingual students were able to speak a larger amount of words in the timeframe they were given and also spoke longer than the monolingual students. However, when calculating the amount of words per minute, there is no significant difference between the two groups.

PART 2: VOCABULARY ANALYSIS

To assess the vocabulary of the bilingual and monolingual students, the speech was compared to the Longman high frequency word list and the Academic word list. The words in this list make up 86% of the English language. This means that if a student uses a high percentage of the words on the list, the student understands what he or she is saying. Most importantly, they will be understood by other speakers of English. The list is a strong tool in aiding the students to develop good communication skills in English.

The following tables show the percentage of the spoken text which consists of the 3,000 most common words (x-axis=% frequent words) found in the Longman list of most frequent words and the results of the Mann-Whitney test:

TABLE 4. 7

Mean percentage Frequent Words used

Education	Mean	N	Std. Deviation
Bilingual	80,860	10	2,2137
Monolingual	80,130	10	3,5166
Total	80,495	20	2,8843

TABLE 4. 8

Mann Whitney test percentage frequent words

	FreqWords
Mann-Whitney U	43,000
Wilcoxon W	98,000
Exact Sig. [2*(1-tailed Sig.)]	,631 ^b

a. Grouping Variable: Group

b. Not corrected for ties.

Table 4.8 shows that there is no significant difference between the bilingual and monolingual students concerning vocabulary because the p -value is .631 and the significance level is .05. Using the mean comparison test in SPSS, we found that for the bilingual students, an average of 80,9% of their texts consisted of frequent words, and for the monolingual group this was 80,1% (Table 4.7).

The following results show the percentage of words in the texts that consist of Academic words. The results of the mean comparison and Mann-Whitney Test:

TABLE 4. 9

Mean percentage Academic words used

Education	Mean	N	Std. Deviation
Bilingual	,770	10	,4762
Monolingual	,670	10	,5945
Total	,720	20	,5268

TABLE 4. 10

Mann-Whitney test percentage Academic words used

	AcaWords
Mann-Whitney U	43,000
Wilcoxon W	98,000
Exact Sig. [2*(1-tailed Sig.)]	,631 ^b

a. Grouping Variable: Group

b. Not corrected for ties.

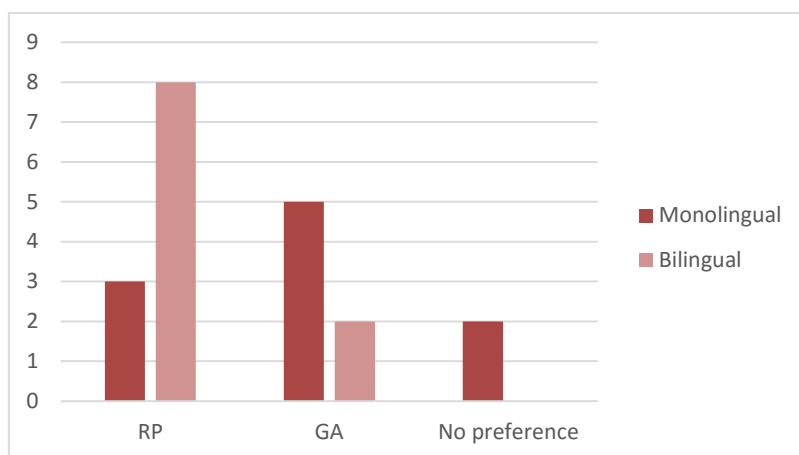
Table 4.10 shows that there is no significant difference between the bilingual and monolingual students regarding their use of academic language. The Mann-Whitney test gave a *p*-value of .631, and the significance level is .05. Using SPSS to compare the means, we can see that the bilingual students used an average of 0,77% of the most common academic words in their text, whereas the monolingual students used an average of 0,67% (Table 4.9).

PART 3: NATIVE SPEAKER ASSESSMENTS

The native speakers, or listeners, filled in an assessment on 30 seconds of speech per student. Furthermore, they judged the students on accent. The following results have been obtained from this assessment, the questionnaire filled in by the students, and discussions held with the listeners.

The overall judgment on accent is that it does not matter which accent a student uses, as long as they are consistent and proficient. One listener did prefer British English. She preferred that students lean towards this accent because it is seen by many as more formal, and is perfect for educational purposes. The other listeners agreed that accent is not as important as proficiency, but all mentioned that British seems to be a more professional and formal than, for example, a strong American accent. All the listeners mentioned that in the professional market there are many accents and the accents is what makes a person. One listener concluded that speakers do need to be made aware of certain cultural stereotypes that are associated with the various ways of speaking. This includes pronunciation, vocabulary, and slang which all affect the way your listeners regard you as a speaker.

The students were also asked to give their opinion on accent. The following chart shows their preference for an American or British accent per educational level:



GRAPH 4. 1. Bilingual and monolingual students' preference towards accent given a choice between RP and GA.

As you can see in graph 4.1, the bilingual group has a strong preference for the British accent, whereas the monolingual group has a stronger preference for the American accent. The students in the bilingual group who preferred British all find that British is more beautiful, sophisticated, formal and sounds 'nice'. They find the American accent more relaxed and easy to listen to. The students who preferred the British accent all found that they had a British or Dutch accent. The students who preferred the American accent all thought they had a slight American accent as well. The students in the monolingual group showed completely different results. The students who said that American was their preferred accent find that American is easier to understand and is easier to speak. They also thought that British was harder to understand and too old fashioned. They thought they had an American accent. The students who preferred British did not mention why, and found they either had a Dutch accent or they didn't know what they had.

The native speakers judged whether the accent of the speaker leaned towards British or English. For the monolingual group, 7 out of 10 students were judged as to having a clear Dutch accent (3). One student, who also was judged as a native speaker, was judged to have a strong British accent (1). The two remaining students were judged as having a slightly American accent (4). For the bilingual group, 6 students were judged with a slightly American (4) accent, 1 student a Dutch accent (3), 2 students with a slightly British accent (2), and one student with a strong British accent (1).

The listeners were asked to judge whether the student was in the bilingual or monolingual program, or if the speaker was a native speaker of English. These results are based on the mode of the answers given by the listeners. For the monolingual students, 5 out of 10 students were correctly placed in the monolingual group, 4 out of 10 were placed in the bilingual group, and 1 was placed as a native speaker. This participant is also the only participant who also spoke another language at home apart from Dutch. For the bilingual group, 6 out of 10 speakers were placed correctly in the bilingual group, 1 out of 10 was placed in the monolingual group, and the remaining 3 speakers were identified as native speakers.

The native speakers judged the students on their fluency, pronunciation, and vocabulary using a liker scale. The scale ranged from 1 being very bad and 5 being flawless. This gave the following results when comparing the means using SPSS:

TABLE 4. 11

Mean of native speaker judgment on fluency, pronunciation, and vocabulary per educational level

Education		Fluency	Pronunciation	Vocabulary
Monolingual	Mean	3,10	3,60	2,80
	N	10	10	10
	Std. Deviation	,994	,699	1,229
Bilingual	Mean	3,80	3,90	3,30
	N	10	10	10
	Std. Deviation	,422	,568	,823
Total	Mean	3,45	3,75	3,05
	N	20	20	20
	Std. Deviation	,826	,639	1,050

TABLE 4. 12

Mann-Whitney test for judgment on fluency, pronunciation and vocabulary

	Fluency	Pronunciation	Vocabulary
Mann-Whitney U	28,000	36,500	36,000
Wilcoxon W	83,000	91,500	91,000
Exact Sig. [2*(1-tailed Sig.)]	,105 ^b	,315 ^b	,315 ^b

a. Grouping Variable: Education

b. Not corrected for ties.

As is clear from table 4.11, the bilingual group scored higher on fluency, pronunciation, and vocabulary than the monolingual group. However, according to the Mann-Whitney test (table 4.12) this difference is not significant. The Mann-Whitney test gave p -values for fluency, pronunciation and vocabulary which are higher than the significance level of 0.05.

4.3 SUMMARY

There are significant differences between the monolingual and bilingual group with average words spoken and the time they used within the given timeslot. The bilingual outperformed the monolingual group in both cases. When calculating the words per minute, there was no

significant difference found with the Mann-Whitney test, but the bilingual group did outperform the monolingual group with 126 vs 114 words per minute.

The bilingual and monolingual group both used the same type of vocabulary. The results of their speeches were checked against the Longman corpus of 3,000 most frequent words and a list consisting of Academic words. The bilingual group had a slightly higher percent use of academic words (0.77%) than the monolingual group (0.67%) but this difference is far from significant. The bilingual speeches consisted by 80.9% of the most frequently used words. The monolingual group used slightly less, namely 80,1. This is also far from significant, so there is no difference in vocabulary.

The bilingual group showed a strong preference for a British accent because they found it to be more sophisticated, beautiful, and professional. They also thought they themselves had a British or Dutch accent. However, the native speakers found that most bilingual students had a more American accent. The monolingual students showed a strong preference for an American accent because they found it to be more relaxed and easier to understand. The native speakers judged most monolingual students to have a Dutch accent.

On average, the bilingual students scored higher on vocabulary, pronunciation, and fluency as judged by the native speakers. The results from the Mann-Whitney test show that the differences between the monolingual and bilingual students are not significant.

CHAPTER 5: CONCLUSION

5.1 OVERVIEW

In this chapter, the results found in chapter 4 are discussed in relation to the research questions presented in chapter 1. Chapter 5.2 will deal with the first research question, chapter 5.3 will deal with the second research question and all sub questions. Chapter 5.4 will deal with the third research question. Finally, chapter 5.5 will give a final conclusion on all the findings and juxtapose this research with the literature and investigations discussed in chapter 2.

5.2 RESEARCH QUESTION 1

The main research question was the following: What are the main differences in vocabulary, fluency, ease and speed of talking between bilingual and monolingual students?

In the oral tasks performed by the students, there was a significant difference, with a p -value² of 0.019, between the bilingual and monolingual students when it came to the amount of words they were able to speak in the five minutes they were given (table 4.2). The bilingual students managed to speak a greater amount of words, and they also spoke for a significantly longer time, p -value 0.029, than their monolingual peers (table 4.3). This suggests that the bilingual speakers are more at ease with the English language and find it easier to speak spontaneously in English. They also spoke more words per minute (table 4.5), which suggests that they speak with greater ease and with more confidence. The bilingual

² Significance level of 0,05. If the p -value is smaller than the significance level, the result is significant and it can be assumed that it is very unlikely that the result has arisen purely by chance.

students spoke an average of 126 words per minute, and the monolingual group spoke an average of 114 words per minute. However, this is not a significant difference (table 4.6). Concerning vocabulary there was no difference between the bilingual and monolingual students. For both groups, about 80% of their speeches consisted of the words found in the frequency list. The vocabulary of the bilingual students is not more advanced (table 4.7, 4.8), but it seems that the bilingual students find it easier to make use of the vocabulary they do know in order to make sentences and do not get stuck or lost in their speech when asked to produce something in English.

Native speakers assessed the students on their vocabulary, fluency, and pronunciation using a Likert scale. The bilingual students scored higher on all aspects than their monolingual peers (table 4.11). The bilingual students had an average of 3.8 for fluency, 3.9 for pronunciation, and 3.3 for vocabulary. The monolingual students, on the other hand, had an average of 3.1 for fluency, 3.6 for pronunciation and 2.8 for vocabulary. This shows that native speakers of English do find bilingual students to be more proficient in spoken English than monolingual students. According to the native speakers, the vocabulary of the bilingual students was more varied and complex, their pronunciation of the words they used was better, and they talked more fluently than the monolingual students. They used less fillers and had less pauses in their speech. Even though the Mann-Whitney test shows that these differences were not significant, there is a difference between the two (table 4.12). It suggests that bilingual speakers do have an advantage because they obtain a higher communicative proficiency in English than monolingual speakers.

5.3 RESEARCH QUESTION 2

The second research question investigated the attitude towards accent of both the students and native speakers of English. The question was as follows: Does the tendency and actual speech production of the students, using GA and RP as reference, differ from the desired accent? This question was further split up into several sub questions.

The first sub question was which accent the native speakers preferred the young students to have. The common judgment of the listeners (App. V,VI) was that it does not matter which accent a student has, as long as they are consistent. Proficiency and understandability in English is much more important than the accent which they use. The students should be aware of certain stereotypes that various uses of English can carry; these uses include pronunciation, vocabulary and slang. In the professional world there are many different accents, and it is mostly important that a student is able to clearly convey a message and be understood by their listeners, and not so much which accent they are using. British is considered more formal, but was not specifically preferred as a desired accent.

The second sub question investigated the attitude of the students towards accent. In the questionnaire (App. III, IV) it became clear that there were strong differences between the bilingual group and monolingual group. The bilingual group mostly chose British as the preferred accent because they found it to be more sophisticated, beautiful and professional. The students listed the classroom and media to be their main input of English. The bilingual students who preferred British also said that they had a British or Dutch accent. However, the native English speakers judged most of the bilingual students to have a slightly more American accent. The monolingual students, on the other hand, mostly found American to be the preferred accent because they find it to be more relaxed and easier to follow. Most of

these students listed television and media as their main input of English. The native speakers judged most of the monolingual students with having a Dutch accent.

5.3 RESEARCH QUESTION 3

The third research question investigated the personal differences between the monolingual and bilingual group concerning their motivations and background. The students filled in a questionnaire with their basic information and answered several questions about their motivation and background. This information was used to make sure that the group was homogenous and whether personal attitude would influence the spoken task. From each group, 10 students were chosen at random by their teacher to participate in the research.

For both the monolingual and bilingual group, the students were all 16 or 17 years old. They were all native speakers of Dutch and were born and raised in the Netherlands. None of the students had an English speaking parent. One student in the monolingual group also spoke Iranian at home. One of the students had lived abroad in 2001 and 2003-2005. However, he was Dutch and spoke Dutch at home. He was 6 years old when he moved back, so this does not influence his level of Dutch or English. One student from the bilingual group had lived in Sri Lanka until she was twelve. However, her nationality was Dutch and it was the language which they spoke at home. Therefore, all the students were included in the research and were not discussed separately in the results.

The other questions in the questionnaire dealt with the personal motivation of the student and their preference on accents. The accent part has already been discussed in chapter 5.2. The rest of the questions dealt with their reasons for choosing their program and how they feel they learn English the most.

Almost all of the students, both bilingual and monolingual, chose television, music, and media as an important factor for learning English. Many of the male participants also highlighted the need for English while playing online computer games. They find it a good way to learn English, because they are immersed in the language and are forced to use it. This could be while playing games, watching movies without subtitles, or being on vacation in a foreign country. Most of the bilingual students also mentioned that school was an important input of English for them. As mentioned before, the bilingual students are taught half of their subjects in English. The monolingual students mentioned school, as an important input factor for English, considerably less.

The monolingual students often found that they chose that program because they, or their parents, believed that doing the bilingual program would be a step too high. However, all the students do stress that English is important for their prospective careers. The monolingual students find that the level of English they achieve through monolingual education is already sufficient in order to succeed later in life. They all agree that a good command of English is essential, but they do not see the added value of the bilingual program. They either find it too hard, or they tried for a couple of years and failed. One student mentioned that she really wanted to do the program, but her grades were too low in primary school to be accepted. Most of the students did not enjoy English or mentioned that they had not learned many new things over the past two years. They found their English lessons at school rather redundant or repetitive or had nothing to say about them.

The bilingual students had a stronger and more convincing opinion on the importance of English. They all found that a good command of English is crucial to succeeding later in life, and a lot of the students wanted to follow international university courses or end up working abroad. One student even called English the most important subject in her curriculum. The bilingual students also unanimously agreed that choosing the bilingual program was a great choice, and they really enjoyed their years of education.

In conclusion, there are not many differences between the monolingual and bilingual groups with regard to their personal background or details. The bilingual group is a lot more internationally-oriented and enjoyed their English education more than the monolingual students. Both groups find English to be important, but the bilingual group was more motivated to reach a high proficiency and found English to be crucial for succeeding in their future endeavors. Also, the bilingual students find school to be a very important factor in learning English, whereas the monolingual students do not explicitly mention school as often as television, music, and vacation.

5.5 FINAL CONCLUSION

The final conclusion of this research is that bilingual education makes a significant difference when compared to monolingual education. Bilingual students are able to produce longer spontaneous speech, they are able to come up with more words and they are much more fluent. Their pronunciation is also better and they are able to create sentences for a longer period of time. In this aspect, the bilingual program reaches its goal of creating better speakers. It is rather interesting that the vocabulary of the bilingual students did not significantly differ from the monolingual students when comparing it to the frequency lists. However, the native speakers did assess their vocabulary to be more varied than that of the monolingual students.

Furthermore, it seems redundant that teachers use RP or GA as a referencing system and are taught accordingly at university. The overall opinion of native speakers is that accent is not important. The proficiency and intelligibility in English is much more important. This agrees with Jenkins, who claimed that a speaker who makes grammatical mistakes with good pronunciation is more intelligible than a speaker who makes no grammatical mistakes but has poor pronunciation (2000). The students do need to be made aware of certain stereotypes that are associated with certain accents and it is important for students to also learn about culture. This relates to the conclusions made by Morley, who found that native speakers of a language tie social value to pronunciation (1988). The students do not need to have a certain accent, but they do need to be consistent in their speaking and, most importantly, their writing. The bilingual students find British to be more eloquent and professional, whereas American is found to be easier to understand and more relaxed by the monolingual students. Kenworthy found that speakers “who show positive feelings towards the speakers of a language, tend to develop a more accurate native-like accent” (1987). The bilingual students were judged to have a more American accent, whereas the monolingual group had a mostly Dutch accent. The bilingual students are more motivated to learn and have very positive feelings towards the English language, which explains why their accent is more native-like than their monolingual peers.

Bilingual students also add a lot more value to their proficiency in English. They find it crucial to be fluent in English in order to achieve their future goals. Monolingual students

find English to be important, but they are less ambitious than the bilingual students. Garner and Lambert showed that students who are motivated to speak the second language in a wide range of social situations, or to achieve their future ambitions, are much more motivated to be highly proficient in the target language (1972). A large amount of the bilingual students want to study abroad and find that bilingual education gives them an advantage in this regard.

The bilingual students are exposed to English in the classroom far more than their monolingual peers. They also find the classroom to be the main factor in learning English. Seeing that the bilingual students outperform their monolingual peers on all variables tested, this agrees with Long's interaction hypothesis (1996). The students are always given the opportunity to interact with a native speaker in order to come to a mutual understanding. Conversational interaction is an essential condition for second language learning. These results are also in line with Krashen's input hypothesis (1982), in the sense that input is a very important aspect of second language acquisition. The monolingual students, on the other hand, find that English is mostly learnt through television and other outside sources. This does give them a large amount of input, but it is not necessarily comprehensible. Krashen also states that acquisition occurs when a student is exposed to language that is comprehensible, and then one step beyond that level. The books that the students use in their classroom once a week will provide this comprehensible input, but it is not as much as the bilingual students receive.

The bilingual students seem to improve their English substantially in the bilingual program. However, motivation may play a larger role than thought at first. The bilingual program has distinctive selection features for its students, whereas the monolingual program does not. In simpler words, every student needs to follow English classes and if they are really good they are eligible for the bilingual program. If a student receives bad grades, they are forced to stop the bilingual program and continue their English in the monolingual program. At the grade they were tested in, only the students who perform well in English are still in the bilingual program, and all the others are in the monolingual program. This research was not perfect or complete, because there are countless variables to be taken into account. The research was limited in the sense that the students who participated in this research were chosen at random by their teacher. Possible future research could be done with a larger group of students and maybe from different schools. Furthermore, a selection of the top students of the monolingual program and top students of the bilingual program could clearly show if the method of teaching has an impact on the level of English, or if the bilingual students are simply more motivated or better at learning languages in general.

APPENDIX

APPENDIX I: THE TASK

(The task was explained by me in person, in order to answer any immediate questions. I asked the students to describe the picture I was going to give them. I told them they were free to use their imagination and no story would ever be wrong. For example, if they saw a person walking they could even tell me how his day was going and how he was feeling. If they did not fill at least 3 minutes with the first picture, the second picture was handed to them. They were not aware that there was a second picture)



(The students were handed an A4 version)



APPENDIX II: TRANSCRIPTION OF TASK

Monolingual

STUDENT 1

[Uh] Well you can see that there is a shopping street [uh] with a lot of colors, and it's very busy... and there are people also working [uh] ... on the road, and there's someone buying hotdogs (or something?). Yeah, I think that's hotdogs. And [uh] there are [uh] mo [uh] there's movie, and a bus, and people are running over the street and [uh] everything is crossing and ... everything, everybody's moving. And there's a yellow cab, and [uh] and [uh] a book shop, which is blue with a red entrance. And there are people in the gym, there is someone cleaning the [uh] the windows (laughs) [uh] there's also a family restaurant, George, it is [uh] in the right corner, and it's red, and there's a postbus before it, and that's blue. (laughs) ok, [uh] ... oh yeah, there is also an old lady feeding the birds, i think, yeah, she's feeding the birds, and the street is called first scent, first street. And stone street. And there's also driving a [uh] purple car. And someone in this picture is also orange. I don't know how that's possible, but ... [uh] oh yeah, there's also someone almost [uh] i dont know [uh] there is also an [uh] biker who almost hits [uh] a pedestrian. But, [uh] I don't know what else to say.

Oh, there are two persons fighting. And they are really fighting, and they're prong so. Also one person has scratches (?) and there are people looking at it. Oh, and i think it is about a car accident because there is also something, there is a key, and there's the family looking to it. Nobody is doing anything, or helping, or ... oh yeah there's also a old lady who is angry at them, i don't know why. It's what you can see. And one of the people who are fighting wears a blue suit and the other one a grey suit. And ... one is losing his shoe and also his money. The other one is losing his phone and books, and also keys.

STUDENT 2

Okay so this looks like it's the center of a town, or a city, [uh] it's very busy with a lot of people [uh] I see cars driving and [uh] a bus and [uh] it's very chaotic. [uh] people walking [uh] yeah across the street without looking or [uh] yeah, there are .. is .. [uh] yeah shops, a gym, clothing shop, [uh] there is also a restaurant named George, where you can eat with your family or with yours friends. [uh] there is also like, a little park, and i can see a grandmother [uh] sitting up there [uh] on a bench. [uh] there is not a lot of green, there is some trees, but not a lot and there is some building going on, they are repairing [uh] the sewer I think. I don't know what they are doing [uh] but there is also [uh] a guy named Joey, who is selling a hot dog to a lady.... yeah ... That's ... yeah... there is a guy who is cleaning the windows at the gym. And the windows [uh] and the females , yeah, who are working out over there don't like it because he is staring .. at them. And there's a guy who is running across the street, I don't why, he is probably catching something he wants, anyways. But, it looks he is very busy. And this [uh] miniature guy [uh] almost bumps into the guy who is [uh] walking across the street. And, this seems that this guy up here is lost so asked the woman where he has to go. Yeah, that will probably be all I've got.

Uhm, yeah, so [uh] a man was walking with this old mother and then a guy tried to [uh] steal her purse, so [uh] the son got [uh] got mad so they [uh] yeah get into a fight. and they are both pretty big so, yeah, it was a pretty big, harsh fight, and [uh] all the stuff they got in their pockets [uh] .. [uh] fall out of their pockets and gets broken. Cellphone gets broken, wallet gets broken, with all the money [uh] and yeah, a family with a small child is [uh] looking at this fight and they are looking very [uh] word and the child [uh] asks what is going on because he doesn't understand. I think they, yeah, are from a mall or shopping, I don't know what they [uh] been up to. And also [uh] yeah, they keys to a house or car gets lost, and a small booklet, with phone numbers, i dont

know, and yeah, the mother is waving, I don't know why. Well she probably wants it to stop but [uh] he is too big [uh] to do something so they keep on fighting ...

STUDENT 3

[uh] it looks like [uh] ... an energetic city, a very crowded city, i see taxi's [uh], people on bikes and busses and card, a gym and a restaurant and I see tourists, I see a hot dog stand, and I see a cab, someone waving at the cab, [uh] I see a fountain, looks like [uh] new city because they are working on the streets it looks like a very hectic city because a lot of people are running across the street and [uh] someone is interrupted by [uh] a bicycle driver [uh] ... there's a clothing store, with kid clothes and [uh] adult clothes, [uh] lady is looking through the window inside it, maybe she is gonna buy something. I see a window washer, at the gym, ladies in the gym looking at him. I see [uh] a bookstore, I can see an old lady feeding doves, [uh] I can see a man asking directions to a lady, she is pointing to the right I can see a movie theater, [uh] maybe the bus stops there

Okay, [uh] two men are fighting, one man is the son of the older lady on the left, and one man is the son of the family on the right. They are in a argument because ... [uh] ... the one man in the grey suit took the job of the man in the blue suit.... and he's very angry because he doesn't have any money anymore. It's falling out his pockets so The lady on the right is angry because she is on the side of the man who lost his job to the other man, she's also angry because the other man took his job [uh] people on the left look very shocked because he didn't expect it ... [uh] ... both men's cellphone are flying around so they must be broken by now. Their shoes coming off, clothes being ripped, [uh] yeah it doesn't look very good.

Student 4

Ok, [uh] so I see a guy in a hurry here. And [uh] he almost hits this guy. Wearing his [uh] suitcase. It's [uh] across the street from George family restaurant, in this [uh] lovely town. On the other side there is Joe's hotdogs and [uh] there's a woman buying a hotdog - next to some roadworks- [uh] across the street from the roadworks there is a clothing store. A city gym on top of the building - second floor. [uh] there is some guy outside who [uh] hails for a taxi, and [uh] on the other side of the taxi there is an old oman sitting on a bench, feeding some pidgeons -on first street. [uh] the other side of the bench there's a fountain that's leaking out water all over the place. [uh] on the other side of the fountain there's a bus, it's making a right turn from World of books. It's a bookstore. And [uh] the bookstore is next to the movie theater. I am not seeing what movies are on display. And [uh] yeah, that's it.

Okay, so this is Phil and George. They are having a fight over what happened at work today. George stole some clients of Phil. And [uh] now they are having their royal tussle, while [uh] there is a families watching and grandma's. They are very angry at Phil and George [uh] because [uh] it is not [uh] it's not sending a good example for [uh] their future, kids. Who are also watching. There is just a whole lot of damage and there is [uh] agenda's that are torn apart, cellphones breaking, keys that are getting lost, money that's falling out of [uh] wallets. Yeah. Phill's wearing a blue suit and has three legs, and three arms. [uh] Phills wearing a grey suit with [uh] a white [uh]. I don't know what it's called. Some white shirt that is broken. Phill's pants arebroken. It's just a terrible day. And [uh] someone's losing a shoe.

Student 5

[uh] Well, the picture takes place in a [uh] crosspoint. [uh] there are several vehicles there. There is a taxi, who is [uh] one the guys is just getting in from the clothings shop. [uh] there is a bicycle who [uh] is driving way too fast [uh] and [uh] is almost run over [uh] a businessman. [uh] There is a hotdog stand at the [uh] - at the street where there is a woman [uh] buying her hotdogs. Next t o the hotdog stand there's a guy [uh] working [uh] into the- in the street. He is fixing the street. [uh] There are several [uh] people in the park, which is located next to the shop. [uh] One of them is [uh] an older lady who is feeding the doves. [uh] There's also guys crossing

the street because they're late, and one of them is running to get to the busstop. The bus stop appears to be [uh]- The bus itself appears to be empty because [uh] the busdriver [uh] just started his routine. Furthermore, [uh] there are several [uh] smaller [uh] shops. There are bookshops in which children are running around because they're [uh] -they want to find their book. [uh] There is also a restaurant [uh] that is owned by the family George [uh] apparently its [uh] from [uh] one father give- from his father given to his son for several [uh] years now. [uh] There's also [uh] a mailbox which is just emptied by the mailman. [uh] There's also [uh] the cinema located [uh] at the same area which were [uh]. Well, no one's out there so I think it's closed. There is also a gym which [uh] a number of people are working out. [uh] There is also a guy [uh] cleaning the windows of the gym, which the people are [incomprehensible] find really annoying because they're really shocked.

Two guys are fighting here because of an [uh] argument they just had. Apparently they are both really upset. The drawing is a bit weird because one guy has three legs. Well [uh] that guy- the guys are fighting and [uh] apparently they're rich guys because they have like- well they used to have nice suits. They're a bit broken now. And [uh] there is money falling out and [uh] there's all kinds of agen-[uh]-agenda's and [uh] phones are falling out of their pockets because they're fighting- too busy fighting. Also golden pens and keys are falling out. Well, -which proves that they're really [uh] well, rich guys and they're at their appointments by now. Now on the background there's like [uh] an older lady which- with shaking her fist. [uh] I think this means that she real-she is supporting one of the fighters because [uh] she appears to be really violent and hope that they'll keep fighting. There is also a family there with a child who doesn't really understand what's going on but the mother and the father of the child look really shocked at what's going on. They probably want to leave as quick as possible. They both have a basket with, I think Easter eggs in them.

Student 6

If you take a look at this picture, you that that [uh] it's very chaotic. [uh] Well there are - there is certainly one person falling in the middle of the street on the pedestrian crossing. [uh] There is a person digging the ground, right there. There is a taxi leaving too soon for a person. And [uh] the fountain is splashing out water everywhere. So that's not very calm, is it? And [uh] the person running after the bus that is leaving. Well, all these contribute to a sort of [uh] - sort of an atmosphere that is not very calm, and that this drawing is from a children's book in my opinion. It is very colorful, it has many pictures and I think it's [uh] - I think it is- it's there for a reason. To make students [uh] well- look at the pictures very well and find [uh] clothing, find a shop, find [uh] hotdogstand, or find a bus. There are some books which include many images and [uh] the word under it so that students have to find the right word in the picture. I think that this is one of those books, because the way it is drawn. It is exactly similar to that book I have [uh].

If I have to comment on the second picture I see that-that two men are fighting very angrily with each other and that one family is looking very shocked. [uh] They're fighting and [uh] they're fighting quite aggressively, and the granny is looking very angry at them. Throwing her keys at them etcetera. Now that they're all - no that they're fighting so bad their wallet is falling on the ground, their [uh] suits and ties- and their suits and ties and [uh] tuxedo's are getting all torn up. And [uh] They're just making a mess of themselves now that they're fighting so aggressively. Their cellphones fall on the ground, their agenda gets ripped to pieces, and they drop all their valuables just to engage in a fight. And [uh] yeah- I think that the [uh] - I think they had a very bad day, as they both fight very aggressively with one another- with one another and they're ripping their clothes. They're ripping their pant- jean not- Jeans I should say. [uh] They're ripping their tuxedos, they're dropping all their valuables, their pocket money, cellphones, etcetera just to engage in a fight. So they must really hate each other badly, otherwise they wouldn't have [uh] sacrificed all their beloved valuables to [uh] engage in a fight.

Student 7

So in this picture we see [uh] several [uh] [uh] rules being broken [uh] and [uh] the [uh] for instance the [uh] bus. He doesn't look there are [uh] people walking [uh] on the street and [uh]

[uh]. On the left you see a man just crossing the road [uh] in front of a [uh] cab. [uh] Where there's a man [uh] part of a road where you can cross [uh] just 5 meters [uh] further. [uh] You see a lot of people in a hurry [uh] to go to work. [uh] Those people are all [uh] nicely dressed. Very [uh] formal, all wearing suits and ties. And [uh] you see a construction worker (p) [uh] just doing [uh] his work with pipelines, next to a hotdogstand. [uh] There is a bookshop [uh] where – that's quite [uh] popular. [uh] There is a man coming out of the bookstore, reading a book. And a child with his mother is going [uh] – is running in so that's just that, yeah, kid is really wanting a book. And [uh] there's an old lady on the bench in the park feeding the [uh] birds. There are also people fighting [uh] it's quite a serious fight. [uh] People are watching don't do [uh] they don't do anything. They just stand there and watch [uh] they [uh] – There's one older lady that is throwing keys towards them but that isn't helping and – and – it involves two men [uh] all ripped clothes. But they are also formally dressed. [uh] There's stuff falling out of their pockets like a watch and [uh] a key, a phone, and it's all broken.

Student 8

Okay, [uh] in this picture [uh] in front of me there are several buildings. [uh] From George's, a family restaurant [uh] as well there is Joe's, he sells hotdogs. And there are [uh] – there is a man in a hurry riding on his bicycle over the street [uh] overwhelming a man who is on his way to work, I guess. [uh] As well there is a town taxi [uh] with a Zapp soda logo in it. It's yellow ofcourse [uh] and [uh]. There are pigeons in the park, around them several trees. A bookstore with people not even entering the store at all. [uh] There is also [uh] first street, [uh] short street, and [uh] they can buy clothes in a clothing store [uh], or go sporting at the gym [uh] with [uh] each other. And there is also [uh] someone washing the [uh] windows in front of the store [uh] – in front of the gym. Someone [uh] – a man with a somewhat pink/purple t-shirt – sweater is ordering the taxi. He is carrying a – a book – a blue book. And [uh] there's this – this- this- [uh] construction worker. He is [uh] – Oh, it has a sign saying "people working". I think he's [uh] – I don't know what he is doing. Doesn't make really much sense. [uh] Several people- or two people are [uh] somewhat confused. They don't know where they are going or – They are carrying sort of paper. I think it's a map. They're standing close to the [uh] – the first street sign and the short street sign. [uh] [uh] . Yeah, as well there's a bus. The bus is taking a turn, that's all, I think.

You see two people fighting on each other. You see grandma [uh] looking [uh] angry. Yeah. Some kind of sign. And these two people are businessmen and they're [uh] – I think they're fighting at each other over money. Or, ofcourse, business. [uh] One wears a grey suit with a green tie and one wears a blue suit with an [uh] orange tie, and has three legs. Which I find very disturbing. As well he has three arms so yeah, I think that's an indication that is [uh] really struggling and really into fighting each other. As well there's a small family of three people who are being [uh] – well scared at the two of them. And I think that's [uh] what it is. Scary. That that the two men are really fighting each other over money.

Student 9

I think you see [uh] a busy street. You have a yellow cab and a guy [uh] stopping a cab. Is also a woman buying a hotdog from Joe's hotdog stand. [uh] A biker – of [uh] – a man on a yeah [pause] crossing the street and almost run over by a man on a bike. [pause] Also there is George family restaurant which seems to be [pause] [uh] not visited. [uh] An old woman on a bench, lots of stores. Bookstore, hifi store, cloth store- clothing shop [pause]. Also a guy running for the bus, I think trying to get to the bus [pause]. I don't think there is any more to tell about this picture They look like to be – two businessmen or something. And [uh] yeah they're fighting – family's watching, old woman's watching – I don't know about them. Could be many things. Maybe they are [uh] like concurrents from two different firms. They are trying to do [uh] kept the same to [uh] take their firm. Or [uh] maybe they are lawyers who were fighting over their case or something.

Student 10

[uh] At the gym there are two girls who [uh] decided to train, because it's almost summer. You can see that it's almost summer because the weather is – because of the weather. It isn't raining, [uh] the sun is shining. It is bright day, [uh] people are walking outside with a t-shirt on without a jacket and with skirts. [uh] A man is buying a hotdog because he was hungry. [uh] Well another man was [uh] – [uh] while [uh] another man was walking to the gym to also decide it's almost summer. Another man is going to his work, but [uh] he doesn't have a good day as the other people outside. Because the other people outside are all happy because it's good weather, but this man is [uh] [uh] having a bad day because his work wasn't going well. And his morning wasn't going well because his wife was moody. And [uh] he's now walking and [uh] a bike- a bicycle- a biker came by and – he [uh] drove over his foot. Or he rode over his foot. [uh] So, he's having a bad day, but another woman is having a very good day because she's [uh] sitting on a bench [uh] feeding the – feeding the birds outside. And [uh] smiling because the birds are all around her, and she thinks that it's very beautiful to have all the animals around her and to sit outside and enjoy the weather, and the people, and the crowd.

These are [uh] – There are two men outside. [uh] Who are also having a bad day. They are fighting because [uh] one man had stolen is phone, and the other man got so angry that he [uh] hit him and it- they started a fight. Without thinking about the families and the [uh] people around them. Because there is a little kid watching the fight and thinking that its normal to – fight. And [uh] an old woman who is very angry about the fight. She's screaming and yelling that they should stop fighting. All the other people are looking in [uh] scared and thinking that they should stop fighting, but that the kid- but they are also scared that the kid thinks it's normal to fight. This kid is just looking and staring and watching what's going on.

BILINGUAL

Student 1

Well [uh] this looks like a very busy city. [uh] Where the [uh] – an urban area [uh] a very big city. [uh] There's a lot of stuff going on. You have a hotdog stand, [uh] a gym, a clothing store, [uh] a book store, a restaurant, and a movie theater as well. [uh] It's just that everyone is very rushed, it seems. [uh] Someone is trying to run for the bus, [uh] but it's already driving away. [uh] And another man [uh] – cyclist is going around the corner and almost [uh] hit a man. There are also people working on construction on the road. [uh] It's also a very colorful picture. [uh] A lot of colors to – [uh] I don't know, to – [uh] to express something. I don't know what.

So here we have [uh] two men fighting it seems like. [uh] there's a lot of stuff flying around it it looks like [uh] two businessmen. And [uh] their money is flying around ,their phones, their wallets. [uh] So – yeah people are watching as well. [uh] Grandma's watching and a family of mom, dad, and a little child. [uh] – yeah. Well maybe they both had a company or something and a deal went wrong. Or they were both fighting for a promotion and the other guy got it. So , he just lost or something – something like that. Or someone cheated on his [uh] wife or something.

Student 2

Well you can see a very busy street, very busy [uh] crosspoint between [uh] lots of shops and each shop has it's own color which marks [uh]. The shops are also marked by what they sell. So, I can see a family restaurant, [uh] it is called George. It's just around the corner and it doesn't seem too big. [uh] Also I see [uh] a gym [uh] in the building [uh] and – I can see on the window of the gym that someone's cleaning the windows. [uh] And under the gym there is a clothing store and a woman is looking at the windows [uh] – probably because she wants to buy some clothes. And [uh] there is a man selling hotdogs to a woman. And next to this hotdog stand there is a man [uh] repairing or – repairing the sewery I think. Or just the road. [uh] On the street itself there are a lot of cars. I can see a taxi, [uh] a bus and another car. And also [uh] a bike rushing over and

almost [uh] dr- driving over a businessman and wh- who almost loses his [uh] bag. [uh] I can see a [uh] very casually clothes [uh] – clothed man crossing the [uh] pa- [uh] the pavement. And back there [uh] next to the bus there is also a rushing businessman crossing the street. And [uh] the bus that I see is- well it doesn't look like it is too full. So I think maybe all people fo by bike or taxi, not by bus. [uh] In the back of the picture there is also [uh] a picture of [uh] a store of [uh] – a bookstore. And [uh] a child and a mother go in and a businessman ,or a very chique clothed man, goes out. And behind the bookstore there is a movie store and this, unlike the other stores, looks very empty and not very much visited. And all the way in the end of the – the picture there is a – electronics store I think. And [uh] it's very [uh] hyped up and all their , [uh] well [uh] , colors and [uh] I think the televisions. And [uh] overall it's a very hectic [uh] image with also a old man next to an old woman next to all the rushing people feeding, I think, pigeons. And behind a fountain and she's – I think she looks very [uh] easy, while the rest of the people in this picture look very [uh] busy and they try to – try to get somewhere or I think that is what makes the picture very [pause] hectic and busy. And that's why there are a lot of colors that also [uh] generate this image of a very hectic [uh] ambience they try to – to give the – the peo- the person who receives this [uh] picture.

Student 3

So, we're in the city and you have different streets. First street, short street and stone street. [uh] there are different shops and [uh] you see people doing all kinds of stuff. [uh] Someone is getinning this – getting- well someone is getting a taxi – asking for a cab. And well I think the cab is gonna drive on. [uh] Well you also have someone's being run over by a bike [uh] while he's on the [uh] – [uh] – while he's going to work. And you have a hotdog- a hotdog [uh] – sale- tent and he's selling hotdogs to a girl wit ha flower dress. [uh] You have [uh] a family restaurant. There's no one sitting there so I think it's not that great. [uh] You have a bus that's going- that's driving. [uh] Someone's cleaning the windows and there are girls [uh] fitnessing. So they're shocked that someone's – a man is cleaning their windows. [uh] There's a 'world of books' store. A girl, or boy, is very eager to go inside and [uh] he's dragging- well she's dragging her mom into the store. You have a movies- cinema. And hifi buys, I guess that's technology. [uh] OH, there's an old lady who's feeding the birds – the doves – [uh] – which often happens to old ladies – do that, okay. You have the worker who is working on the pipes and there is a warning for the people. [uh] You have a stop sign and but there's no one coming so no one has to stop. [uh] Yeah, you have a fountain which is spilling over, so it's not – it's not a good fountain. [uh] You have the clothing store and the woman is [uh] looking at it like she really wants to buy it. I think it's maybe too expensive. [uh] And someone is looking for the way because she's lost and there's a map, I think, Yeah. She's a tourist. [uh] You have a very formal guy walking across the street but not on the zebapath – the [uh] crosswalk. And [uh] you have a busstop, but the bus is continueing- yeah it continues, right? Yeah, I don't know.

Well these are two people fighting because they're probably very angry at each other and they [pause] hate each other. [uh] [pause] They're scratching on it- well they have tears in their clothes and their shoes are falling off and [uh] the cell phone's broken so I think that's probably why they're fighting. [uh] You have very scared parents and their kid is very curious about this fight. He is pointing at it, and [uh] keys are flowing – flying and more keys are flying, pens are flying, [uh] a wallet, pager, and someone's probably a doctor or something. [uh] You have an old lady who is very angry and I think she wants to join the fight but [uh] she's, yeah, she's old. [uh] You have some more money that's flying around, You – people are very – I think they're coworkers.

Student 4

Well it's a very busy [uh] street. It looks like it's [pause]city. Kind of reminds me of New York. [uh] There's a stand where you can buy hotdogs, [uh] on the corner of the street. [uh] Next to it there's someone working on construction on the road. [uh] On the other side of the street there is a family restaurant called George. And the building is red and [uh] there's a stopsign on the corner of the street. And, well there's a man [pause] running across the street. Probably because he's trying to get on the bus that's driving next to him. [uh] I also see a gym where people are lifting weights and they're doing aerobics or some other sport. [uh] And there's someone cleaning the windows and he is looking inside the – [uh] the gym area. [uh] There also is a clothing store and there [uh]- there's a man who is stopping a – [uh] a taxi. [uh] Probably because he wants to get to work and he is late. [uh] I also see a bookstore, [uh] the building is blue and through the windows I see all sorts of books in all colors you can image. [uh] I see a purple car and the purple car is heading to the 'hifi buys' which I image is an electronics store where you can buy the newest Apple products and anything you want to buy. [uh] There also is a grandma sitting on a blue bench next to the [uh] some kind of park area. [uh] I guess she is enjoying the little bit of rest in this really busy city. [uh] The traffic light is, well, is [uh] green, but there's no car coming so [pause]. Oh, and I see a bike and the person on the bike is cycling really really fast because I think he's going to school because his backpack is packed with books and pencil cases and envelopes and whatever you bring to school, I guess. And well he doesn't even stop for the man on the [uh] – who wants to cross the road.

The next picture has the two men fighting. One of them is dressed in a grey [pause] suit and the other in a blue suit. [uh] On the background there is a – an [uh] old lady and she's throwing her keys towards the two fighting men. Perhaps she wants one of the two to drive her to her husband. [uh] The grandma's dressed in a green [pause] blazer, and she seems to have a blue skirt. [uh] And she's wearing glasses. The two fighting men have ripped [uh] clothes and there are phones falling, keys falling, pens falling, notebooks falling [uh] even a wallet is flying through the air. The- They seem to be really mad at each other. And I see three feet. One of them, the man in the blue suit, has three legs. Interesting. [uh] On the other side of the two men is a family. There's a man, a woman and a small child and they seem to be really shocked by this scene going on in front of them. And the small kid is pointing towards the fight. So it really grabs their attention, I guess.

Student 5

It's a very colorful picture in a city. It's like, yeah, just very busy. There are bikes, cars, busses, people running over the street. There's a lot going on. [uh] There's also a construction site at the street. They seem to be repairing the sewers or something. [uh] There are a lot of shops. You can buy books and you can buy clothing and there- there's a family restaurant where you can eat. It's George's, so it seems it's just plain American or something or English- more likely. [uh] You- there are two – it seems to be tourists- in front of the restaurant. One is holding something, it looks like a map. [uh] And his wife is pointing at the restaurant. They should go eat at that restaurant because it looks nice. [uh] Across the street there's a woman in a flower pan- a flower dress, they're not pants, buying hotdogs from Joey. Who is probably American and moved to England to sell his beautiful hotdogs. [uh] There are- then again across the street as it's a T-section, there's a man stopping a tax- stopping a cab because he, yeah, he needs to go somewhere. Back to home, after he went shopping at the clothes store. [uh] A few meters away from him there's a granny feeding the pigeons. Who are probably hungry and they can bathe afterwards in the fountain that's behind the old grandma. Next to the grandma there's a gym and it's above the clothing store and the windows of the gym are being cleaned by a- by a man who's hanging from the roof and he's basically looking at the woman who is sporting and running. [uh] Next to this woman inside the gym there's a man, [uh] using weights. He is- he doesn't seem very strong yet his weights are like average, like [uh] 0 kilo's or something. [uh] [pause] [uh] there's –

not all streets are like [pause] both ways. Some are oneway as you can not enter one street and it says oneway on the other sign. [uh] There's also [uh] a Hifi buys, the shop is called, it's a – you can buy tech stuff- etc. like televisions, phones, Ipads, and that sort of things. There's also a movie theater who is currently out of business. I hope for them because there's no on at the movie. I don't think [inaudible] – It doesn't look like anyone is paying attention to the movies. [uh] There's also a man who drops like most of his bags because he's probably in a hur- in a hurry so he sort of ran into the cycle, or the cycle – actually seems to be in a hurry also as he run into the person. The person also loses his hat which is probably a shame because he's a businessman and his hat is probably very expensive.

Student 6

This is a picture about a – about a very busy street and [uh] you see one man in a purple sweater who is trying to get a cab. And – Well, the taxi's driving pretty fast so I don't think he sees him. He steps on the pavement in the street so he- he's going to ran- run over him. Which is not a good thing. And there's a biker who is actually going faster than the taxi himself, which is quite special. And, yeah, his packback is actually almost ripping off his back since- because of his speed. There's a hotdog. I'd like a hotdog right now. [uh] Yeah a woman in a – a flowers on her skirt is actually buying a hotdog. And [uh] yeah, what else. There's a bus and there's a man running with his suitcase and his hat falls off. I don't know where he is running to. [uh] He's probably trying to get the bus or something. Or he's late for his work because he's wearing a suit, which is obviously used for something formal. And there's a gym at the top- the – [uh] top of the building. There's one man who is not pretty strong and he's trying to become strong I guess. And there are two ladies next to him and he obviously is lifting these weights to impress the ladies next to him. And there's another purple car that's just driving – I guess. Oh, and there's an od woman sitting on a – sitting on a bench and she's feeding the pidgeons. And, I think – I think that this woman has been through a lot in her life. She's a war veteran, she's one of the first ladies who actually joined the army. And [uh] now she's sitting on a bench, thinking about her life and she's feeding the pidgeons. And there's a – there's a restaurant called George's. And I guess the owner is George. Oh, and this is George I think. George is the one with the green [uh] – with the green trousers and the white shirt. And he has a very long -[uh] yeah, what is it. It's some kind of tape or [inaudible] it's very long. I think he's reading- Oh, he's reading a love story to the woman next to him. The woman next to him is laughing. So I think he's – she's either mad or she is just laughing in his face. Well he's – he's looking very pathetic so I think she's laughing in his face. And – but he's [uh] – he's also wearing flipflops. Well it's quite- Well it's not really [uh] warm there I think. I think everyone is wearing long shirts and trousers and stuff. [uh] yeah. [uh] What else? Oh, there's a fountain there. Oh I like fountains. When we were in Rome there were a lot of fountains. The trevi fountain and stuff so. [uh] yeah [inaudible] something special [inaudible]. But it's fun to see so. [uh] What else. There's a guy working on the road and [uh] he's just – he just dug a hole, I don't know why. Probably to check the sewer or something. And, yeah, he's wearing a yellow helmet as always since there are going to be a lot of things falling out of the air. For example a bird, or a – rock, or I don't know why rocks fall out of the air but they do. [uh] Oh, there's one girl chasing – chasing a kid. And the kid is running into a bookstore. Oh that is really – it is not - not really how it goes in life. Most kids would be running out of the bookstore instead of inside the bookstore. But, oh I see the – I see the reason. In the back of the – right next to the – the bookstore there's a movie theater. So I think the kid is running into the bookstore. And this guy is trying to go though the wall because he has dynamite with him to blow up the wall. Then he's going to the movies. So he's going to watch a movie. I think that he's going to watch fast & furious 7 since that's – that's the – basically it's the [inaudible]. And the mother I guess is following him into the bookstore and she's actually proud because she's running- yeah because she's running into the bookstore and she didn't know the kid is actually planning to – to blow up the wall. So [uh] yeah, I think he's gonna become a suicide terrorist later.

Student 7

Okay, well it's a very busy street. There are a lot of people, there's a lot [uh] going on. There's a lot of colors. The buildings are very [uh] colorful and bright. There are also a lot of names on the [uh] building, which makes me think that they're [uh] stores. So [uh], yeah. There's also a lot of traffic, very busy, a lot of cars which are also very colorful and people running across the street. It seems very dangerous. [uh] – Yeah. I see a gym [uh] with people inside of it. And there are people cleaning the windows [uh] people running [uh] across the street. Running in and out of the stores. You have a bookstore, and a restaurant, and a hotdog stand, and people are working on the street. [uh] They're like digging into the pavement. Also a little [uh] fountain with water coming out of it and there's a grandma feeding the pigeons. [uh] Some trees, [uh] inside of the bu- busy like street. [uh] – What more to say.

Well I see two men, they're fighting. [uh] They're in suits. It seems like they are fighting in a public place. There are people sitting around. [uh] I see like a grandmother in the back and [uh] another family to the side. [uh] I think maybe they're fighting about something that really happened at work. Or maybe they're fighting over [uh] I don't know ... their wives. They found out they had the same wife. [uh] I see also – I see money like – floating around them [uh] so the fight is really bad, because their suits are all ripped and phones are falling onto the ground. And, yeah. I think, actually, it's in a grocery store because I see the family to the side, they're like carrying their groceries and [uh] it's very strange they would fight in a grocery store. I think it might be bad because there are children standing around so [uh] they might not see [inaudible].

Student 8

Okay, [uh] so this seems to be in a really busy city. [uh] It's in fact not – it's kind of a shopping street but it's not [uh] a typical shopping street like Oxford street in London for example. It's [uh] more of a smaller shopping street, [uh] since the shops are quite small. [uh] So there's a man here, Joey, he's selling hotdogs and next to him there's a construction worker. [uh] There's a businessman crossing the road, he's probably going to get one of Joey's hotdogs. [uh] But he nearly got [uh] run over by a cyclist. [uh] Who's on his way to school. [uh] And he's always every single day too late. [uh] Then [uh] on the other side of the road at George's family restaurant there [uh] two tourists and they seem to have been lost the way [uh] and they wanted to ask the businessman which way they should go but he ran off because he was in a hurry. [uh] The taxi has just stopped for a man who is on his way to the library. He actually has nothing to do but [uh] he decided to kill his time there. [uh] The woman on the bench [uh] comes here every Sunday and she feeds the birds. [uh] Which she recently read that that wasn't good for the birds but she decided to do it anyway because it's one of her favorite pastimes. [uh] The in – the world books is a big bookshop and [uh] a child is running into there with his mom. [uh] She thought he was reading loads of books but he actually only looks at the pictures. [uh] There's a window washer near the gym. He always takes extra long because he loves to look at all the people who are doing their sports. [uh] There's a woman in the clothing shop underneath the gym, and she's looking at the clothes but she doesn't really have the money to buy them so she usually steals them. [uh] [uh] There's a man running off because he just missed the bus, [uh] he's wearing a brown suit and a hat and he has a [uh] little suitcase. He seems to be going off on a business trip. However, he does not have a suit as fancy as the businessman who is going off to Joey's hotdogs. [uh] There's a fountain behind the old woman with her pigeons. [uh] Which was built by the mayor of this town. However, no one likes this fountain. It's not a very pretty fountain. [uh] In fact, everyone kind of hates this fountain and [uh] there's a petition going around to [uh] get rid of this fountain because [uh] – because a lot of trees were chopped down for this fountain and [uh] everyone was quite upset about it. [uh] There's another man crossing the street. He was hoping to get the taxi but the man who is going off to the library [uh] was before him. And now

he's annoyed because he's sure he has more important things to do than the man who is off to the library. [uh] The construction worker that I mentioned before [uh] is actually having a really good day because it's his last day working on this construction – work. [uh] And he's [uh] actually usually works in other cities. I mean he's not a fan of this city. So he'll be happy to leave.

Student 9

Well in front of me there is a picture [uh] indeed of a really busy street. [uh] I think [uh] first of all it's in Europe because [uh] yeah, you can see it's quite a [uh] developed country. There is [uh] yeah – there is a stores, she's buying something and everyone seems to [uh] like good money to spend. She's looking for some clothes and so therefore, yeah, I think we have a country in Europe. [uh] Also, I think it's in Europe because [uh] we sort of have the [uh] reputation of always being [uh] busy, and always on our way, doing something. [uh] And then yeah, [uh] yeah. So, that are reasons that I think it's in Europe. [uh] You can see a lot of colors. [uh] And yeah, I like that. I like the [uh] style of [uh] – of painting. It's really [uh] – I feel it's realistic. At the same time it also isn't. [uh] Let's see [hmm] yeah. I think, yeah, the picture is made for [uh] primary school kids. Like, I don't know, yeah – it's not for – it's more for children because of the colors [uh] to give them [uh] a sort of a view on how our lives are and you can see the [uh] – how different the lives can be of [uh] – depending on – how – on your age because you see the woman here, the old woman, she's feeding the doves and [uh] yeah. She seems to have the time to sit and relax and then here you see some teenager I think it is. He's in a rush and he drives over – no, almost drives over- a [uh] [uh] yeah – well a man, a worker. [uh] I think the worker is about 40 or 50 and he's also busy and [uh] on his way to work and everyone seems to be doing something except for the old woman. Or old woman. Everyone is [uh] yeah. And this man, with the hat, [uh] next to the bus, he's also [uh] in a rush and yet, yeah, I think it might reflect on our lives.

Well, this is a fight. Two men. [uh] Also two- yeah – two workers. You can see that they [uh] – first of all they do have some money to spend. There's like they really smart [inaudible] I think [uh] because he throws some car keys, moneys – money, [uh] and cell phone. Yeah, so they're first of all, I think, they do have like good money to spend. [uh] Then on the side you see – oh yeah – on the side you see a family. [uh] A mother, a father and a child. And [uh] the parents they look worried because it might be that the child you can see he's pointing at the fight and then [uh] – then the mother she looks around and says [uh] like [uh] sort of it's safer to join in public in having a fight because it wouldn't be good to her child who's seeing this [uh] aggressive behavior. And then the right you have the grandmother – the yeah – the little woman and [uh] yeah – she doesn't – yeah. She's protesting, she's [uh] well [uh] on her own but she's – I think she's [uh] in her mind she might think [uh] like oh I didn't do more than being here.

Student 10

So, what do I see here? It's a very busy street. We see lots of stores. We see a hifi buys; I'm not quite sure what that is. It seems to have various posters on the windows. Now what I see, and do know, is a gym. People are lifting, working out, and someone is washing the windows whilst other people are watching him whilst they are working out. We see a bus, someone trying to get on that bus, but he is most likely too late. We see a fountain and I'm not quite sure that's what the fountain is supposed to be doing because it [uh] overflows. Furthermore, we see an old lady feeding, what I assume are birds, but I'm not quite sure. We see a guy [uh] holding up a taxi. He [uh] most likely wanting to drive somewhere with him. And [uh] what else? Yeah, someone is almost getting driven over by a cyclist – cyclist. [uh] He is dropping a few bags and the cyclist doesn't even seem to bother. Then there is someone trying to ask the lady where he must go. He is holding a map and therefore I assume he's asking that, but the lady she's not really responding to him. She's turning her to – the back of her head to him. [uh] We see a bookstore. We see a

kady and a kid in front of it. They [uh] are – what it seems to me they are running- but I'm not quite sure if they are going to enter the store or not. And we see a guy almost sitting in the air reading a book in front of that store. At the back of the bookstore is a movie theater. Which I don't believe to be a very convenient place but then again, who says this needs to be realistic. [uh] Yeah, someone is selling hotdogs but I think I've covered it. Oh yeah [uh] next to the hotdog stand there is someone trying to repair the sewage. And there's a warning sign. I believe [uh] I need to move on to the next picture because I have just described everything I have seen so far.

Okay, and what do we see here? Two people fighting in suits so I assume them to be important. They are dropping their phones, money, a wallet, a key, even more keys. Or, it appears that the old woman is throwing the keys to them. It's not – no no no it's – the marks indicate they are flying away from them so the old lady is just standing there fisting the air. Most likely complaining like a disturbed old lady holding her handbag. And then there is a husband and wife, I believe, with their kid. And the kid is pointing at the fight. And the father of the kid I assume to be quite empowered. He's dealing with the situation while I conclude that by the look he has on his face. And I assume he is not going to interfere with them.

APPENDIX III: QUESTIONNAIRE

Questionnaire

Basic Information

1. Gender: Male/ Female
2. Age:
3. Nationality:
4. Native Language(s):
5. Language Spoken at home:

Other Information

6. Have you lived abroad? If so, when and where?

7. How do you think you have learned English the best? School, television, vacation, etc.

8. TTO: Why did you (and your parents) choose the TTO program?

VWO: Why did you (or your parents) choose to follow the regular VWO program instead of TTO?

9. Do you prefer the British or American accent? Which accent do you think you have?

10. How important is your level of English to you? Do you think it is crucial to reach your future goals? What is your opinion on your years of English education?

APPENDIX IV: QUESTIONNAIRE ANSWERS

Monolingual

Student 1

1. Female
2. 17
3. Dutch
4. Dutch
5. Dutch
6. No
7. Television and vacation
8. Citoscore was too low, was not allowed in
9. American Accent. I learned most of my English from watching tv
10. It is important. I want to work internationally and I think a native speaker should teach English.

Student 2

1. Male
2. 17
3. Dutch
4. Dutch
5. Dutch
6. No
7. Television and school
8. We thought the bilingual program would be good for my future, but I wasn't good enough

9. American accent because it is easier to follow. I probably have a Dutch or American accent

10. Yes, it is important because I think I will study something that is useful globally

Student 3

1. Male

2. 17

3. Dutch

4. Dutch

5. Dutch

6. No

7. Television

8. My English is fine, so I didn't see the point of TTO

9. I like American accents the best because British is harder to understand. I definitely have an American accent.

10. English is important because you need to be able to communicate abroad. I have learned some useful things at school

Student 4

1. Male

2. 17

3. Dutch

4. Dutch

5. Dutch

6. No

7. Videogames

8. I started with bilingual program, but I failed very soon.

9. Neither, both are annoying in their own way

10. I think English is moderately important.

Student 5

1. Male

2. 16

3. Dutch

4. Dutch

5. Dutch

6. Sweden 2003-3005, Oman 2001

7. Television and living in Sweden

8. I wasn't very good at English, but I do think the bilingual program is great if you want to study abroad

9. American, I think a British accent is too hard to understand

10. Not that important. I think my English is good enough to reach future goals.

Student 6

1. Male

2. 17

3. Dutch

4. Dutch and Iranian

5. Dutch and Iranian

6. Iran until my 6th

7. Primary school, television programs

8. TTO was full, otherwise I would have applied

9. British is better

10. It is important, but not so much to me because I want to study and work in the Netherlands. English education is appropriate and taught very well.

Student 7

1. Male

2. 16

3. Dutch
4. Dutch
5. Dutch
6. No
7. Through school because I started in bilingual program
8. The bilingual program was too hard so I had to go back to the monolingual program
9. I prefer American because it is more fluent to speak
10. I think it is important to have an adequate level of English because you could be doing international business. It would be more professional and could have positive influence on the conversation

Student 8

1. Male
2. 17
3. Dutch
4. Dutch
5. Dutch
6. No
7. Television and school
8. I thought bilingual program would be good for international future job, but my English wasn't good enough
9. I prefer British, I don't know what I have
10. I think it is important when you want to work internationally. The monolingual program is not very challenging

Student 9

1. Male
2. 17
3. Dutch
4. Dutch
5. Dutch
6. No
7. Television and school
8. We were not sure if I could even do the monolingual program at this level, so the bilingual would have been too high for sure
9. Accent does not matter
10. English is quite important, but I get too many poem things in school

Student 10

1. Female
2. 16
3. Dutch
4. Dutch
5. Dutch
6. No
7. Television
8. Because I thought I didn't speak English very well
9. British. I don't know what I have
10. English is important but not crucial for my future goals. The first years of school I learned a lot and the last years have been useless

Bilingual

Student 1

1. Male
2. 17
3. Dutch
4. Dutch

5. Dutch
6. No
7. Television and school
8. It seemed a good choice because I want to speak English as fluently as possible
9. More of an American Accent.
10. It is not crucial but very helpful. It was a lot of work but I enjoyed it

Student 2

1. Female
2. 17
3. Dutch
4. Dutch
5. Dutch
6. No
7. School, by speaking and writing essays
8. I heard about bilingual program from foreign friends and my parents liked it too. At the open day I decided I wanted to do the bilingual program
9. British because it is easier to understand and sounds more beautiful. I think I have an American accent though
10. I think it is crucial for my future goals because I want to follow an international study and work abroad in the political field. I think it is very important that a representative of the Netherlands speaks perfect English. My years of education have been fun and never boring

Student 3

1. Female
2. 16
3. Dutch
4. Dutch
5. Dutch
6. No
7. School and television
8. I wanted to improve my English because I have family living in America and South Africa
9. British, because it sounds very formal and nice
10. I think everyone should be able to speak proper English. I think it's important to know English because of the world we live in and it can really help with your future. I learned a lot during my years at this school and I can definitely say it has improved my English. I hope I will continue to improve

Student 4

1. Female
2. 17
3. Dutch
4. Dutch
5. Dutch
6. No
7. School
8. To learn English fluently
9. The British accent sounds more sophisticated, whereas the American accent is more relaxed. I think I have an American accent
10. My level of English is rather important to me, as it enables me to communicate in foreign countries. This is crucial to reaching my future goals. My years of English education have been very helpful and enriching

Student 5

1. Male
2. 17
3. Dutch

4. Dutch
5. Dutch
6. No
7. Childhood television and movies. Also holidays taught me the best English. After that, school
8. Speaking proper English appealed to me
9. British. I think I have a British accent
10. It isn't crucial for me but I think it's important to speak proper English in order to be a valuable citizen of the world

Student 6

1. Male
2. 17
3. Dutch
4. Dutch
5. Dutch
6. No
7. I think talking to native speakers is the best way to learn
8. I have been speaking English since primary school on quite a high level and I wanted to continue with it.
9. The British accent is beautiful, but I think I have a Dutch accent
10. English is important and I think it is one of the most useful subjects at school. I like to speak English with anyone and I think anyone could understand and answer you. My future goals are also international, so to achieve them its necessary to speak English well. I think my education is pretty good, however, you don't learn words you use in your everyday life.

Student 7

1. Female
2. 16
3. Dutch
4. Dutch
5. Dutch
6. No
7. School, television, internet
8. I enjoyed speaking and reading English very much and I wanted to study abroad after high school
9. I prefer the American accent. I think I have a slight American accent.
10. Very important, although I don't think its crucial in order to meet my future goals since I have decided to follow a Dutch education after high school. I still think it's very important to be bilingual and therefore I am really happy that I chose this program

Student 8

1. Female
2. 17
3. Dutch
4. English
5. Dutch
6. School
7. Yes, sri lanka till I was 12
8. I went to the british school
9. British, I have a mixed accent
10. Yes, I would like to study in English

Student 9

1. Female
2. 16
3. Dutch

4. Dutch
5. Dutch
6. No
7. School for sure
8. For my future as it will be very useful. Also because I really liked the language
9. American is nicer.
10. I feel that English is very important for all of us. It is surely useful in the future and I feel that when you take the bilingual program, you are already one step further than the students in the regular monolingual program. I do not regret choosing the bilingual program!

Student 10

1. Male
 2. 17
 3. Dutch
 4. Dutch
 5. Dutch
 6. No
 7. School, videogames and television
 8. Because I find English an important language
 9. I prefer British English, but I don't think I have an accent
 10. I believe I have learned a lot over my years here which is very important to me because I want to study in the UK.
-

APPENDIX V: NATIVE SPEAKER ASSESSMENT

1. What is your opinion on English accents? Which accent (American or British) would you like young speakers of English to have and why? Do you think accent matters in the professional market? Please elaborate your answers.

2. Please mark the students on fluency, overall pronunciation, and vocabulary on a scale from 1 to 5. Please circle your answer.

Student	Fluency 1=very hesitant 5=Flawless	Pronunciation 1 = very poor 5= Excellent	Vocabulary 1= basic 5=Complex	Accent 1=British 5=American (3=Dutch)
1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

3. Please judge whether the student is a native speaker of English, or is following the monolingual (VWO) or bilingual (TTO) program at their high school. Please circle your answer.

Student	Bilingual (TTO)	Monolingual (VWO)	Native English (NE)
1	TTO	VWO	NE
2	TTO	VWO	NE
3	TTO	VWO	NE
4	TTO	VWO	NE
5	TTO	VWO	NE
6	TTO	VWO	NE
7	TTO	VWO	NE
8	TTO	VWO	NE
9	TTO	VWO	NE
10	TTO	VWO	NE
11	TTO	VWO	NE
12	TTO	VWO	NE
13	TTO	VWO	NE
14	TTO	VWO	NE
15	TTO	VWO	NE
16	TTO	VWO	NE
17	TTO	VWO	NE
18	TTO	VWO	NE
19	TTO	VWO	NE
20	TTO	VWO	NE

Thank you for your time.

APPENDIX VI: NATIVE SPEAKER ASSESSMENT RESULTS

Student	Accent				Fluency				Pronunciation				Vocabulary							
1	3	3	2	3	3	3	2	3	2	3	4	3	3	3	2	2	1	2	2	
2	4	4	3	3	3	4	4	4	3	3	4	5	4	3	4	4	3	4	3	3
3	4	5	3	4	4	5	5	1	4	2	5	5	3	4	3	5	4	1	4	4
4	2	4	5	4	4	3	5	4	4	3	3	5	4	4	4	4	2	4	3	3
5	2	1	4	3	3	5	4	4	5	4	4	5	4	4	3	5	5	4	4	4
6	1	1	1	2	1	5	4	3	5	5	5	5	5	5	4	5	5	4	5	4
7	4	5	3	3	3	1	1	1	2	2	2	4	4	3	3	1	1	2	2	1
8	3	1	4	3	3	3	4	3	3	3	2	4	4	4	4	3	4	2	3	3
9	5	1	3	3	3	3	2	1	2	1	2	3	3	3	2	2	1	1	2	1
10	3	4	2	3	3	2	3	4	4	3	4	4	5	3	4	4	2	3	4	3
11	3	4	4	4	3	3	2	4	4	4	3	4	4	4	4	3	3	2	4	3
12	3	5	4	4	4	2	3	2	4	3	2	5	4	4	4	1	3	2	3	2
13	1	2	3	3	3	3	3	1	2	3	3	4	2	3	3	3	2	1	2	2
14	3	5	4	4	4	5	4	2	4	4	4	5	3	4	4	5	3	2	4	3
15	2	4	2	3	2	5	4	4	3	4	5	5	5	4	4	4	5	5	3	4
16	4	4	4	4	4	4	4	4	4	5	4	4	2	4	3	5	4	3	3	4
17	4	5	4	4	5	4	4	4	4	5	3	5	4	4	4	4	5	3	4	4
18	3	3	2	4	2	3	4	2	4	4	4	5	3	4	4	2	3	2	4	3
19	3	4	4	4	4	4	1	3	4	4	3	4	3	4	3	4	4	3	3	4
20	1	1	1	2	1	5	4	4	4	5	4	4	4	4	5	4	5	4	4	4

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