In-class language choices in L2 context: Dutch language learners on translations and multi-competence

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Dutch language learners on translations and multi-competence

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Abstract

Using Cook's (2016) framework of multi-competence, this study aimed to contribute to the currently available research by showing that multi-competence offered a useful alternative perspective to some standards of practices and expectations held by and of adult language learners. Cook attempted to shift the well-established narrative by arguing that multilingual language learners should not be compared to monolingual native speakers but rather to other multilingual language learners. The inability to ever be a native speaker and differences in how languages operate in the mind of multilingual users justified developing the concept of multi-competence. This study focused on the students' perspectives of their language learning, particularly in terms of the effects of their L1s on the overall process. Thirty-six multilingual adult L2 Dutch were observed and interviewed to gain insight into their language use in a multilingual classroom and into their overall learning processes in terms of the languages they already knew. The results indicated that the adult language learners attempted to use the target language as much as possible. These language learners all relied on languages they already knew to help them learn Dutch, but not all learners wanted course materials translated to their L1s for ease of learning. These results supported the perspective of a monolingual native speaker as the ideal model. The results also cautiously supported Cook's (2016) definition of multi-competence, which in part claimed that languages are less separate in the mind of a multilingual language learner than in the mind of a monolingual L1 user.

1 Literature review

1.1 Overview

Understanding the history of multi-competence provides a framework for understanding its position in sociolinguistics and in the context of Dutch for speakers of other languages. The early days of multi-competence can be traced in concept to the 1600s as an unaddressed component of monolingualism. Cook (1991) popularized the modern use of the term and became one of its ardent proponents as a concept missing from the field of second language acquisition (SLA). Detractors point to neurological factors as evidence that multi-competence is a flawed concept (Hall et al., 2006; Singleton, 2016, 2016), while other researchers note the resistance to self-exploration as one cause of multi-competence's slow acceptance within the field. Despite decades of borrowing SLA research from the English-speaking community, multi-competence has thus far been given limited attention in the research on Dutch for speakers of other languages.

1.2 Multilingualism

Multilingualism, a forerunner of multi-competence, was first recorded in English in the 1830s, but the concept is as old as the existence of different languages. According to Franceschini (2011, p. 345), monolingualism was the prevailing mentality from the 1600s to the 1900s. Nations focused on a unified identity by pushing the ideology of one people, one language, and one country. At the same time, however, the flourishing international trade led inevitably to developing multilingualism, as this was necessary for what Franceschini politely calls "cultural transfer and the development of trade" (p. 345). However, even with the obvious interactions with speakers of other languages, the dominant preference for monolingualism – among the dominant culture – led to suppression of multilingualism. The multilingualism was there, but few if any actively paid attention to it (Franceschini, 2011, p. 345).

Acknowledgement of the existence of multilingualism has always been suppressed, overlooked, or simply "idealized away" through research (Franceschini, 2011, p. 345). Franceschini seemed careful with the word choice and does not elaborate, but based on the timeframe referred to, Franceschini is likely tactfully skirting sensitive topics such as colonization and enslavement. Perhaps with that perspective in mind, Franceschini was one researcher joining the European Union (EU) in pushing for a fresh look at multilingualism, aiming to put it in a more positive light for more modern times. One goal the EU began

promoting was trilingualism among its citizens: the first language plus at least two more. Franceschini pointed to obvious signs that the world and the EU had been moving away from centuries of deliberate homogeneity. Furthermore, ongoing waves of migration since the 1950s had led to a shift in perspectives on and a potentially greater acceptance of multilingualism. That said, one problem with the EU's interest in promoting positive multilingualism was the reluctance of citizens to expand beyond bilingualism: people were fine with their first language, often chose English as their second language, and failed to include a third language (Franceschini, 2011, p. 345).

1.3 Communicative competence

In the 1970s, sociolinguistics coined the term *communicative competence* to indicate that merely knowing the grammatical rules of a language did not necessarily result in being "a competent (or native) speaker in the real world" (Franceschini, 2011, p. 347). The term was broad enough to describe what a speaker can do, not just in one language as a monolingual speaker, but also competencies for multiple languages (Franceschini, 2011, p. 347; Hall, Cheng, & Carlson, 2006). At the same time, the concept of *interlanguages* covered the need to explain language acquisition and competencies of multiple languages in bilingual and multilingual users in the field of Second Language Acquisition (SLA). According to Franceschini (2011), in the early studies, the bilingual and multilingual users were considered competent users in their own right; they were only seen as incompetent and as "failing to achieve the target language" when compared to native speakers (Franceschini, 2011, p. 347).

1.4 Multi-competence

1.4.1 Definition

In 2016, Cook defined *multi-competence*[1] as "the overall system of a mind or a community that uses more than one language" (p. 3). This was a working definition, according to Cook, as interpretations of the concepts *system* and *community* still lacked full agreement, and co-researchers had not yet unanimously accepted the definition itself. By introducing a focus on the bilingual or multilingual L2 user, Cook shifted the perspective away from that of the monolingual user traditionally held as the standard. Whereas the field of Second Language Acquisition (SLA) tended to view any new language as a separate addition to the previous language and proficiency was measured against what the monolingual speaker

[1] The spelling of *multi-competence* varies across publications, both with and without the hyphen. Cook (2016) opted for the hyphenated version, which will be used accordingly in this study.

can do, Cook's concept viewed new languages as a part of a rather borderless system of languages in the user's mind and the L2 user was not to be compared to the proficiency of a native speaker (Cook, 2016). Additionally, according to Cook (2016), by being part of a system, each language is not only affected by the other languages in the mind, but it might be different from that same language in the mind of the monolingual speaker, which has no other languages to influence or be influenced by.

The *native speaker*, according to Cook (2013), is someone who "still speaks the language (L1) that they learned in childhood" (Cook, 2013). Cook agrees that a language user may sound like, or "pass as" (Cook, 2013), a native speaker, but by definition a language learner will never be a native speaker: the language learner did not learn that language in childhood. Cook observed that SLA nevertheless tended to compare the L2 learner to the L1 monolingual speaker, and a speaker not passing as a monolingual speaker was rated a deficient monolingual speaker. Instead, Cook (2013) argued, the language learner should be viewed as a speaker of a separate community and thus compared instead to other language learners. Davies (1991) is among those researchers who questioned the very definition of the native speaker, including asking what exactly "one is supposed to be a native speaker of" (Davies, 1991, p. 2). (See also Dewaele, 2018, and Davies, 1991, for a detailed examination of the myth of the native speaker.)

In further terminology, Cook considers *L2 learner* a marked term, noting that it applies to a person for the remainder of their lives, whereas *L1 learner* does not. Therefore, *L2 user* conveyed greater neutrality and it "refers to people who know and use a second language at any level" (Cook, 2013, p. 3). In its relationship to multi-competence, the term L2 user is not level specific, because it describes the multicompetent user at any level. Additionally, the language learner becomes a language user upon exiting the classroom. This study uses L2 language learner and L2 language user interchangeably but acknowledges the distinctions Cook made. This study also acknowledges that L2 does not accurately describe the multilingual user who is learning a third, fourth, or even fifth language (Dewaele, 2018).

Cook (1991) coined and popularized the concept of multi-competence, initially intended as a corollary to the already well-established term *interlanguage* within SLA. Cook sought to establish a perspective of the L2 user not in comparison to the monolingual L1 user, as had traditionally been done, but rather in comparison to other bilingual or multilingual L2 users. The very definition of the monolingual L1 user, also commonly called the native speaker, sets an impossible goal for the bilingual or multilingual L2 user to aspire to. Again, as Cook further argued, the language in the mind of the bilingual or multilingual L2 user is not the

same version of the language which is in the mind of the monolingual L1 user, because that language affects and is affected by the other languages (Cook, 2016). Multi-competence clearly has didactic implications, but Cook stressed that it is first and foremost a research-based concept aimed at shifting traditionally held perspectives in SLA. Awareness of multi-competence has grown since its earliest days (see, for example, Cook, 2016), but the concept is still in its relative infancy and multi-competence to date has been under-examined outside the English-based multi-lingual communities.

The monolingual speaker, by definition, has only one language in the mind, which differs from that technically same language in the mind of a bilingual or multilingual speaker, because the multilingual speaker has a richer lexical range of communication due to the multiple languages constantly overlapping and interacting with each other, the concept of transfer or *cross-linguistic influence*, as Cook (2016, p. 10) called it. Cook (2016) based this concept on Grosjean's (1994) definition of a bilingual: "a specific and fully competent speaker/hearer who has developed a communicative competence that is equal, but different in nature, to that of the monolingual" (Grosjean, 1994, p. 1657, in Cook, 2016).

As stated above, Cook (2016) argued against the monolingual L1 speaker as the ideal standard against which the bilingual or monolingual speaker should be compared, citing the definition of a native speaker as an impossible goal: "a person who has spoken a certain language since early childhood…and has spoken it continuously throughout life" (p. 11). Citing Ortega (2009), Cook stated that the monolingual speaker was "idealised…and held to be the ultimate yardstick of linguistic success" (Ortega, 2009). Excluding early childhood bilinguals, this goal is impossible for any L2 user to attain. Instead, argued Cook, the ideal model for a bilingual or multilingual L2 user would be another bilingual or multilingual L2 user.

Yet in persisting with this ideal speaker, the L2 speaker has been perpetually seen as a deficient version of the L1 monolingual speaker. Instead, Cook (2016) called the multilingual speaker a "unique user of multiple languages, not [a] pale imitation of native speakers" (p. 12). Cook (2016, p. 11) additionally addressed the unspoken image of who this ideal monolingual speaker actually is. By both specialists and laypersons, the implicitly acceptable version of a language is the elite one spoken by the highly educated, with a certain accent, and is not necessarily the version spoken by the majority, whether within a country or across the wider international linguistic spectrum. As some Japanese learners apparently thought, the native speaker was "male, white, and hopefully, handsome" (Cook, 2016, p. 11).

These are not standards to which the multilingual L2 user can nor should aspire, argued Cook (2016), further justifying the claim that the L2 user warranted its own set of ideal speakers. Ortega (2016), Singleton (2016), Wei (2016) and Franceschini (2011) are among those who either largely or fully agree with Cook. However, as Ortega (2016) pointed out, shifting the perspective from monolingual to bilingual would require the field of SLA to first examine its current practices closely, and this, claimed Ortega, the field had thus far been reluctant if not uninterested in doing (Ortega, 2016). If such is indeed the case, then despite the impact SLA has had on language acquisition in nearly every multilingual community, this might explain why to date awareness and implementation of multi-competence has been largely contained to English-based studies. Multi-competence has thus far seen but limited research in other languages.

1.4.2 Criticisms of multi-competence

As with any new idea, multi-competence is not without its detractors. The definition of multi-competence raised concerns among researchers such as Singleton (2016, 2018) and Hall et al. (2006), who point to neurological evidence seemingly proving that languages in the mind are indeed differentiated in the mind. Ortega (2016) echoed Franceschini's (2011) observation of complacency regarding multilingualism, noting the delay in the SLA field in embracing multi-competence. Ortega noted the field's reluctance in critically reflecting on its current practices, and this reluctance hinders its openness towards innovative approaches. Ortega further noted that not just researchers but also teachers and students remained firm believers in current practices – which, again, do not always include multi-competence – and the resistance to change remained strong as long as there is insufficient research justifying any alternative approaches. The latest edition of the *Handboek Nederlands als tweede Taal in het volwassenenonderwijs* [*Handbook Dutch as a second language in adult education*] (2022) makes no mention of multi-competence, arguably affecting its current status and acceptance in the Dutch linguistics field and among educators.

According to Cook's (2016) current working definition of multi-competence, languages in the multilingual mind have no boundaries: the languages overlap, interact, and affect each other, because one language does not exist in isolation from the other(s) (Cook, 2016). Singleton (2016, 2018) agrees with the concept of multi-competence but nevertheless presents evidence that languages in the mind *are* differentiated. Singleton (2016, 2018) cited examples of language recovery in multilinguals following either injury or surgery. Singleton (2016, 2018) observed how some multilinguals regained or completely altered their language use

seemingly unrelated to the order in which the languages had been learned or acquired. Full or partial recovery of one language should occur simultaneously with recovery of the other language(s), according to Cook's (2016) definition of languages influencing each other. Rather, Singleton argued for the "autonomy of developmental ability" (p. 4), because the full or partial recovery or even new language ability in the various patients' multilingual minds seemed to occur independent of the other languages. Hall et al. (2006) further critiqued the notion that a monolingual's competence and knowledge differed vastly from that of the multilingual speaker.

While the number of languages differs (one or more than one), Hall et al. (2006) argued that the monolingual speaker could also possess elevated levels of experience "in a variety of communicative domains and have experiences in reacting in multiple communicative contexts" (Franceschini, 2011, p. 350). In other words, the claim that the world of enhanced creativity is the sole domain of multilinguals was comparable to the critique that multilinguals are deficient and inferior to monolinguals. Lastly, while not an explicit critique of multi-competence, researchers such as Ortega (2016) noted that multi-competence has its roots in psycholinguistics, and its followers have been attempting to place it in the social framework of sociolinguistics. Both Franceschini (2011) and Ortega (2016) have argued that this shift in perspective is not easily achieved.

1.5 Dutch language learners

A summary of how the Netherlands has worked with Dutch language learners will help place multi-competence in the context of the current study. In the 1600s, the Netherlands was likely one of the countries tactfully described as partaking in "cultural transfer and the development of trade" (Franceschini, 2011, p.345). Rutten (2019) pointed to the Age of Enlightenment in the beginning of the nineteenth century as a class-based justification for unifying the country: by pushing for a focus on one nation, one people, and one language, the lower class might be lifted up from its current status (pp. 123-126). Since the second half of the twentieth century, the waves of migrants to the Netherlands have reflected major international political crises, which can be summarized in Table 1 below (see also Appel & Vermeer, 1997):

Table 1

Waves of immigrants to the Netherlands from 1960 to 2020

Year	Event
1960s-1970s	Guest workers from around the Mediterranean
1980s	Families of the guest workers and refugees from South America
1990s	Asylum seekers from the Balkans and Afghanistan
2000s	Asylum seekers from Somalia and Iraq
2010s	Asylum seekers from Eritrea and Syria
2020s	Refugees from Ukraine

(Kuiken & Andringa, 2022, p. 47)

The guest workers of the 1960s and 1970s who came to the Netherlands and stayed caused the need to begin developing courses for Dutch to speakers of other languages. When their children arrived and enrolled in Dutch schools, subsequent studies indicated significant language deficits compared to their Dutch classmates (Appel & Vermeer, 1997, pp. 17-18). Instructors for these young language learners often lacked sufficient training and awareness of second language acquisition, assuming instead that the children would learn Dutch simply by playing with their classmates. Moreover, the instructors often held (too) low expectations of these children, regardless of their actual abilities, assuming that if the parents were not highly educated and worked in low-rated jobs, then the children were likely no better (Appel & Vermeer, 1997, p. 25).

1.5.1 Young language learners

In an experiment designed to close the lexical gap between the second language learners and their Dutch classmates over a four-year period, Appel & Vermeer (1997) achieved success with 40% of the schools. Despite this seeming success, the researchers declared the experiment a failure on the part of the remaining schools. Causes for the failure included the schools not executing the curriculum as designed, lack of faculty to perform the extra tasks, and overall inadequacy in the curriculum content (Appel & Vermeer, 1997, pp. 97-98). The researchers thus seemed to place the blame of deficiency on the curriculum and on the instructors – they considered themselves at fault for the curriculum design. The children's competence in any other language was not assessed, perhaps because of their being second language learners and with the stated problem of low lexical proficiency.

1.5.2 Adult language learners

While instruction for young language learners in the Netherlands seemed to struggle to find its footing, instruction for adults continued to develop from decade to decade. Early volunteers had little to no training but cobbled together their own lessons to teach migrant workers in local community centres. Over the decades, the field has grown to a "respectable professional discipline with qualified instructors, an academic journal, teacher training and masters level educations, learning resources for every possible resource, a professional organization" and other resources that further reflect its professional and academic growth. (Kuiken & Andringa, 2022, p. 67).

1.5.3 Language policies in the Netherlands

Until the 1990s, new arrivals were left to their own devices to learn Dutch and establish their place in society (Kuiken & Andringa, 2022, p. 48). In the 1990s, the ever-growing number of new arrivals attracted the attention of societal and political circles, as the terms such as *integration*, *participation* and *civic integration* dominated the discourse (Kuiken & Andringa, 2022, p. 48). Similar to previous eras of unifying the country under one language, laws were passed to ensure that newcomers successfully integrated into and participated in Dutch society. The first such law passed in 1998 required 600 hours of Dutch language instruction and training in both society and jobs. As more than half of the candidates failed to reach that desired level, subsequent laws were passed over the years (see Kuiken & Andringa, 2022, pp. 48-50 for an overview), adjusting requirements each time, including who was responsible for facilitating the learning (the government or the new arrivals), subjects required for successful integration, goals, and minimum CEFR language level required.

One of the latest laws went into effect in 2022 (an updated law effective 01 January 2023 contained no language requirements that differed from the 2022 law), focusing on greater involvement by the municipalities, faster participation in Dutch society, and finding employment as quickly as possible. The previous law resulted in once again low success rates among those required to take the citizenship exams, high unemployment rates remained among those who had passed, and, in a seeming first mention of their existence, the highly educated not being challenged to try for levels any higher than the absolute minimum of A2 (Kuiken & Andringa, 2022, p. 49). This latest law aims for greater success by offering three learning options rather than the previous uniform requirements for all (Kuiken & Andringa, 2022, p. 50; Rijksoverheid, 2021), which are as follows:

1. **the B1 route** is for those who seek (volunteer) employment and therefore must be able to speak and write within three years at the B1 level;
2. **the instructional route** is aimed at youths who should receive their middle school diploma as quickly as possible;
3. **the self-reliance route** is aimed at those unable to achieve either of the first two routes.

It is the first of these three groups which is represented in this particular study.

1.6 CEFR

The Common European Framework of Reference (CEFR) proficiency levels are based on communicative competence, but not multi-competence. The levels are also not explicitly based on the proficiency of a monolingual speaker – none of the *can do* statements mention any sort of native speaker to which the language learner should be compared (Council of Europe, 2024) (see Appendix A for a chart of the can do statements). In a similar assessment vein, the University of Cambridge's English for Speakers of Other Languages (ESOL) speaking tests were also firmly grounded in communicative competence (University of Cambridge, 2009). As Dutch language institutes have also adopted the CEFR scales, it can be understood that guidelines for learning Dutch are also grounded in communicative competence. An informal search online revealed the layperson's understanding that C2 is considered native speaker, but with one exception of Listening proficiency, nowhere in the official CEFR C2 descriptions is the term native speaker used (Council of Europe, 2024). Specifically regarding Spoken production at C2, the description states the following:

> I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points (Council of Europe, 2024).

In the Netherlands, Taalunie, with its experts in the Dutch language, set the official standards for Dutch both within the Netherlands and throughout the world. While acknowledging the flexibility of the language and understanding that its speakers would likely achieve various levels of competency (see the Wet Inburgering [Civic Integration Act] 2021), the very existence of the organization coupled with the CEFR scales clearly established the communicative goal to which everyone should aspire. That the highly educated language learners should be motivated to reach higher than A2 with the incentive of being able to find

work in the Dutch job market suggested that competency to communicate effectively with native-born Dutch speakers was and will be the desired goal.

Also not mentioned in the CEFR scales is any acknowledgement of prior language influence or interference. The *can do* statements emphasize the communicative competence, but the scales neither refer to nor negate the existence of any other languages. Hall et al. (2006) and Singleton (2016) might have argued that the CEFR scales support the claim that languages are perceived as separate in the mind, as the focus is strictly on what the learner can do in the current target language without any a3id from other languages. Cook would probably have argued that the CEFR scales fall short in describing what a multilingual speaker can do, and statements such as

- Can express ideas fluently and spontaneously without much obvious searching for expressions
- Can use language flexibly and effectively for social, academic and professional purposes (Council of Europe, 2024)

might nevertheless be considered based on the model of a highly educated monolingual speaker.

The first of the three possible learning routes for Dutch language proficiency is the B1 route, and, given the incentive to seek (volunteer) employment in the Dutch job market as quickly as possible, this route appeared most targeted at the higher educated adults. The Law of 2021 specified that the local municipalities must be more involved in the process, but no further specific instructions were given on how this goal must be achieved. Taalunie (2024) recommends language institutions around the country, but the method of instruction, whether through language apps or tutors, is a decision largely left to the individual learner (Taalunie, 2024; Onze Taal 2024).

Further, other than the limit of three years to achieve the goal, the 2021 law appeared to have dropped the specific 600-hour first established in the 1998 law. The 1998 law also did not specify a desired level. only that “many did not achieve it” (Kuiken & Andringa, 2022, p. 48). IamExpat (2024) cites Cambridge ESOL and Alliance Français, which suggest 350-400 hours to achieve B1 Dutch proficiency, acknowledging a learner’s prior/native language similarities to Dutch can affect the time needed. It is curious then which level the previous requirement of 600 hours was expected to achieve, as current estimates would place such a learner in the B2 proficiency level.

1.7 Summary

Multilingualism has been a component of linguistic history ever since different languages both existed and crossed paths. From at least the 1600s to the late 1800s, countries seeking international trade no doubt encountered multilingualism away from home, but local ideologies in those same countries lauded monolingualism under the premise of one people, one language, one country. When political and economic circumstances in the mid-1900s led to waves of immigrants arriving and planning to stay in these countries, local municipalities were forced to develop educational tools to facilitate communication in the increasingly multilingual communities. The field of second language acquisition (SLA) has been instrumental in guiding the effectiveness of these tools.

Cook (2016), however, established the concept of multi-competence in the 1990s on the grounds that traditional SLA research held impossible standards of proficiency for the bilingual or multilingual speaker. According to Cook, SLA research held the monolingual L1 speaker, the native speaker, as the ideal standard, resulting in the bilingual speaker being considered a deficient monolingual speaker. Cook further argued that a language in the multilingual mind differed from the language in the monolingual mind, multiple languages both affect and are affected by each other in the mind. Therefore, rather than comparing the bilingual or multilingual L2 speaker to the monolingual L1 speaker, Cook believed the L2 speaker should be compared to other L2 speakers.

Multi-competence is still a fairly new research-based concept and even its proponents have not yet fully agreed on its current definition. Further, critics of multi-competence point to neurological evidence as proof that languages do have boundaries and can operate independently of each other, negating the belief that languages have no boundaries in the mind. Nevertheless, multi-competence is a concept worthy of further exploration, in part because of its challenges to traditional SLA research practices. While Cook explicitly stated that multi-competence had no didactic focus, educators and language learners are invariably influenced by research outcomes, and a shift in perspective on the part of SLA would cause shift in perspectives of bilingual and multilingual learners.

To date, little research beyond the English-speaking community has explored the possible implications of multi-competence. The Netherlands has established itself as the country with the largest number of non-native English speakers in the world (EF, 2023) while at the same time justifying investments into maintaining the Dutch language through language planning and policies that also affect internationals seeking longer term residency. The

Netherlands, which has borrowed from English-based SLA research to develop educational materials for Dutch language learners, has thus far not been a strong proponent of multi-competence, if awareness of the concept even exists. This study aims to contribute to the current literature by exploring language use among adult Dutch L2 language learners. The study also seeks to determine whether incorporating greater awareness of multi-competence warrants a shift in perspective from the idealized monolingual L1 Dutch speaker to the multilingual L2 Dutch speaker.

2 Research questions

The aim of this research was to gain insight into the in-class languages used by multilingual L2 adult Dutch language learners. Through those results this research aimed to determine whether languages were isolated in their minds as part of their language learning process. Therefore, the following research questions were proposed:

1. What language(s) do multilingual adult language learners use in the L2 Dutch classroom?
2. What role does multi-competence play in the minds of multilingual adult L2 language learners?

3 Methodology

3.1 Methodology overview

The goal of this research was to uncover language use in the L2 Dutch classroom. As argued in previous research, there was interest in whether the learners were maintaining the monolingual L1 native speaker as their ideal goal and whether they demonstrated separation of languages in their minds. The current qualitative study consisted of classroom observations and recordings at three language institutions in the west of the Netherlands. Thirty-six monolingual and multilingual adult L2 Dutch highly educated language learners at one of these schools formed the focus of the study. After the classroom observations, the learners completed a questionnaire and supplemented it with a voluntary follow-up interview. The learners' classroom textbooks were examined and, where possible, the corresponding authors provided context for their curriculum development decisions. With the exception of these

authors and their textbooks, pseudonyms were used both for the students, their instructors, and their schools to protect their privacy.

3.2 Instrumentation

The instruments used in the study were classroom observations, a questionnaire, and interviews. Initial plans to allow a digital link to the questionnaire were abandoned when platform compatibility issues and time constraints forced a simplification of the process, and a hardcopy was distributed instead. The English-language questionnaire contained a QR code which sent an automatic message to my school email, indicating the participant was willing to be interviewed. I arranged to meet with the interviewees either online or in person for fifteen minutes and conducted the interviews in either Dutch or English.

3.3 Participants

Adult language learners from two university-based institutions and one privately owned language school established the initial basis of the study. Each school was selected based on ease of access to me, as I worked alone. Two schools used the same textbook series, one of those schools supplemented the textbooks with in-house developed materials, and the third school used its own in-house developed but internationally distributed textbook series. The learners at one of these three schools were ultimately selected to be the focus of this research. These students ranged in proficiency from A1 to B2. When compensation was offered, whole class compensation was in the form of light snacks. Compensation for the interviews was in the form of light snacks and a plant, totaling not more than 5 euros per interviewee and paid from personal expenses.

The three original schools were London Language School (LLS), Thames Language School (TLS), and Dover Language School (DLS). The data for this study focused on results obtained from the students at London Language School. The shortest length of residency in the Netherlands was three months and the longest residency was more than ten years. Students came from Europe, North America, Asia, and the United Kingdom.

All students were adults with a minimum age of 18 years, and they had all completed at least a secondary level of education. No prior Dutch language skills were required at the A0 level, but knowledge of English at a minimum of level A2 and knowledge of Roman script were necessary to understand any explanations given by the instructor in English (London Language School (pseudonym), 2024). Thus, excluding monolingual L1 English speakers, the target students at LLS were likely to be at least bilingual. Gender was neither requested nor recorded, as this variable was deemed irrelevant to the study. I anonymized all participants

and locations throughout this study, and any similarity to individuals or locations outside this study is accidental.

At LLS, I observed 36 students in three classes for two hours each. The observations were held at the end of November in courses which began at the end of October and finished at the end of December. Classes were held twice weekly in the evenings on the school campus. The students from all three groups completed the questionnaire. Three students from A1 and 4 students from B1 volunteered for follow-up interviews. The classes as a whole and the interviewees were compensated for their time. Table 2 gives an overview of these students.

Table 2

Students observed at London Language School

Level	Time	Number of students
A1	2 hours	10
B1	2 hours	13
B2	2 hours	13

3.4 Observations and recordings

In the classroom observations and recordings, a handheld Sony digital voice recorder was used to capture audio during either one- or two-hour sessions. Each session was recorded once. Only the audio was recorded, due to privacy concerns and because a video camera was considered too intrusive in the classroom settings. The students were more likely to forget the handheld recorder and speak more naturally than if a camera had been trained on them. Further, in most cases I had met neither the students or the teacher prior to recording, and my presence alone already ensured a change in the typical nature of the lesson.

When I approached the department head about the study, I informed them of the true nature of the study. I do not know how much of that information was then given to the teachers, but I requested that the students at least initially be given only limited information. Every instructor told their students that I was observing them, not the students. In all cases, I agreed that I would fully share the purpose of the study with the students at the end of the

lesson, because I was there for only one session and would have no opportunity to return for debriefing at a later date. As one instructor informed me, the end of the course and final exams were quickly approaching, and any further observations would interfere with the lessons.

At London Language School (LLS) students had been told in advance that I would be observing, and consent to both observe and record for strictly internal purposes was granted orally after my general introduction. Anonymity was promised and all recorded data would be physically destroyed upon completion of the study. No participant declined permission. Each lesson was observed for two hours. I tried to avoid interacting with the students during the lesson to minimize disrupting the lesson. When a student did address me, I spoke in Dutch at first and would switch to English only if the topic was beyond their Dutch proficiency. Explanations about the study were given briefly in Dutch at the beginning of the lesson and elaborated on in Dutch at the end of the lesson for the B2 level students. A1-B1 students were debriefed in English. As stated above, one reason for the single observation rather than multiple observations was timing: the course term was nearing its end, and while instructors accepted one visit, further visits at that time in the semester would have disrupted their planning.

3.5 Questionnaire and interview

To supplement the class observations, students in Levels A1, B1, and B2 at London Language School (LLS) completed a one-page questionnaire (see Appendix B for the full questionnaire), and on the questionnaire was a request for volunteers to be interviewed (see Appendix C for the interview questions). The questionnaire was in English. The interview questions were provided in both Dutch and English, and the interviewees chose in which of these two languages they wanted to be interviewed. Only students from Levels A1 and B1 volunteered to be interviewed. The interviews lasted a maximum of fifteen minutes each, they were recorded, and they were held either in person at the school or online. I translated the Dutch responses to English.

The first six questions of the questionnaire asked basic non-identifying personal questions to establish the qualitative demographics of the students. For Question 7 of the questionnaire, attached was a photocopied grammar page out of a new-to-them textbook (Huitema & Sorce, 2017) with the explanation entirely in Dutch (see Appendices D1-D3).

The grammar point was one they might have already had encountered, but it came from a textbook written with CEFR level-appropriate explanations.

3.6 Textbooks

Five Dutch language textbooks were examined in this study. Four of the five textbooks specified on the covers that their target student population was *hoogopgeleide anderstaligen* [highly educated speakers of other languages]. The focus for this research was on how translations were presented in terms of what was translated and which language was used for the translations. The following textbooks were examined:

1. *Nederlands in gang* [*Dutch in progress*] (A1-A2) (De Boer et al., 2017)
2. *Nederlands in actie* [*Dutch in action*] (De Boer et al., 2022) (A2-B1)
3. *Nederlands op niveau* [*Dutch at level*] (de Boer & Ohlson, 2015) (B1-B2)
4. *Nederlands voor anderstaligen* [*Dutch for speakers of other languages*] (A0-A2) (Sciarone et al., 2022)
5. *Zichtbaar Nederlands* [*Visual Dutch*] (van der Ham, 2019) (A0-B1)

Where possible, the corresponding authors were contacted for input on their language choice decisions. Where contact was not possible, I consulted publicly available background information on the curriculum development.

London Language School used *Nederlands in gang* [*Dutch in progess*] (A1-A2) (de Boer et al., 2017) and *Nederlands in actie* [*Dutch in action*] (A2-B1) (de Boer et al., 2022) and *Nederlands op niveau* [*Dutch at level*] (B1-B2) (de Boer & Ohlson, 2015). This language school supplemented each textbook with an in-house created workbook for additional practice. Dover Language School used its own internally developed *Nederlands voor anderstaligen* [*Dutch for speakers of other languages,* A0-A2] (Sciarone et al., 2022). A fourth textbook, *Zichtbaar Nederlands* [*Visual Dutch,* A0-B1] (van der Ham, 2019) was not officially used at any of the schools but was included in the study because it was one of the initial motives for this research. Below are cover illustrations of the textbooks.

Figure 1: Cover illustrations of three Dutch textbooks from A0 to B2 level.

Nederlands in gang [*Dutch in progress*] (de Boer et al., 2017) and *Nederlands in actie* [*Dutch in action*] (de Boer et al., 2022), and *Nederlands op niveau* [*Dutch at level*] (de Boer & Ohlson, 2015) were designed for the highly educated (young) adult language learner. *Nederlands in gang* [*Dutch in progress*] offered lexical translations of selected words in its stories from Dutch to English. *Nederlands in actie* [*Dutch in action*] historically did not offer any translations but did so from Dutch to English for the first time in its fourth edition. *Nederlands op niveau* [*Dutch at level*] offered no translations. (See Appendix E for a comparison of the two versions of vocabulary lists.)

Nederlands voor anderstaligen [*Dutch for speakers of other languages*] (A0-A2) (Sciarone et al., 2022) was first developed in the early 1980s as an intensive course for Chinese-speaking language learners. It is a communicative-based textbook including context-based translations of each new word from Dutch to English and to translations in 26 other languages (see Appendix H for a complete list of translations). The translations "make it easy for the participants to understand the texts" by reducing the time needed to define new words both by the instructor and by the learner (Sciarone et al., 2021; van Boxtel et al., 2021, p. 13). As with the above textbooks, subsequent levels of this series decreased the availability of translations. The authors stated that by B1-B2, the learner's vocabulary was presumed sufficient enough to manage any needed descriptions or explanations solely in Dutch (van Boxtel et al., 2021, p. 13).

Figure 2: Cover illustration of *Nederlands voor anderstaligen* [*Dutch for speakers of other languages*] (Sciarone, et al., 2022)

Zichtbaar Nederlands [*Visual Dutch*] (van der Ham, 2019) (A0-B1) was originally designed as a visual grammar book for French-speaking Belgian students. The textbook offers no translations, but the accompanying website (van der Ham, 2024) provides translations from Dutch to Polish, English and French. Informally collected feedback from my own students indicated interest in having the textbook translated because they wanted to study grammar on their own but were unable to understand the "as easy as possible Dutch" used in the textbook (van der Ham, personal communication, September 8, 2020). Translations to English were fine for those with sufficient English proficiency skills, Those students with lower English proficiency skills and no proficiency in either French or Polish, voiced time-saving benefits in having the textbook translated to their own L1. Table 3 gives an overview of the textbooks in this study.

Figure 3: Cover illustration of *Zichtbaar Nederlands* [*Visual Dutch*] (van der Ham, 2019)

Table 3

An overview of the textbooks: skills and translations

Title	Level(s)	Skills covered	Translations offered	Skills translated
Nederlands in gang [*Dutch in progress*]	A0-A2	G, V, R, W, L, S	Dutch → English	V
Nederlands in actie [*Dutch in action*]	A2-B1	G, V, R, W, L, S	Dutch → English	V
Nederlands op niveau [*Dutch at level*]	B1-B2	G, V, R, W, L, S	None	None
Nederlands voor anderstaligen [*Dutch for speakers of other languages*]	A0-A2	G, V, S	Dutch → English (in-text and online) Dutch → 25 other languages (online only)	V
Zichtbaar Nederlands [*Visual Dutch*]	A0-B1	G	None (textbook) Dutch→English, French, Polish (online only)	G

Key: G = Grammar, V = Vocabulary, R = Reading, W = Writing, L = Listening, S = Speaking

3.7 Summary

Classroom observations, questionnaire and interview responses, and textbook analyses were used to determine the students' language use in the L2 classroom. The participants were multilingual student levels who had achieved similar minimum levels of academic education. With the exception of one class I observed twice and the interviews, interaction with the students was limited to one time. I collected the data and transcribed the audio recordings.

4 Results

4.1 Participants

Time constraints prevented me from meeting with the instructors or the students, therefore I began the classroom observations with almost no prior information of the participants. I was unable to learn the structure of the lessons prior to the start of the observations, such as seating arrangements and this resulted in technical problems with the observations. The audio recorder was initially on the table next to me, but it was not strong enough to pick up all of the interactions between the students on the other side of the classroom, and nothing could be collected from students when they worked in smaller pairs, as the conversations were inaudible. Student profiles were collected from the questionnaires, which led to London Language School (LLS) being the dominant source of data for this study. Table 4 below is an overview of the students:

Table 4

Overview of students' nationalities at London Language School

Level	A1	B1	B2
Number of students	11	13	13
Nationalities represented	Australia, Brazil, France, Greece, Italy, Portugal, Romania, Scotland, Sweden, Türkiye, Ukraine	China, Croatia, Ecuador, Egypt, Japan, Poland, Russia, USA	Azerbaijan, China, Egypt, France, Germany, Iran, Poland, Scotland, Spain

All students used Dutch as much as possible in the classroom, regardless of the level, but English was used to help with understanding either when all else failed or as a time-saving measure. When English was used, students still tried to return to using Dutch as quickly as possible. At the A1 level, students used English when they did not know how to say or explain something in Dutch, but they asked the instructor or each other rather than look up words on their phones. In the B1 class, I observed a student feigning misunderstanding when a classmate used an English word that student likely should have known in Dutch. In a pair work exercise, that conversation was as follows:

Student A: *Uit welke* **city** *komt je vrouw?* [Which city does your wife come from?]

Student B *(feigning misunderstanding of the word* **city***)*: *Eh? City?*

Student A: *Uit welke stad komt je vrouw?*

Rather than considering the English word an all-else-failed moment, Student B interrupted the question, highlighted the switch and indirectly indicated the need to avoid translations. Student A then corrected the word and the exercise continued in Dutch to maintain the immersive nature of the lesson.

There was only one noticeable example of all else failing and the explanations requiring English. During a whole class exercise, another student in the B1 class asked the instructor a lexical question. The student attempted to use only Dutch, but lexical gaps caused confusion in both the instructor's understanding of the question and the instructor's subsequently misunderstood reply. After several failed attempts and with the whole class observing but not engaging, the student finally asked the question in English. Only then did the rest of the class react and offer explanations in English, perhaps because everyone both finally understood the question and had the lexical knowledge in English to assist their classmate. The class then resumed communicating in Dutch to maintain the immersive nature of the lesson.

The B2 students communicated almost entirely in Dutch, both with each other and with the instructor. When they used any other language, they used English but returned to Dutch as quickly as possible. The sole observed exception was perhaps a time-saving measure: a student arrived late and did not immediately understand the pair work assignment the class had been given. Perhaps recognizing a potential delay by expecting the student to understand a Dutch explanation, the student's partner quietly explained the task in English and then the pair continued in both Dutch and English until the assignment was completed. I observed the students returning to communicating in Dutch afterwards to maintain the immersive nature of the course.

4.2 Observations and recordings

Both my presence and the audio recorder potentially negatively affected the results of the observations. As a stranger to the classrooms with no place to quietly hide while observing, my mere presence altered the nature of the lessons, which one instructor warned me of and of which another told me afterwards. The latter instructor also mentioned teaching the lesson differently because I was there. I took notes on my laptop at first and attempted to

appear as if I were focusing on the instructor, not on the students, as the students had been told they were not the targets of the observation. None of the students had laptops in any of the classes, however, which made my laptop quite noticeable, and the noise from my typing was unexpectedly audible. The audio recordings were ultimately replaced by manual notes.

Moreover, I soon realized I was missing out on student conversations and interactions when I was typing. Instructors employed pair work and small group work for further practice throughout the lessons, but my supposed non-interest in the students prevented me from moving around the classroom and taking notes on their conversations. The audio recorder captured none of the conversations successfully when everyone was talking in smaller groups. Three times I did attempt to learn from students why they had suddenly spoken in either English or a language other than Dutch to a classmate. Their failure to realize that they had changed languages plus possible surprise at having been addressed at all yielded no insight into their thought processes regarding translations. Because of both the one-time observation and the late hour of the lessons, I was unable to ask students any questions after the lesson, and I was not certain anyone had responded to the interview request until well after the lesson had ended.

4.3 Questionnaires

The questionnaire indicated that the majority of the students were currently at least bilingual language users, thus meeting the eligibility requirement of their programme that they had at least A2 level English in addition to any other language. Their reasons for learning Dutch were both personal and professional. As highly educated language users, they fit the profile of those likely seeking their citizenship and achieving the higher B2 level according to the Citizenship Law of 2021. The questionnaire was written in English and the majority of the responses were in English.

4.3.1 Reasons for learning Dutch

In the A1 class, of the 10 participants observed, two students grew up bilingual (from Brazil and Sweden) and one student grew up quadrilingual (from Ukraine). Four students listed English as either the sole or as one of the languages they spoke as children. As for their current languages of communication, 9 of the 10 listed English as one of or as the only language they used. At this level, motivations for learning Dutch cited pending civic integration exams and interest in communicating with family, with only one participant

indicating no need to learn Dutch at the moment but recognizing the potential for better employment opportunities. Below are some sample responses from A1 students:

A1 students: Why are you learning Dutch?

- "Currently, I do not need to learn Dutch for work; but I will have more options when I learn Dutch." (L1 Turkish)
- "For fun, for extended family" (L1 Swedish)

These responses correlate with the target population of both the B1 route and the 2021 Law of Civic Integration mentioned above.

In the B1 class, all 11 participants indicated growing up monolingual, of which 1 participant spoke English. As adults, 8 of the 11 communicated at least bilingually and 10 of the 11 students indicated using English as either the language or as one of the languages of communication. At this level, students indicated "just for fun" or "curiosity" as their motivation for learning Dutch, while also listing civic integration exams and potential employment opportunities as reasons for their enrolment in the course. Below are sample responses from B1 students:

B1 students: Why are you learning Dutch?

- "fun and integrate better in society (for example, for sports)" (L1 Spanish)
- "To integrate into society better. To better raise a family here." (L1 Scottish English)
- "For fun and because I see it as something I should do, living here." (L1 German)

As with the students in the A1 course, these students also aligned with the targeted population of the B1 route and 2021 Law of Civic Integration.

In the B2 level class, 11 participants were observed. The Egyptian participant had grown up bilingual with Arabic and English, and the Polish participant had grown up trilingual with Polish, Dutch, and English. The remaining 9 participants were monolingual speakers, of which 2 listed English as their L1. Regarding their languages as adults, only the Polish speaker reported monolingual Dutch for communication. The remaining 10 participants reported at least bilingual communication with 8 of the participants listing 3 or more languages. All 10 of these participants listed English as one of their languages. Similarly to

the other groups, participants at this level also cited civic integration exams, assimilation, and "for fun" as reasons for learning Dutch, as seen in the sample responses below:

B2 students: Why are you learning Dutch?

- "For work and to be better integrated into Dutch society" (L1 Croatian)
- "I would like to stay longer in [the Netherlands], therefore I would like to integrate.' (L1 Chinese)

These responses of all participants at all levels thus seemed to align with the intended targets of the Law of 2021. As stated above, this law aims to encourage higher level language learners to both attempt the civic integration exams at higher than A2 levels and to seek employment.

4.3.2 Translation tools

I examined the available translations in the textbooks to determine whether the amount of provided translations had any influence on the learners' progress. The responses on the questionnaire seemed to indicate that the provided translations were insufficient, as all students reported using at least one translation tool. The textbooks provided Dutch to English translations at the minimum at the A0-A2 levels, less at the B1 level, and none at the B2 level. According to Sciarone et al., (2022), as students improved, their increasing vocabulary proficiency would justify decreasing in-text accessibility to translations and provide a greater immersive effect. Nevertheless, I wanted to know what tools students were using to help them understand the materials in their textbooks. At all three levels observed, 100% of the students reported using online tools such as Google Translate and DeepL to help them understand the materials, but they did not appear to use any such translation tools in class. I observed that none of the students had laptops open during the lesson. When they did not understand a word, they asked the instructors or a classmate.

Question 9 of the Questionnaire specifically asked about their preferred translation tools *during class* (emphasis added). Of all the students who completed the questionnaire, only one replied, "I do not use translation tool during class. I use Google Translate in the daily life." Other than that response, every single student at every level indicated use of at least one translation tool, of which Google Translate and DeepL were the most frequently listed. As one A1 student stated, "I use DeepL for texts, Google translate for words" (L1 Italian and French). Similarly, a B1 student indicated the use of Google Translate, "but for more serious stuff DeepL" (L1 Spanish). Only one A1 student remarked that there was no need to translate

the textbook, because “everything is already translated in the book (to English)” (L1 Romanian). For this 1 student out of 36, the translations provided were sufficient, but the student still reported using translation tools, likely outside of class. The B2 textbooks had no translations, based on the presumption that students by then had sufficient vocabulary skills to manage definitions in Dutch. By this claim, I expected that the B2 students would not list any translation tools. All eleven B2 students listed the translation tools they used. The classroom aimed for immersion, but the students revealed that at least outside of class they relied on other languages to help them comprehend the material.

4.3.3 Translated materials

None of the textbooks offered translations for any grammar terms, explanations or instructions for the exercises. To determine the extent to which students wanted to be fully immersed, or to “think in Dutch”, I asked about their preferences in having grammar topics explained either in Dutch or to their L1. At A1 level, I expected all of the students to prefer translated grammar at least to English. Unlike the textbook *Zichtbaar Nederlands* [*Visual Dutch*] (van der Ham, 2019), the textbook *Nederlands in actie* [*Dutch in action*] (de Boer et al., 2022) did not simplify its explanations to accommodate the students’ emerging proficiency levels. However, the responses indicated that students at this level were split between immersion in the target language as much as possible and having translations at least in both English and Dutch. Two students did not want grammar topics explained in Dutch. The L1 Turkish student specified being a beginner as the reason for wanting grammar in Dutch.

The L1 English speakers liked having translations to their L1. The L1 Swedish student preferred grammar translations from Dutch to the L1, stating, “That would be good, because I find Swedish-Dutch more similar than English-Dutch.” In contrast, one L1 Portuguese and the L1 Turkish speaker cited the greater ease in learning Dutch via English rather than through their respective L1s. As such, they did not want translations to their L1s but rather from Dutch to English. For example, they stated

- “Usually, it is easier to learn Dutch from English than from Portuguese. My mother tongue is Portuguese.”
- “I sometimes use Google translate for Dutch← → Turkish translation, but I find Dutch-English translation is more effective.”

Table 5 below summarizes the A1 students’ preferences on provided translations.

Table 5

A1 students' preferences on provided translations

	Do you prefer having grammar topics explained in Dutch?	**Do you like having translations from Dutch to your mother tongue?**
Yes	**4** L1s: Greek, Romanian, Turkish, Swedish	**4** L1s: Australian English, Portuguese/Italian, Scottish English, Swedish
No	**2** L1s: Italian/French, Scottish English	**1** L1 Romanian
Other	**3** – Dutch and English L1s: Australian English, Portugue, Ukrainian	**5** – No, but to English is fine. L1s: Greek, Portuguese, Turkish, Italian/French, Ukrainian

At the B1 level, I expected a greater language proficiency to result in a split among the learners' preferences for translations. Those at the higher end of the level would likely prefer fewer translations than those still seeking L1 connections to better understand the text. Traditionally as of the A2-B1 level, textbooks reduce if not eliminate translations to correlate with greater target language proficiency. As stated below, the authors of *Nederlands in actie* [*Dutch in action*] greatly shifted their stance on this practice by offering more, not fewer, translations. While the instructor of the class had expected unanimous disapproval of the added translations, an impromptu survey in class showed a division of preferences. The responses to the questionnaire further confirmed this division.

Of the 11 responses, 6 preferred grammar translations in Dutch. One stated that the translations helped with the immersive process (L1, Chinese), which another student agreed with when preferring "Basic level in English. But from A2 onwards in Dutch" (L1 Spanish). A third student noted that because Dutch grammar terms and explanations were closer to German and too different in English, grammar translations left in Dutch were better (L1 German). Interestingly, this same student also preferred materials translated to German, stating,

> Yes. This is due to the parallels between Dutch and German so it happens often that we have similar or same words/sentence structures that can mean something completely different or a similar but not exact meaning (L1, German).

Regarding their responses about translations to their L1, 6 of the 11 students did not prefer translations to their L1, but these were not necessarily the same students who instead preferred having grammar topics explained in Dutch. Rather, these students preferred translations to English. The above L1 Spanish student who wanted grammar in Dutch because of the higher class level preferred other materials translated to English because English is closer to Spanish than Dutch. Similarly, the L1 Chinese student who did not want grammar in Dutch reported that he wanted materials available not in his L1 but rather in English. As he stated, "No, I prefer to think before and translate through English" (L1 Chinese).

Of the 3 students who preferred materials translated to their L1 3, the L1 English speaker mentioned difficulty in comprehending materials when presented only in Dutch. See above for the L1 German speaker's comments. The L1 Azerbaijani student also preferred translations to their language but did not state why. The results seem to indicate that despite the increased proficiency levels, there is still a desire for translations, just not necessarily to the learner's L1. Table 6 below summarizes the A1 students' preferences on provided translations.

Table 6

B1 students' preferences on provided translations

	Do you prefer having grammar topics explained in Dutch?	**Do you like having translations from Dutch to your mother tongue?**
Yes	**6** L1s: Azerbaijani, Chinese, French, German (2), Spain Spanish	**4** L1s: Azerbaijani, German (2), Scotland English
No	**3** L1s: Chinese, Polish, Scotland English	**6** L1s: Chinese (2), Egyptian Arabic, French, Farsi, Polish
Other	--	--

At the highest level of the classes observed, B2, I expected these students to prefer 100% Dutch language immersion, having grammar explained in Dutch and wanting zero translations in any language. This class communicated the most in Dutch during classroom observations, including helping each other with grammar and vocabulary explanations. They

claimed to have no comment on translations at this level, which perhaps is why they declined to be interviewed following the questionnaire. The results on the grammar question corroborated their claim, as 10 of the 11 responses preferred grammar topics explained in Dutch. The L1 Chinese student did not want grammar topics in Dutch. One L1 USA English speaker found the Dutch grammar vocabulary easy to understand because of its Latinate roots. Results were mixed, however, when students were asked about having translations available to their L1. Three students wanted translations, but only in the interest of either time or understanding complex text (L1s: Egyptian Arabic/English, USA English (2)). These students stated the following:

- "Sometimes. Especially for *uitdrukkings* [idiomatic expressions]. But a Dutch speaker needs to explain those because Google Translate doesn't get it right." (L1 USA English)
- "Sometimes when the text is too complex" (L1 Egyptian Arabic/English)– "Occasionally - sometimes it speeds things along and one can get a precise picture" (L1 USA English)

Seven students responded that they did not like having translations from Dutch to their L1. Of these, 3 accepted translations to English (L1s: Croatian, Japanese, Mandarin). Table 7 below summarizes these results.

Table 7

B2 students' preferences on provided translations

	Do you prefer having grammar topics explained in Dutch?	**Do you like having translations from Dutch to your mother tongue?**
Yes	**10** L1s: Cantonese, Croatian/Kajkavian Croatian, Ecuadorian Spanish Egyptian, Japanese, Mandarin, Polish, Russian, USA English (2)	**3** L1s: Egyptian Arabic/English, USA English (2)
No	**1** L1: Chinese	**7** L1s: Cantonese, Chinese, Croatian, Ecuadorian Spanish, Japanese, Mandarin, Polish
Other	--	--

4.3.4 Summary

The structure of the lessons and the lack of phone use in class suggested a preference for language immersion as much as possible and as little translation as possible during that time. Even those students who preferred grammar explanations in Dutch rather than translated seemed to want as little reliance on their L1s as possible while learning Dutch. As one student wrote, "The grammar explanations and examples in Dutch help me think in Dutch," (L1 Japanese), suggesting a desire to be immersed in the target language. However, every single respondent also indicated use of tools to help them translate words from the texts they did not understand, suggesting an inability to be fully immersed without access to their other languages. Results were mixed when asked whether they wanted more classroom materials translated either to English or to their L1s, but their reasons did appear to establish the following pattern:

1. **If their L1 was similar to Dutch either in pronunciation, lexical or grammatical structure, then the users preferred no translations.**
   The German speakers, for example, preferred no translations. Below are sample responses to the question, "Do you prefer having grammar topics presented in Dutch?"
   - "In a sense yes as some grammatical *Bezeichnungen* [names] are different in English but closer to German." (B1, L– German)
   - "Yes - Since grammatical vocabulary is so Latinate, I find it easy to follow." (B2, L1 USA English)
2. **If the students' L1 bore little to no resemblance to Dutch, then their level of English proficiency influenced their preference for translations.**
   a. A low level of English proficiency resulted in preferring translations to their L1.
      For example, the Azerbaijani speaker I interviewed found learning Dutch a greater struggle when explanations were via English, which she was also not strong in.
   b. A high level of English proficiency resulted in students either preferring no translations to their L1 or at least translations to English.
      For example, the Chinese speaker I interviewed preferred no translations, and the French/Italian speaker preferred English only if all else failed. As two monolingual L1 English speakers stated,

- "I would prefer an English translation. It helps me to know why there are certain rules." (A1, Scottish English)
- "I find it very difficult when only presented in Dutch and often use Google Translate to help me comprehend." (B1, Scottish English)

3. **If their goal was immersion, then they preferred no translations.**
   This preference was given regardless of L1 and regardless of overall L2 proficiency, as the following statements indicate:
   - "Yes, I prefer these topics explained in Dutch as I am beginner." (A1, Turkish)
   - "Yes. it will make the learning process more [immersive]." (B1, Chinese)
   - "Yes, [it is] good for my practicing." (B1, Arabic)
   - "Yes. It's really helpful [that it shows] how [I] can use the word in a sentence." (B2, Japanese)

Only one student in the B1 class and all of the B2 students voiced their strong preference for keeping languages separate in their minds, claiming that any encouragement to mix their languages would result in greater errors in the target language and would slow their progress. This agrees with the traditional perspective of second language acquisition and is not in line with the perspective of multi-competence. The fact that they all nevertheless used tools to help translate the text indicates that despite their goals, it seemed nearly impossible for them to isolate their prior language(s) to help them progress in their L2. The languages may not be quite as separate in their minds as they expected, which aligns more with Cook's (2016) multi-competence perspective. This can be further demonstrated by a Spanish-speaking B1 level student at Dover Language School: she looked up a Dutch word in Spanish to understand its meaning when she did not understand her English-speaking partner's explanation in Dutch. When she understood the definition, she returned to English to confirm understanding with her partner, and then they resumed the exercise in Dutch. This student exemplified Cook's claim that the languages overlap and that it is not possible to use them as differentiated in the mind.

4.4 Interviews

All six of the interviewees said they would welcome course materials that offered translations, but five said preferably only to English. Only one wanted translations to their first language. Coming from Azerbaijan, China, France, Italy, Romania, and Ukraine, they all

cited the great amount of time needed to translate materials on their own before they were even able to begin to understand their homework assignments, but five were confident enough in their English skills to need translations only to English. The Mandarin Chinese speaker alluded to his visual learning style when he said at least seeing a translation in English helped him remember what a word or phrase meant. The Romanian speaker said she needed English translations to better understand the nuances of Dutch and to, as she phrased it, fall in love with the language. Lastly, the Azerbaijani student said her English skills were not strong enough to manage translated materials to English, and she mentioned extra difficulties when her classmates communicated in English. While translations to Azerbaijani or Turkish would be helpful, she instead preferred as much immersion in Dutch. Further, none of these students wanted Dutch lessons targeted at other speakers of their L1. Bill (B1), an L1 Mandarin Chinese speaker, said it would not help his learning. For example, he stated that

> if I want to say something Dutch, I first think about how I would say it in English and then translate the grammar and the vocabularies into Dutch because it's already quite similar. So yeah, I wouldn't want it to be in Chinese.

None of the interviewees seemed to be aware if they switched languages in class without a justifiable reason. Even at the lowest level, they all claimed to attempt to speak in Dutch as much as possible, which was confirmed in the observations. The three B1 level students said they resorted to English only when all else failed. They did not seem to recall using any other language in class. Azeri (B1, L1 Azerbaijani) confirmed the instructor's tendency to steer the communication into Dutch as the preferred lingua franca, "because it is easier for everyone to understand". It is highly likely that those in favour of translations were most drawn to the interview, as they all voiced strong opinions and disliked the amount of time lessons took to learn without such help. Even those who were fine with grammar translations in Dutch did not necessarily want the whole textbook to be a completely immersive experience, as best described by Kati (A1, L1 Romanian):

> Please don't! Please! I would say, don't just do it in Dutch, don't do it, because it's difficult. And the pronunciation is also difficult. so you have to spend time to translate, whereas now the texts are in the book with the translations in English they are so easy to remember. …But then [new] words come in [and] when you have the translations right away, [it's] a lot easier. And faster.

Therefore, unlike A1 classmates who preferred materials presented only in Dutch in order to be more immersed in the language, Kati preferred the translations as a time-saving tool. She did not, however, want the textbook translated to her L1 (Romanian), as her English proficiency level was sufficient. Table 8 gives an overview of the interviewees' responses regarding wanting translations and reasons for the translations.

Table 8

Summary of interviewees responses on wanting materials translated

L1(s)	Translations wanted	Translations to English	Translations to L1	Sample reasons
Azerbaijani	Yes	No	Yes	Low English proficiency
Mandarin Chinese	Yes	Yes	No	Visual learner; easier to think in English
French	Yes	Yes	No	Faster and more efficient
Italian/French	Yes	Yes	No	English proficiency is sufficient. Learning through a third language "confuses me"
Romanian	Yes	Yes	No	Immersion; helps with pronunciation; better understand nuances
Ukrainian	Yes	Yes	No	Learning via L1 is clearer but at A1 level, via English is fine.

4.5 Textbooks

The textbooks used in class reflected the authors' perspectives on immersion and in turn guided the perspectives of the institution, the instructor, and the students themselves. As described above, all of the textbooks were graded according to the CEFR standards, with C2

level proficiency the highest achievable level. The higher the level of the textbook, the fewer the translations provided, thereby also clearly aiming for language immersion and less if not zero reliance on any other languages in the L2 user's mind.

Zichtbaar Nederlands [*Visual Dutch*] (van der Ham, 2019) (A0-B1) was not used in the classrooms in this particular study, but feedback from my own students and subsequent correspondence with the author and publisher regarding translations were some of the motives for this research, hence its inclusion. This textbook deliberately avoided lengthy grammar descriptions and was designed instead to explain grammar through illustrations. When asked about the language choices made for the textbook, the author stated that the initial target audience for the book would likely have had low English proficiency skills, therefore the author and the publisher opted for simple Dutch if any explanation was required.

> The language of the explanations is something we (the people of the publishing house and I) thought a lot about. In the end we decided to write it in as easy as possible Dutch, as many of the students who are using the book come from Belgium or French speaking Africa, where the knowledge of English is not that good. (B. van der Ham, personal communication, September 8, 2020)

The publisher in turn replied there had been no requests for any translations for this particular textbook. No demand plus the high fees for translators meant the publisher would not further pursue translations until the interest was justified (N. Coutinho, personal communication, November 3, 2021). Arguably, as my own students at the time were not the target population, the publisher would have been even further justified in not providing translations in languages the original target learners would have had no use for.

However, this publisher is also responsible for the titles *Nederlands in gang* [*Dutch in progress*] (de Boer et al., 2017) and *Nederlands in actie* [*Dutch in action*] (de Boer et al., 2022), mentioned above. It is therefore worth noting that translations at least to English were provided in the textbooks designed for learners with at least A2 English proficiency skills, but no translations were provided for learners with other L1 or L2 proficiency skills. In the other textbooks analyzed, having no translations first occurred at the B2 level, when the learner was expected to have sufficient vocabulary proficiency to understand explanations entirely in Dutch. Thus, while only a sample size of one, in this case a learner's reliance on L1s or other L2s to learn Dutch seems to be accepted only when that L1/L2 is English. Immersion and a separation of languages in the mind are apparently expected of those with other L1s and lower English proficiency skills, just as, for example, the Azerbaijani interviewee above.

As described above, the textbook series including *Nederlands in gang* [*Dutch in progress*] (A0-A2) (de Boer et al., 2017), *Nederlands in actie* [*Dutch in action*] (A2-B1) (de Boer et al., 2022) and *Nederlands op niveau* [*Dutch at level*] (B1-B2) (de Boer & Ohlson, 2015) initially offered translations from Dutch to English only at the lowest level. In its fourth edition, however, *Nederlands in actie* [*Dutch in action*] introduced English translations for the very first time. When asked to comment (see Appendix G for the full response), the authors stated that while they tested the materials and listened to feedback as they had always previously done, overwhelming feedback regarding translations this time caused them to rethink their stance on the matter. The feedback had come from both instructors and students. The authors had also sent a survey to other instructors around the country requesting additional input. Neither the original feedback nor results of the survey were available for public inspection (De Boer et al, November 2023, personal communication).

The instructor of the B1 class, while not at all a focus of the study, voiced disagreement with the authors' decision to include more translations at that level. That same instructor showed surprise when an impromptu poll of the class showed 40% of the students were grateful for the inclusion of more translations. When asked why they liked the translations, they said the lessons otherwise took too long to complete, because they were spending so much time looking up every word they did not understand and then needing to decipher from the online dictionary which meaning was meant for that particular context. I was unable to determine from that brief exchange whether the students' opinions correlated with the similarities of their first language to Dutch or their overall English proficiency, as described above.

I was also unable to learn how much time these students actually tended to spend on learning a lesson. This information would have been useful to compare to those students using the textbook at Dover Language School (DLS). That textbook, *Nederlands voor anderstaligen* [*Dutch for speakers of other languages*] (Sciarone et al., 2022), clearly states that the time expectation per lesson is about two to three hours. As described above, this textbook also translates every word used in the text. With such information, a future study might then explore whether translations truly do reduce the time needed to learn a lesson.

4.6 Summary

The participants fit the profile of the highly educated language student seeking to stay longer in the Netherlands for professional and for personal reasons. These reasons plus the eventual civic integration exams likely also factored into their motivation for learning Dutch.

In the classroom, students communicated in Dutch as much as possible either until all else failed or as a hasty time-saving measure. In those instances, students communicated briefly in English but then returned to Dutch as quickly as possible. The instructors were not the focus of this study, but they likely modeled a Dutch-only stance in the classroom, which the students followed.

Student responses on the questionnaire and in the interviews correlated with traditional second language acquisition research perspectives. Despite obvious reliance on other languages they knew to help them learn Dutch, the students seemed to prefer to keep languages separate in their minds so that they could think in Dutch, and they did not all necessarily want course materials translated to their L1. Their preferences for full immersion or some translation were influenced by factors such as L1 similarities to Dutch, their proficiency in the lingua franca English, and their emerging proficiency in Dutch. The 40% who definitely wanted textbook translations available at the B1 level cited faster times for comprehension when learning a text. Even those B2 students who preferred immersion stated that they nevertheless used translation tools, suggesting accessing an L1. This also suggested that learning Dutch in isolation is, at least for these students, not yet possible.

5 Discussion

It is tempting to conclude that the perspective of second language acquisition with its monolingual ideal L1 speaker is too entrenched in the modern era to be open to any new perspectives, such as multi-competence. Ortega (2016) has mentioned this, and this study seems to confirm that neither the students nor the curriculum developers see the need to change. Even though the multilingual users clearly used more than one language as they learned Dutch, they would most likely claim any L1 interference was just a temporary hindrance as they progressed towards their goal of communicating as much as possible like a native speaker – without knowing for certain what exactly that native speaker looks and sounds like. The idea of instead being compared to other multilingual L2 users seems impossible, because such an ideal model – tested and proven to be worthy of emulating – does not yet exist.

This study was sparked by two of my professional identities, one as a student researcher and one as a language instructor. As an instructor, simply asking an author and a publishing house to offer more translations for my students to help them study Dutch independently and more efficiently was clearly – and, in hindsight, understandably – not

going to initiate any changes without proof that the demand was there. Multi-competence sums up and supports the gaps in my research, but I can understand why the field remains divided on its definition, which in turn divides the research community on whether it ought to be further investigated, supported, and applied to other multilingual communities besides English. The comprehensive *Handboek Nederlands als tweede taal in het volwassenenonderwijs* [Handbook of Dutch as a Second Language in Adult Education] (Kuiken & Andringa, 2022), fully updated in its third edition and published well after Cook's last take on multi-competence in 2016, has but one brief mention of Cook and no mention of multi-competence at all. The concept still seems barely addressed in the literature, but it also still seems worth exploring. An expansion of my thoughts follows.

5.1 On multi-competence and sociolinguistic research

As a sociolinguistics researcher, I rather liked being the team member that further pushes the conversation to look at language use in the L2 classroom and adjust the corresponding discourse of the framework applied to language learners and users. After all, we are the ones with seemingly unlimited time to test our latest bright idea and then claim enough authority to tell everyone else what to do. Here, everyone else means the students, the instructors, textbook authors, publishers, and the government.

The data do cautiously suggest considering giving multi-competence a closer look, because multilinguals by their very nature use any and all languages they have at their disposal when learning a new language, and this approach affects how they both interpret and use the new language. This is something the monolingual L1 speaker does not do, at least not for the same reasons, and it warrants reconsidering why the monolingual L1 speaker remains the ideal model for the multilingual L2 user.

5.2 On multi-competence and L2 Dutch language instruction

As a language instructor, I agree with Chalmers' (2017) observation that limited time tends to force my reliance on researchers to sort out what is most likely to work in the classroom under the circumstances. At the very minimum, I am the trained professional on the team best suited to take the whole package of language policies, research, and course materials, and condense it into a manageable format for the student to work with. Besides, even with the never-ending pockets of new ideas we teachers create and share wherever we can, tradition in the academic world dictates that only the well-researched methods assure justification in being accepted and applied by the masses. That said, teachers are the research initiators who can call for change just as well as their research-based teammates. (Examining

whether the local administration subsequently heeds such calls is, unfortunately, beyond the scope of this study.)

Yet, this study cautiously indicates that adult language users ought to have a greater say in how they are both taught and viewed. Second language acquisitionists have long established that adult language learners approach new languages differently from young language learners, and both curriculum developers and instructors know to adjust their materials according to their target audience, both in terms of topics and formats, including ever-increasing development of digital tools. What seems to be missing, however, is a discussion with the users about whether the materials address their needs, and to date there has been little initiation on the parts of researchers and instructors to begin the discussion. That means that if any change is to come about for adult language users, the discussion must then be initiated by the students.

The discussion is crucial particularly for adult expat language learners in the Netherlands based on the need to shatter some assumptions about them. The first assumption is that everyone learns the same way and wants the same immersion approach. Textbooks can limit what they need to offer, because between going to classes and merely being in the Netherlands, students are practically immersed in the language and can access whatever they are missing on their own. This does not, however, account for expats in international work and home environments with little to no regular contact with Dutch speakers, as exemplified by the B1 students at London Language School.

The second assumption is that these highly educated adults will have no problem reverting to and using English as the lingua franca as needed until they have achieved sufficient proficiency in Dutch. As the feedback in this study has shown, students' first languages influence whether they are fine with learning Dutch through English or whether they prefer learning Dutch through their first language. One student opted for immersion in Dutch, but only because of her weaker English skills.

The third assumption, expanding on the first assumption above, is that being highly educated equates with being highly motivated enough to willingly devote time for their studies. Motivation certainly was not an issue for any of the students I observed and interviewed. What was not being accounted for was the time needed to make progress. For these adults, regardless of their age, long gone are the days of flipping through the pages of an analogue bilingual dictionary and slowly piecing together what a passage means. There is no need to elaborate here on the various technological changes in how language learners learn nowadays, but curriculum developers and instructors would do well to accept that students not

only learn differently than students of even just one decade ago, but these expat students seem to have less time than ever to learn. Motivation starts to flag when it takes too much time to complete a lesson.

The impetus for this study, however, explains to an extent precisely why students are rarely the initiators of any change: they often do not *know* that they can initiate any change. I do not mean that language learners do not know that they can vocalize their needs based on courses they take, because the modern era of social media on top of the usual class evaluations at the end of courses allows plenty of opportunities for that sort of commentary. Rather, I mean the option for adult students to choose almost every part of their language learning except for the course materials. That decision is made for them by the institution if not by the instructors, with the arguably mutual agreement that the institution knows what is best for the learners. From the institution and instructors' perspectives, this is pedagogically the best approach, because few schools if any are designed to cater to individuals, private lessons aside.

To that effect, de Boer et al. (2022) are an optimistic start in promoting more student-led changes, because the students were the ones requesting adjustments of the materials to better suit their learning needs. De Boer et al. (2022) had tested their materials as always, but the feedback this time was strong enough to warrant incorporating significant changes over previous textbook editions. I would welcome a future study examining the effects of these changes and whether the changes warrant further translations to select other languages to accommodate students with lower English language skills. *Nederlands in actie* [*Dutch in action*] (de Boer et al., 2022) cannot be fully compared to the Delft Method series with its 26 available translations, because the latter is a communicative based methodology instead of a grammar and vocabulary heavy series. Further, for the time being it is unrealistic to expect *Nederlands in actie* [*Dutch in action*] as well as all other future course materials to cater to every possible language in the country. Nevertheless, if these adult students want to learn the language, I think little harm can come from a needs analysis in which they are at least asked what they need.

Adult learners may more likely know what they want, but often they are unaware that they can ask for it. Again, traditionally the classroom is not designed to cater to individual needs, and wise is the teacher who does not encourage thirty individual needs. But if the teacher and the researcher truly want to help the student become a stronger player, the team can only benefit from asking the student whether what we have been doing until now is still relevant for them.

5.3 Limitations

Five main limitations of this study emerged. First, its small sample size prevented it from being representative of the experiences all adult language learners in similar situations. The data were too limited to definitively argue in full favour of multi-competence and the abandonment of the current traditional monolingual L1 perspective. It is highly unlikely that the responses of a few students will change the minds of either fellow students, instructors, or even other researchers. Second, the makeup of the groups was difficult to control. Despite efforts to have three distinct levels, there was no control over the length of study of the students: some were in their very first semester ever while others such as Kati had previously studied to reach B1 level, dropped lessons for a few years, and then returned to the A1 classroom. Third, it was impossible to account for the differences in learning styles and expectations of the students. I was unable to determine whether through the interviews or through other forms of inquiry how the students learned the materials, which would have given an indication of how much translation occurred outside the classroom. Further, while respondents indicated on the questionnaire whether they communicated in Dutch outside the classroom – becoming Cook's (1991) language users instead of language learners – fewer opportunities for immersion may have affected their expectations to communicate fully in Dutch in the classroom. Fourth, I suspected interviewee bias in my results, as all but one of the respondents indicated some agreement with the suggested premise of this study. The one respondent who indicated disagreement was unavailable for an interview at the time of scheduling, and the highest-level students felt they had nothing to contribute to the narrative and therefore did not wish to be interviewed.

Lastly, even in the largest groups of about thirteen students, it was impossible for anyone to ignore my presence. This likely had some effect on the students' language choices even if subconsciously, and I know from casual conversations afterwards that the instructors had deviated from their normal teaching style. I was therefore not capturing a typical lesson, and only one lesson is clearly insufficient to draw conclusions.

I had chosen to audio record the classroom observations and supplement this with handwritten notes to maintain a fairly discreet presence in the classroom, but this decision had its own limitations. The instructors invariably set up small group and pair work activities, which promptly reduced if not eliminated opportunities to record what language choices were being made when the instructor was not paying attention. I had considered getting up and walking around and casually eavesdropping, but I had not prepared for how to discreetly

scribble notes on anything I heard, especially in the classes where the students had been assured I was more interested in the instructor rather than in the students. Related to that, a language class tends to be quite visual, and I know I missed out on many visual forms of communication such as gestures and pictures that supplemented translations and explanations; I only happened to look up from writing a quick note when I saw that one instructor had written a translation on the board and then a few seconds later erased it.

5.4 Further research

This study calls for a larger sample size to better determine the validity of the students' claims that providing language support in multiple languages, or at least via a lingua franca, benefits learners more than providing only the target language. More specifically, a needs analysis should better reflect what students are calling for. Students seemed unable to explain why they opted to change languages, in part because they had not been aware that they had changed languages, and analyzing their own behaviour was not an obvious part of their skill set. Heeding the call of Centeno-Cortés and Jiménez Jiménez (2004), recording students talking to themselves while they are completing tasks both individually and in pairs or small groups would likely yield greater insight into their language use and the choices they make when they change languages.

Chalmers (2017) noted that language instructors tend to be keenly aware that any prior language is inevitably a factor influencing the progress of the current target language. What is the resistance to acknowledging this influence? Or rather, who sets the stage for the language learners? Is it the Second Language Acquisition researchers who tell teachers what to do? Chalmers (2017) notes that teachers' busy schedules frequently curb their enthusiasm when new ideas are presented without significant research justifying a change in the current curriculum. That said, teachers are the proverbial boots on the ground and can dictate whether the current research is still relevant or whether times, students, and technology have changed enough to encourage researchers to examine other perspectives. Perhaps another needs analysis looks at both the researchers and the instructors, as the industry seems to require both to function, but the industry also seems to be quite busy surviving as it is to have the energy to shift the narrative. Further exploration in general and for Dutch language speakers in particular is recommended, particularly for Dutch language policy makers hoping to gain insight into the effects of the civic integration act (2021) on the latest group of internationals intending to stay. Finally, the emerging field of third language acquisition might be more suited than second language acquisition to embrace the concept of multi-competence.

6 Conclusion

Multi-competence can be viewed as a useful perspective within the L2 adult language learner's classroom to better describe those who deviate from traditionally held perspectives. The perspective can affect the student, the instructor, the researcher, the curriculum developer, and the publisher. Bilingual and multilingual L2 Dutch language users in this study seemingly if not invariably relied on prior language knowledge as they navigated a new language, the most obvious proof of which was the reliance on translation tools as part of their language learning process. Comparing language learners to monolingual L1 speakers might be unfair by definition of the L1 speaker, but multi-competence acknowledges the different levels of success among L2 users and eliminates the perspective that L2 users are deficient in any way. The question is whether any of the above mentioned agents and the L2 Dutch student in particular sees the benefits of explicitly adopting the multi-competence perspective.

As mentioned above, it seems sensible to give adult language users a greater say in how they approach language learning. Generations that have grown up with technology and changes in language learning opportunities suggest that traditionally held perspectives may apply less and less. Curriculum developers, instructors, and even publishing houses would do well to at least keep up if not lead the way. In the Netherlands, with its ongoing updates on language learning requirements for internationals, there can only be benefits to examining just how Dutch is being learned and aligning those results with whether the process is as accessible as possible. If there is no need to change the current methods – although the changes in *Nederlands in actie* [*Dutch in action*] (de Boer et al., 2022) already suggest precisely this need – some might see that there is still a benefit to multi-competence in viewing language learners' needs from more than one perspective.

Further, examining how many speakers are still monolingual is unfortunately beyond the scope of this study, but it worth considering that bilingual and multilingual speakers might already outnumber monolingual speakers and therefore will be justified if they argue the ideal model of a monolingual speaker no longer applies to them. Cook (2016) would in turn be justified in viewing multi-competence as a challenge to the long-held beliefs of second language acquisition. As Ortega (2016) has observed, it is still uncertain that the field is prepared to accept the challenge.

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Appendix A

CEFR Can do statements

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	**Listening**	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Appendix B

Questionnaire

1. **Which country are you from?** _____
2. **Which language(s) did you speak growing up?** *(Include any dialects!)*
   _____
3. **Which language(s) do you use for communication now?**
   _____
4. **What is your current level of Dutch?** _____
5. **Why are you learning Dutch** *(for example: for fun, for work)***?**
   _____
6. **Which textbook are you using in class?** _____
7. **See the attached page. Do you prefer having such topics explained in Dutch?**
   _____
   _____
   _____
8. **Do you like having translations from Dutch to your mother tongue?**
   _____
   _____
   _____
9. **What is your preferred translation tool during class** *(for example: Deepl, Google Translate)***?** _____
10. **What other resources help you learn Dutch?** (*Tick as many as apply.*)☐ family/friends
    ☐ social media
    ☐ tutorial videos
    ☐ Other: _____
11. **Can you name all of the Dutch provinces and their capitals?**
    ☐ Ja!
    ☐ Nee!
    ☐ I can name at least two. I think.
    ☐ Eh? Name all of the what??
12. **Would you like to be interviewed after this to help Tanja with her thesis? Top! Scan here to send an email. Alvast dank!**

Veel dank voor uw hulp! Your responses will remain anonymous. If you have any other questions or comments about this study, feel very free to contact me: [*email address redacted*]

Appendix C

Interview - English

1. Please briefly introduce yourself.
    a. What is your name (*I'll give you a pseudonym, I promise*) and where are you from?
    b. What is your mother tongue?
    c. What languages do you use for communication now?
2. Let's pretend you are **reading something in your textbook** (instructions, a story) and **you don't understand something**. What do you usually do?
    a. What do you usually do when you don't understand something your **instructor** has said?
    b. What do you usually do when you don't understand something a **classmate** has said?
    c. I noticed that in class very few students had laptops or tablets out. Is that a class policy?
3. What are your thoughts on **Dutch language textbooks that provide translations to English**?
    a. Compared to **textbooks that offer no translations**?
    b. Compared **to those that offer multiple languages**? (Is your mother tongue usually included?)
4. What have **your experiences** been learning Dutch? **Immersive** as much as possible from as soon as possible? **Gradually building up** to full immersion? Fine with **learning Dutch via English**?
5. Does your **instructor** try to keep all communication in Dutch? (*This is not a critique of your instructor!*)
    a. Do you notice when your instructor changes languages?
    b. When does your instructor typically change languages?
    c. What are your thoughts on changing languages?
6. **Group lessons or self-study**: Aside from your own typical study methods, do you think your textbook would be fine for self-study?
7. Is there anything else you'd like to share?
8. What questions do you have for me?

Appendix C

Interview - Dutch

1. Stel jezelf kort voor.
    a. Wat is je naam (ik *zal je een pseudoniem geven, dat beloof ik je*) en waar kom je vandaan?
    b. Wat is je moedertaal?
    c. Welke talen gebruik je nu voor communicatie?
2. Laten we doen alsof je iets **in je leerboek leest** (instructies, een verhaal) en **je begrijpt iets niet**. Wat doe je meestal?
    a. Wat doe je meestal als je iets niet begrijpt wat je **instructeur** heeft gezegd?
    b. Wat doe je meestal als je iets niet begrijpt wat een **klasgenoot** heeft gezegd?
    c. Het viel me op dat in de klas maar heel weinig studenten laptops of tablets hadden. Is dat een klassenbeleid?
3. Wat vind je van **Nederlandstalige studieboeken die vertalingen naar het Engels** bieden?
    a. Vergeleken met **studieboeken die geen vertalingen bieden**?
    b. Vergeleken **met degenen die meerdere talen aanbieden**? (Staat je moedertaal er meestal bij?)
4. Wat zijn **jouw ervaringen** met het leren van Nederlands? Zo snel mogelijk **zoveel mogelijk in het Nederlands**? **Geleidelijk opbouwen** naar volledige onderdompeling? Prima Nederlands leren via **het Engels**?
5. Probeert je **instructeur** alle communicatie in het Nederlands te houden? (*Dit is geen kritiek op je instructeur!*)
    a. Merk je het als je instructeur van taal verandert?
    b. Wanneer verandert je instructeur meestal van taal?
    c. Wat vind je van het veranderen van taal?
6. **Groepslessen of zelfstudie**: Denk je, afgezien van je eigen typische studiemethoden, dat je leerboek prima zou zijn voor zelfstudie?
7. Is er nog iets dat je wilt delen?
8. Welke vragen heb je voor mij?

Appendix D1

Questionnaire Grammar Page A1 (Huitema & Sorce, 2017)

Bijvoeglijk naamwoord

A2

zelfstandig naamwoord	de- of het-woord	bijvoeglijk naamwoord wel/geen -e
enkelvoud	de	+e
	het	+e
meervoud	de	+e
met lidwoord een	bij de-woord	+e
	bij het-woord	-

plaats

1. Het **bijvoeglijk naamwoord** staat vaak vóór het zelfstandig naamwoord en krijgt dan een **-e**. Staat er *een* + het-woord, dan krijgt het **bijvoeglijk naamwoord** geen -e.
   - › De bruid heeft een **witte** jurk aan.
   - › Het **grote** huis is van ons.
   - › Wij hebben *een* **groot** huis.

2. Het **bijvoeglijk naamwoord** staat vaak na de werkwoorden *zijn* en *worden* achteraan in de zin. Het bijvoeglijk naamwoord krijgt dan nooit een **-e**.
   - › Jan *is* heel erg **ziek**.
   - › Onze Pietje *wordt* al **groot**.
   - › Pas op! De hond *is* **gevaarlijk**.

wel een uitgang -e

3. Het bijvoeglijk naamwoord krijgt een **-e** als er *deze, dit, die* of *dat* voor staat.
   - › *deze* grot**e** man
   - › *dit* liev**e** kind
   - › *die* jong**e** vrouw
   - › *dat* leuk**e** liedje

4. Het bijvoeglijk naamwoord krijgt een **-e** als er *mijn, jouw, zijn, haar, uw, ons, onze, jullie* of *hun* voor staat.
   - › *mijn* nieuw**e** broek
   - › *jouw* aardig**e** man
   - › *zijn* oud**e** agenda
   - › *haar* jong**e** hond
   - › *uw* juist**e** adres
   - › *ons* nieuw**e** huis
   - › *onze* grot**e** tuin
   - › *jullie* rod**e** auto
   - › *hun* laatst**e** wens

zelfstandig gebruik

5. Het zelfstandig bijvoeglijk naamwoord krijgt nooit een **-e** na de uitroep *wat*.
   - › *Wat* **aardig**!
   - › *Wat* **lief** van je!
   - › *Wat* **goed** van je!

Appendix D2

Questionnaire Grammar Page B1 (Huitema & Sorce, 2017)

B1

Bijvoeglijk naamwoord

zelfstandig naamwoord	de- of het-woord	bijvoeglijk naamwoord wel/geen -e
enkelvoud	de	+e
	het	+e
meervoud	de	+e
met lidwoord een	bij de-woord	+e
	bij het-woord	–
zonder lidwoord	bij de-woord	+e
	bij het-woord	–
	meervoud	+e

herkenning

1. Woorden die eindigen op **-lijk**, **-ig**, **-isch**, **-baar** of **-loos** zijn bijvoeglijke naamwoorden.
   - Hij deed als kind veel gevaar**lijke** dingen.
   - Hij is een gelukk**ige** jongen.
   - De Arab**isch**e taal heeft andere tekens dan Europese talen.
   - Ze zoekt af en toe eet**bar**e paddenstoelen in het bos.
   - De situatie is echt hope**loos**.

plaats

2. Het **bijvoeglijk naamwoord** staat vaak vóór het *zelfstandig naamwoord* en krijgt dan een **-e**. Staat er *een* + *het-woord*, dan krijgt het **bijvoeglijk naamwoord** geen -e.
   - Zij had op haar bruiloft *een* **prachtige witte** *jurk* aan.
   - Wij hebben sinds kort *een* **groot** *kantoor* in het centrum van de stad.

3. Het **bijvoeglijk naamwoord** staat vaak achteraan in de zin. Het koppelwerkwoord *zijn* of *worden* staat dan meestal op de tweede plaats in de zin. Na een koppelwerkwoord krijgt het bijvoeglijk naamwoord nooit een **-e**.
   - Jan *is* al een tijdje ernstig **ziek**.
   - Pietje, het zoontje van de buurman, *wordt* al **groot**.

nooit een uitgang -e

4. Als het bijvoeglijk naamwoord eindigt op **-en** krijg je nooit een **-e.**
   - Hij wilde met zijn eig**en** auto naar het werk komen.
   - Door het op**en** raam vloog een vogel naar binnen.

5. Als het bijvoeglijk naamwoord een voltooid deelwoord is en eindigt op **-en**, dan gebruik je geen **-e.**
   - We hebben de gered**en** kilometers opgeschreven.
   - Hij heeft me de geschrev**en** brief laten zien.
   - Ze bestelde gebakk**en** eieren.
   - Ze las het gekreg**en** boek achter elkaar uit.
   - De leraar deed het nagekek**en** huiswerk in zijn tas.

6. Als het bijvoeglijk naamwoord eindigt op een **klinker**, dan krijg je meestal geen **-e.**
   - De cursist haalde prim**a** cijfers bij het examen.
   - De roz**e** rok stond haar ontzettend goed.

7. **Rechter** en **linker** krijgen geen **-e.** Vaak zitten deze woorden vast aan het zelfstandig naamwoord.
   - Het stadhuis ligt aan de **rechter**kant van de weg.
   - Ik heb sinds gisteren pijn in mijn **linker**arm.

8. Als je iets in het algemeen bedoelt, gebruik je het zelfstandig naamwoord in het enkelvoud en zonder lidwoord. Voor een *het-woord* krijgt het **bijvoeglijk naamwoord** dan geen **-e**.
   - Ik geef **oud** *brood* aan de vogeltjes.
   - De vrouw koopt **vers** *vlees* bij de slager. **Verse** *groente* koopt ze bij de groenteboer.
   - Het kind houdt van **warm** *eten.*
   - Behalve **droge** *rijst* hadden ze niets te eten.

9. Na *een, elk, geen, genoeg, ieder, veel, wat, weinig* of *welk* krijgt het **bijvoeglijk naamwoord** geen **-e** als het voor een *het-woord* staat.
   - Ik heb altijd graag in *een* **oud** huis willen wonen.
   - Hij leest *elk* **nieuw** boek van die schrijver.
   - Er was nog steeds *geen* **nieuw** bericht.
   - Er is *genoeg* **lekker** snoep voor iedereen.
   - *Ieder* **ziek** mens is er één te veel.
   - *Veel* **goed** weer hebben we deze zomer nog niet gehad.
   - Ik heb nog *wat* **gekleurd** papier nodig voor deze printer.
   - Er was nog maar *weinig* **vers** sap over.
   - *Welk* **hoog** gebouw bedoel je?

wel een uitgang -e

10. Het bijvoeglijk naamwoord krijgt een **-e** als er een *aanwijzend voornaamwoord* voor staat.
    - *Deze* aardig**e** man wordt onze nieuwe chef.
    - *Dit* klein**e** meisje wil graag een ijsje.
    - *Die* nieuw**e** kasten moeten in de hoek komen te staan.
    - In *dat* mooi**e** huis daar woont een schilder.

11. Het bijvoeglijk naamwoord krijgt een **-e** als er een *bezittelijk voornaamwoord* voor staat.
    - Heb je *mijn* groen**e** sokken ergens gezien?
    - Wij gaan beginnen met *onze* nieuw**e** opdracht.
    - Hij heeft *zijn* oud**e** werk verlaten voor een nieuwe baan.

12. Het bijvoeglijk naamwoord krijgt altijd een **-e** als een *zelfstandig naamwoord* in het *meervoud* staat.
    - In het centrum staan veel **oude** *huizen.*
    - Eet jij weleens **witte** *bonen* in tomatensaus?

zelfstandig gebruik

13. Het zelfstandig gebruikt bijvoeglijk naamwoord krijgt een **-s** als het na de woorden *iets, niets* of *wat* komt. Staat het **zelfstandig bijvoeglijk naamwoord** na de uitroep *wat*, dan krijgt het geen **-s** of **-e.**
    - Laten we vanavond *iets* gezellig**s** doen met z'n allen.
    - Ik heb op de markt niets leuk**s** gevonden.
    - Zullen we *wat* lekker**s** kopen voor bij de thee?
    - *Wat* **goed** van je dat je me geholpen hebt!

B1

14. Gaat het bij het zelfstandig gebruikt bijvoeglijk naamwoord om één persoon of om zaken, dan komt er meestal een **-e** achter het zelfstandig gebruikt bijvoeglijk naamwoord.

› Wie is je vriend? Die lang**e** of die dikk**e**?
› Welk boek is van jou? Dat rod**e**.
› Wat een mooie meubels! Ja, het zijn antiek**e**.

vorm

15. Het **bijvoeglijk naamwoord** kan een voltooid deelwoord of tegenwoordig deelwoord zijn.

› Zijn **gebroken** arm moest zes weken in het gips.
› Uiteindelijk werd de **gezochte** man gearresteerd door de politie.
› Tijdens *een* **lopend** onderzoek wordt er geen informatie gegeven.

16. Bijvoeglijke naamwoorden die eindigen op **-en**, zijn vaak stofnamen.

› Om zijn nek droeg de man een goud**en** ketting.
› Op tafel ligt een linn**en** tafelkleed.

17. **Stofnamen** die uit een andere taal komen, eindigen niet op **-en**.

› Neem maar een **plastic** tas mee bij de supermarkt.
› De zanger ontving een **platina** plaat uit handen van de presentator.

18. Stofnamen kunnen zelfstandig na een koppelwerkwoord gebruikt worden als er **van** voor staat.

› Het bankje in het park is **van** hout.
› Deze dure pen is **van** goud.
› Die oude brug is **van** steen.

19. Je kunt het zelfstandig naamwoord achter het **bijvoeglijk naamwoord** weglaten als duidelijk is wat je ermee bedoelt.

› Ik heb twee auto's, een **witte** en een **rode**.
› Welke stoelen zijn bezet? De **voorste**.
› Ik heb twee boeken gelezen. Een **dik** en een **dun**.

Appendix D3

Questionnaire Grammar page B2 (Huitema & Sorce, 2017)

B2

6. Als het bijvoeglijk naamwoord eindigt op een **klinker**, dan krijg je meestal geen **-e.** Eindigt het bijvoeglijk naamwoord op **-u**, **-oe**, of **-ee**, dan krijg je wel een **-e.**

› De student haalde **prima** cijfers bij het tentamen.
› Zijn contin**ue** gezeur werkte haar op de zenuwen.
› Dat m**oeë** gevoel in mijn benen gaat maar niet over.
› Zij rook een **weeë** lucht in de kamer.

7. Als het **bijvoeglijk naamwoord** een stofnaam uit een andere taal is, krijgt het geen **-e.**

› Ik heb de mappen in deze **plastic** tas gedaan.

8. **Rechter** en **linker** krijgen geen **-e** en zitten vaak aan het zelfstandig naamwoord vast.

› Het huis dat hij wil hebben, ligt aan de **rechter**kant van de weg.
› Ik heb al weken een ontzettende pijn in mijn **linker**bovenarm.

9. Als je iets in het algemeen bedoelt, gebruik je het zelfstandig naamwoord in het enkelvoud en zonder lidwoord. Voor een *het-woord* krijgt het **bijvoeglijk naamwoord** dan geen **-e.**

› Ik geef in de winter **oud** *brood* aan de eendjes in de sloot.
› De vrouw koopt wekelijks **vers** *vlees* bij de slager op de hoek. **Verse** *groente* koopt ze bij de groenteboer.

10. Na *een, elk, geen, genoeg, ieder, veel, wat, weinig* of *welk* krijg het **bijvoeglijk naamwoord** geen **-e** als het vóór een het-woord staat.

› Ik heb sinds mijn jeugd altijd graag in *een* **oud** huis willen wonen.
› *Elk* **nieuw** boek van mijn favoriete schrijver lees ik vol aandacht.

11. Als het bijvoeglijk naamwoord begint met een **rangtelwoord**, dan eindigt het op **-s** en schrijf je er geen **-e** achter.

› Ik ben **eerstegraads** docent Italiaans.
› Hij rijdt in een **tweedehands** auto.
› Bij de hevige brand had ze **derdegraads** brandwonden opgelopen.

12. Als *allerlei, enig, menig, wat voor, zo'n* of *zulk* voor een het-woord staan, dan komt er geen **-e** achter het **bijvoeglijk naamwoord**.

› Ik kreeg *allerlei* **goed** nieuws te horen.
› Ondanks de menigte was er geen sprake van *enig* **hard** geluid.
› *Menig* **nieuwsgierig** aagje heeft haar neus al eens gestoten.
› *Wat voor* **dik** boek heb je daar in je hand?
› *In zo'n* **vieze** keuken wil hij niet koken.
› *Zulk* **moeilijk** werk is aan hem niet besteed.

13. In **vaak voorkomende combinaties** schrijf je geen **-e** achter het bijvoeglijk naamwoord.

› Het **algemeen ziekenhuis** ligt aan de rand van de stad.
› Het **centraal station** ligt op loopafstand.
› Het **bijvoeglijk naamwoord** zegt iets over het **zelfstandig naamwoord**.

14. Soms geeft wel of geen **-e** bij woorden in het enkelvoud een verschil in betekenis.

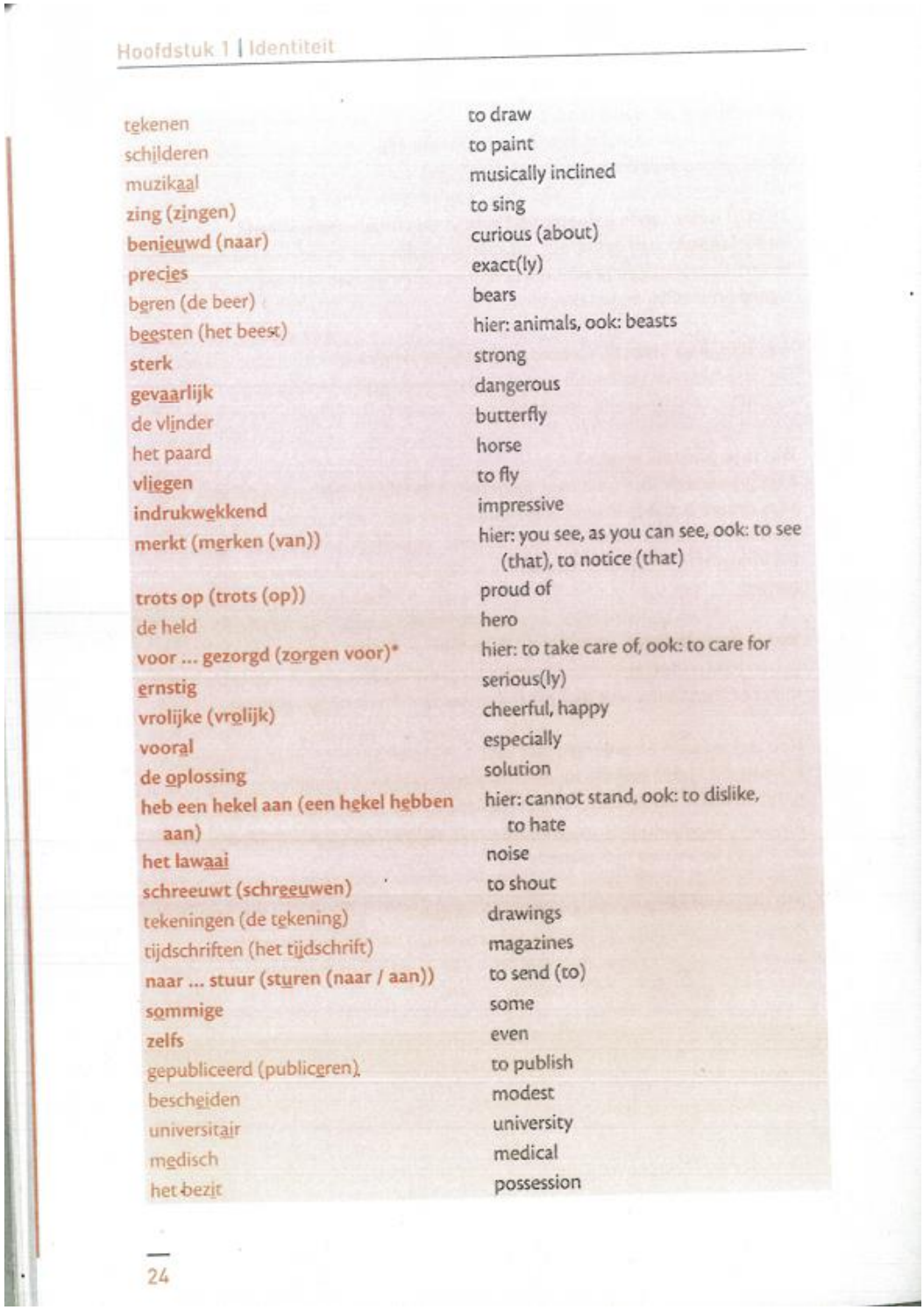
› Het is een erg grot**e** man (lange man).
› Churchill was een groot staatsman (een zeer goede staatsman).

15. Als het bijvoeglijk naamwoord afgeleid is van een aardrijkskundige naam en eindigt op **-er**, dan komt er geen **-e** achter het bijvoeglijk naamwoord.

› Heeft u voor mij een stuk Edamm**er** kaas?
› In het Groning**er** museum zijn mooie dingen te zien.

Appendix E

Vocabulary lists – *Nederlands in actie* [*Dutch in action*] 4th edn. (de Boer et al., 2022)



tekenen	to draw
schilderen	to paint
muzikaal	musically inclined
zing (zingen)	to sing
benieuwd (naar)	curious (about)
precies	exact(ly)
beren (de beer)	bears
beesten (het beest)	hier: animals, ook: beasts
sterk	strong
gevaarlijk	dangerous
de vlinder	butterfly
het paard	horse
vliegen	to fly
indrukwekkend	impressive
merkt (merken (van))	hier: you see, as you can see, ook: to see (that), to notice (that)
trots op (trots (op))	proud of
de held	hero
voor ... gezorgd (zorgen voor)*	hier: to take care of, ook: to care for
ernstig	serious(ly)
vrolijke (vrolijk)	cheerful, happy
vooral	especially
de oplossing	solution
heb een hekel aan (een hekel hebben aan)	hier: cannot stand, ook: to dislike, to hate
het lawaai	noise
schreeuwt (schreeuwen)	to shout
tekeningen (de tekening)	drawings
tijdschriften (het tijdschrift)	magazines
naar ... stuur (sturen (naar / aan))	to send (to)
sommige	some
zelfs	even
gepubliceerd (publiceren)	to publish
bescheiden	modest
universitair	university
medisch	medical
het bezit	possession

de spullen	things
fluisteren	to whisper
het gevoel	feeling
de droom	dream
de wereld	world
persoonlijk	personal
bereikt (bereiken)*	to achieve
het ziekenhuis	hospital
uitgekomen (uitkomen)	hier: to come true, ook: to reveal, to end up at
de eigenschap	characteristic
geduldig	patient
mezelf	myself
wetenschappelijk	scientific
onderzoek doe (onderzoek doen (naar))	to do research (on)
het onderzoek	research
het platteland	countryside
voorlopig	for now, for the time being
goede voornemens	New Year's resolutions
het voornemen	intention
me ... ergeren (zich ergeren (aan))	to get annoyed (by)
doelpunten (het doelpunt)	goals
de krant	newspaper

Struikelwoorden

zorgen voor

1 Nabil heeft voor zijn moeder gezorgd toen ze ziek was.
2 We organiseren zaterdag een feestje, wil jij voor het eten zorgen? Dan zorg ik voor het drinken.
3 Goed slapen is belangrijk voor mij. Dat zorgt voor goede prestaties.

bereiken

1 Wat wil je bereiken in je leven? Vind je succes en geld belangrijk of heb je andere ideeën?
2 Ik kan geen contact met Jett krijgen, niet per telefoon of mail. Ik kan hem niet bereiken.

Appendix E

Vocabulary lists – *Nederlands in actie* [*Dutch in action*] 3rd Edn. (de Boer et al., 2017)

Vocabulaire

Ken je deze woorden en zinnen nu?

de tandarts	het gedrag
de onderzoeker	persoonlijk
het onderzoek	koken
creatief	de kroeg
het resultaat	het toneel
via via	jammer genoeg
solliciteren	gek (zijn op)
verdienen	
verschillen	Daar geef ik liever geen antwoord op.
besteden aan	Daar heb ik een hekel aan.
de keuze/keus	Daar ben ik gek op.

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Appendix F

Sample vocabulary page from *Nederlands voor anderstaligen* [*Dutch for speakers of other languages*], (Sciarone et al., 2022, p. 13)

1	les (de)	lesson/class
2	hoe	how (what)
3	heet (heten)	are called
4	je	you
5	hallo	hi
6	ik	I
7	ben	am
8	mijn	my
9	naam (de)	name
10	is	is
11	de	the
12	docent (de)	teacher
13	wie	who
14	jij	you
15	wat	what
16	je	your
17	dag	hello
18	mevrouw (de)	madam
19	uit	from
20	welk	which
21	land (het)	country
22	kom (komen)	come
23	zegt (zeggen)	say
24	u	you
25	waar	where
26	vandaan	from
27	Frankrijk	France
28	en	and
29	meneer	sir
30	uw	your
31	komt (komen)	come
32	China	China
33	woont (wonen)	live
34	in	in
35	welke (welk)	which
36	stad (de)	city
37	woon (wonen)	live
38	nu	now
39	Den Haag	The Hague
40	straat (de)	street
41	het	the
42	centrum (het)	centre
43	op	at
44	nummer (het)	number
45	telefoonnummer (het)	telephone number
46	ook	also
47	nee	no
48	dichtbij	close to
49	haar	her
50	achternaam (de)	surname (family name)
51	zij	she
52	Nederland	the Netherlands
53	niet	not
54	hij	he

0	nul	10	tien	20	twintig	21	eenentwintig
1	een	11	elf	30	dertig	22	tweeëntwintig
2	twee	12	twaalf	40	veertig	33	drieëndertig
3	drie	13	dertien	50	vijftig	44	vierenveertig
4	vier	14	veertien	60	zestig	55	vijfenvijftig
5	vijf	15	vijftien	70	zeventig	66	zesenzestig
6	zes	16	zestien	80	tachtig	77	zevenenzeventig
7	zeven	17	zeventien	90	negentig	88	achtentachtig
8	acht	18	achttien			99	negenennegentig
9	negen	19	negentien			100	honderd

Appendix G

Email from the authors: *Nederlands in actie* [*Dutch in action*]

Dear Tanja,

It is the experiences of students and teachers that influenced our decision. Although not on paper, the call for an English translation was passed on in several teacher meetings. In the process, we have also included dialogues in the new *Nederlands in actie* [*Dutch in action*] just as in *Nederlands in gang* to smooth the transition from one book to another. For the dialogues in *Nederlands in gang* [*Dutch in progress*] we use English as a supporting language so it would be strange if we didn't do that for the dialogues in *Nederlands in actie* [*Dutch in action*]. The dialogues are written to incorporate many new words from the 5,000 most frequent words category. But it is also strange if you would use English only in the dialogues and not otherwise.

In this new *Nederlands in actie* [*Dutch in action*], we also have a closed universe in terms of words. That means that every new word is offered. In the previous edition of *Nederlands in actie* [*Dutch in action*], it was a selection of words that were offered and therefore you could describe those words in Dutch. For the number of words we now offer, that was not an option. That would be long pieces of text. In addition, it turned out that students looked up translations for the words anyway, which takes extra time for each student. Since English is the language of higher education (at least until now), we opted for an English translation.

We hope you can move forward with this. You asked for two sentences, but the considerations called for a more comprehensive answer.

Good luck with your research.

Kind regards, also on behalf of Simone and Margaret,
Berna de Boer[2]

[2] Manually translated from Dutch to English.

Appendix H

List of 26 translations available in *Nederlands voor anderstaligen* [*Dutch for speakers of other languages*] (Sciarone et al., 2022)

Taalkeuze menu

Kies een taal:

Dutch	Nederlands
Arabic	Arabisch
Bulgarian	Bulgaars
Chinese	Chinees
German	Duits
English	Engels
Farsi	Farsi
French	Frans
Greek	Grieks
Hebrew	Hebreeuws
Hungarian	Hongaars
Indonesian	Indonesisch
Italian	Italiaans
Japanese	Japans
Kurmanji	Kurmanci
Lithuanian	Litouws
Polish	Pools
Portugese	Portugees
Romanian	Roemeens
Russian	Russisch
Serbian	Servisch
Spanish	Spaans
Thai	Thai
Czech	Tsjechisch
Turkish	Turks
Vietnamese	Vietnamees
Swedish	Zweeds
Tigrinya	Tigrinya