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The challenge of changing tongues in business university education*

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Abstract

When embarking upon a course which involves changing the existing curriculum from one language to another, effective strategies are needed to ensure that the transformation to the second language is successful. Changing tongues in business university education presents challenges and requires caution. In this paper I examine why the English version of the Bachelor program in Business Administration was discontinued at our faculty. By making a theoretical analysis of how certain components are of importance when developing an international university curriculum in which both content and language are combined (Wilkinson, 2003), recommendations can be made in order to achieve success when designing future English-taught Bachelor or Master programs. I have constructed a conceptual model in which three components have been placed: the conditions, the commitment, and competencies. In order to determine how these components influence the success or failure of a business curriculum taught in English, several face-to-face interviews were conducted with the faculty management and teaching staff, as well as students. After evaluating the results of these interviews, I can conclude that it is particularly the commitment and competencies of the faculty and staff which determines the success or failure of the English-based curriculum. Once the extent and influence of these components are fully grasped, appropriate measures can be taken by all so that the challenge of changing tongues in business university education can be met with success.

1. Introduction

When introducing a curriculum in a different tongue, the Nijmegen School of Management may have put its best foot forward, but somehow it tripped in the process and as a result, an English-taught curriculum was brought to an abrupt halt. What led to this ‘faux pas’ is to be revealed in this paper, which takes a close look at how the English track of the Bachelor program in Business Studies at the Nijmegen School of Management was implemented.

* Mellion, M.J. (2008). The challenge of changing tongues in business university education. In: Wilkinson, R. & Zegers, V. (eds.). *Realizing Content and Language Integration in Higher Education*. Maastricht: Maastricht University, pp212-227.

The goal of this evaluation is to determine the overall effectiveness of the former program, an English version of an already-existing Dutch-taught curriculum in Business Studies for Bachelor students. This will be done with a view to recommending whether or not a similar educational program taught in English at the Master level can be carried out successively in the future and if so, which method of implementation would be the best in order to achieve success.

The English track was up and running in the academic year 2000. Each year only 30 students from various countries were to be recruited for admittance to an international program that had been modeled after a multi-disciplinary curriculum meant to resemble small-scale competence-based learning. Two groups were created each consisting of 15 participants and afterwards teams were formed in which assignments could be discussed throughout the semester. In teams the students were to work on a project which would be monitored by a supervisor. At the end of each semester reports would be written, and this would ultimately lead to the writing of the Bachelor thesis during the final semester.

Altogether the program ran for five years before the decision was made for it to be discontinued. Many problems were encountered in the process, not only problems pertaining to the recruitment of foreign students, but other problems as well such as matters concerning organization and administration. Unfortunately, the axe was destined to fall, and fall it did in 2003, on a program which was called a “sitting duck” by the faculty’s dean, simply biding the time until its demise. The Business Studies Bachelor program in English was short-lived, after having been fully implemented in 2000, it gradually fizzled out to a small trickle of students in 2005 which were given alternatives for attaining credits for courses that were no longer being offered.

2. Theoretical Framework

In this section, I present a conceptual model which consists of three components which may or may not contribute to the success or failure of a university program taught in English. This model has been based on recent insights in educational innovation (Johnson, 1990; Vinke 1995; Markee, 1997; Klaassen, 2001; Wilkinson, 2004; Fullan, 2007). These studies emphasize that the success of educational innovation largely depends on certain factors such as the strategies employed by the faculty management, the commitment shown by the teaching staff and the competencies they possess. In my framework, I have systematically arranged these three components which I refer to as the three Cs – conditions, commitment and competencies – into a conceptual model.

2.1 Conditions

In order to examine the first of the three Cs, the conditions, we must establish which conditions are relevant when deciding to implement an educational program in English as a second language in

university education. These conditions consist of four different dimensions, namely, the social-political situation, the current strategy employed by the university's policymakers, the funding that is made available and the organizational factors involved.

To understand how the *social-political* dimension comes into play we must take into account the stance taken by a nation and its society in regard to internationalizing education and thereby employing English as a lingua franca. Do the political decisions that are made by the government in power support the current trend in internationalizing education? Does the society itself accept English as a commonly-used second language in Higher Education? Another factor that ties into the social-political aspect is where a university is geographically located. If a university is located very close to the border of another country, this might make it attractive to those students living on the other side of the border. Or if a university is located in a country where English is widely spoken, it might seem only natural to include a second language curriculum.

A second condition which concerns the current *strategy* employed by those who serve on the university's board and those who are responsible for the decision making and development of policy in international education. Does their attitude towards programs taught in English endorse and support those who are involved? If such support is lacking, then the creation of an international learning community will be impeded. Support can be offered in many ways, such as setting up pilot programs in which English language training is offered. At the end of such a program, an official exam can be taken for which the lecturer can receive certification (Markee, 1997).

It goes without saying that one condition which is of crucial importance is the *funding* for such a project which involves international curriculum development. Funds can be used to translate course descriptions, study guides and exam regulations into English, or for financing the program when it comes to hiring additional personnel to teach courses or providing adequate staff for an international office. Naturally, English language training will also be an extra expense as a language trainer needs to be recruited and other costs such as the fee for registering for exams will need to be paid.

Likewise, when starting a second language curriculum, a first consideration should be whether or not the *organization* is in place thus ensuring that everything will run smoothly. Affairs such as processing applications, providing information on obtaining and extending visas of foreign students all need to be taken care of by establishing an efficient systematic organization. Guidelines for recruiting students from abroad should be set down, and once recruited students should be given adequate accommodation. Educational facilities must be on hand as well, such as access to internet and 'Blackboard', a digital network that fosters communication between lecturers and students.

2.2 *Commitment*

The second of the three Cs is that of commitment. In assessing how important the teaching staff's role is to coherent curriculum development, Pennington (1990) writes: "The heart of every educational enterprise, the force driving the whole enterprise towards its educational aims, is the teaching faculty." Being truly committed means that one is willing to make sacrifices and is prepared to invest extra time and energy if necessary.

In the case of implementing a new educational project in another language, it would be best to look at the form of commitment most typically-suited to such a situation; affective commitment. This is important because when curriculum innovation takes place, individuals often respond emotionally towards the changes made and these changes are inevitably accompanied by stress (Fullan, 2007). We need to take this into account if we want the implementation to be successful. According to Allen and Meyer (1990), commitment is seen as an affective or emotional attachment when the individual strongly identifies with the organization, is involved in it and enjoys membership in the organization. It includes a sense of belonging and a psychological attachment to the target of commitment (Hartmann & Bambacas, 2000).

The first way affective commitment can be cultivated is to offer *support* to the educational community. Affective commitment to a new international program can be enhanced by creating an environment in which the teaching staff feels motivated to teach in another language and rises to the challenge. If they receive *support* from the management in making this transition, there is more likelihood that the implementation of the program will be successful. Furthermore, the *communication* concerning how these changes will be implemented may bear weight on the outcome of the program's success and the general satisfaction of both the lecturers and students.

Commitment can be brought about in many ways, but if innovation is to be successful, a strategy must be developed for implementing a faculty training program. Rege Colet (2002) distinguishes between three faculty strategies:

- a program leading to formal certification
- a program of courses and workshops offering teachers opportunities to improve themselves
- continued education of teachers as life long learners

This leads us to the third component involved in determining the effectiveness of an educational program, competencies.

2.3 Competencies

The third of the 3 Cs, competencies, is of paramount importance in any kind of organizational setting (Beer et al., 1984). Competence in teaching lies at the very heart of the professional self (Gray & Wilcox, 1995). In this case, the competencies of both the teachers and the students need to be taken into account when evaluating the second language curriculum. I distinguish between three categories of competencies: *linguistic*, *didactic* and *multi-cultural competencies*.

In order for a program to be successful, we can assume that the students and the teachers need to be well-versed in the second language and that they should possess a positive attitude toward the language of instruction. This *linguistic* confidence will stand them in good stead and it will contribute to both the learning and teaching results. Therefore, it would be wise if the management were to provide both its teachers and students with learning opportunities for improving their linguistic competencies.

Everyone is affected by innovation, but what is most important is that teaching professionals experience these innovations first hand, if they are to adopt and incorporate desirable changes to their pedagogical practice. Markee (1997) believes that you cannot separate teacher development from curriculum development, and that they should be seen as one. Markee (1997: 4) states that “the adoption of a diffusionist perspective on educational change involves addressing the short- and long-term professionalization of teachers, on whom real, long-lasting change in the classroom always depends.” It is the teachers who truly play a central role in initiating and maintaining educational change.

In order to successfully communicate their knowledge of a subject in the international classroom, the lecturers must possess the *didactics* that enable them to accomplish their teaching goals. On the other hand, students themselves need to develop *learning competencies* in the second language. A shift in language immediately influences the lecturing behavior of lecturers and student learning as a result of language and lecturing behavior (Vinke, 1995, in Klaassen, 2001).

Teaching in a second language also requires being able to display a certain sensitivity towards students with different cultural backgrounds. In displaying *multi-cultural competencies* a lecturer might change his or her didactical approach when teaching international students who are not used to actively participating during lectures. The cultural background of international students is generally thought to make it difficult for them to adapt of the style of tertiary teaching adopted in the host country (Biggs, 2003). Meeting the demands of the second language curriculum is obviously not an easy challenge and competencies need to be developed on both sides. Every initiative should be taken to ensure that the skills of those involved are honed in order to achieve the best results in educational innovation (Fullan, 2007).

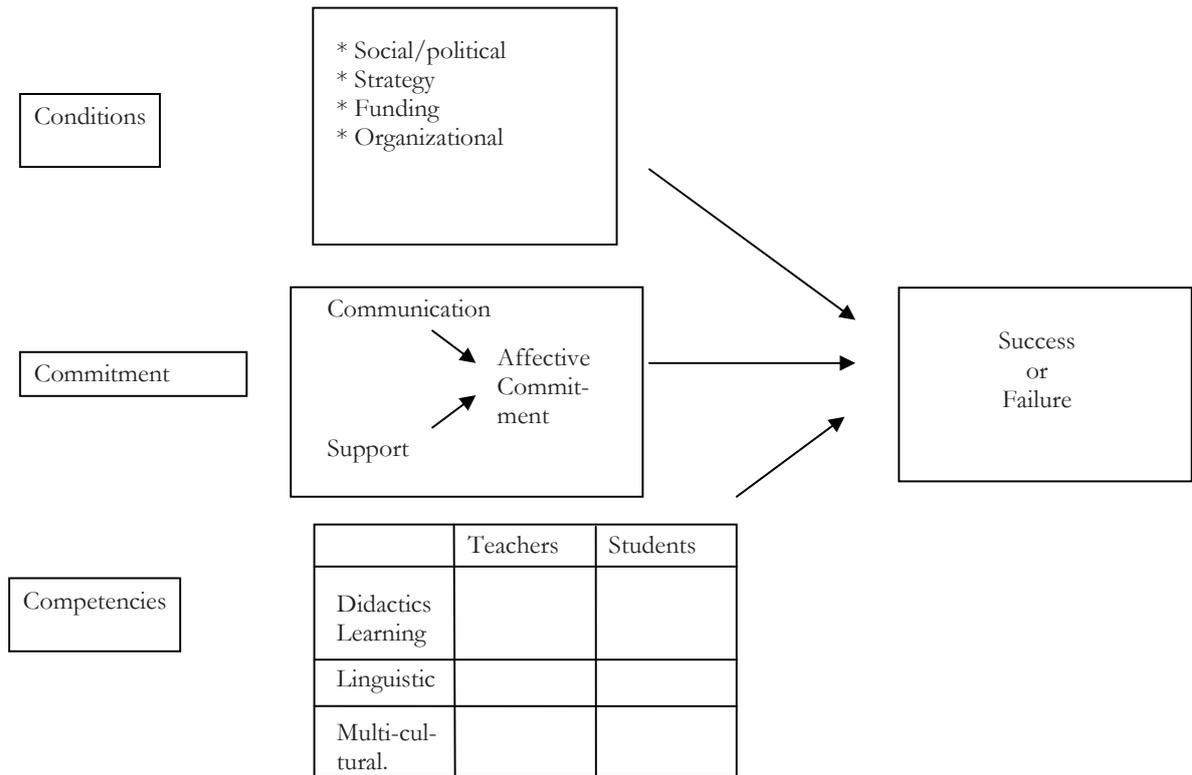


Figure 1: conceptual model: the 3 Cs.

3. Method

3.1 Evaluation Research Method

In this paper, I am engaged in evaluating the implementation of an educational program. For this purpose a summative evaluation is the most appropriate type of evaluation to use (Clarke, 1999; Rossi and Freeman, 1993). Summative evaluation is meant for making decisions about whether to continue or end a program and is always done after a curriculum has finished. It can also help when deciding to implement a similar second language program in the future by analyzing the outcomes of a study.

The method chosen for this particular research is the qualitative method in which information has mainly been obtained via face-to-face interviews with management, staff and students, alongside an analysis made by studying policy documents written in both Dutch and English. Eight faculty members offered their comments on the English track: the current dean and vice-dean of education, the former dean, the current director of the educational center and his predecessor, the first coordinator and the second coordinator of the English Bachelor track in Business Studies, and the appointed study advisor. A university board advisor was also approached in

order to obtain information concerning both future and past university policy. Most of the interviews were tape recorded and lasted about 30 minutes each. An interview guide was used in which the focus was on evaluating three areas: plan, process and product. The plan referred to the purpose of the English Bachelor track, the process referred to the implementation, and product was the curriculum itself, in other words, the educational program that was developed for teaching.

I interviewed two groups of students that were participating in the course I taught 'Communication Skills', and we often held discussions about the English program. These students were primarily Dutch and German, but to give an idea of the diversity of the nationalities, there were also Chinese, Russian, Somalian, Sudanese and Zimbabwean students. As English language consultant for the faculty, I received information that was disclosed by international students who enlisted my services.

The following documents were consulted:

- an annual evaluation report written by the University's Student Board;
- a strategic policy document written by the University Board which set out the university's ambitions in regard to developing future English language policy;
- the faculty annual evaluation reports regarding internationalization;
- an evaluation report of the English Track written by the second coordinator of the track.

3.2 Reliability, Validity and Usefulness

The following three questions need to be answered once the results have been obtained from research (t Hart et al., 2001).

- 1) Is the outcome simply a matter of coincidence (reliability)?
- 2) Does the outcome reflect the actual reality of the situation (validity)?
- 3) Does the outcome provide information for making decisions (usefulness)?

3.2.1 Reliability

It might be argued in this research project whether another researcher would have been able to achieve, for the most part, similar results in a similar setting. As an inside evaluator, who is a member of the teaching staff, I had more of an advantage than an outsider would have had since I possess a more detailed knowledge of the organization and its programs than an outsider. However, outsiders do have the advantage that they can better maintain their objectivity. In this particular case the benefit of having access to inside information outweighs the danger of being subjective. The evaluator's expertise is used to inform decision makers about the success or failure of existing programs. The ultimate goal is to contribute to the effectiveness of a second-language curriculum in

the future and not to brush crumbs under the carpet, but instead to closely examine them so as to come up with a new and better ‘recipe’ for success.

3.2.2 Validity

In qualitative research, it is important to determine the scope of the research by distinguishing between the external and internal validity. The internal validity in this case is high with interviews having been held with the various stakeholders and an analysis having been made of all the relevant documents. It is not certain if there is a high external validity, but we can assume that the components used in the conceptual model might also be applied to evaluations of other educational programs taught in English at other universities in the Netherlands.

3.2.3 Usefulness

It is clear that this research is practical in nature and that therefore the results and findings should provide a useful basis upon which decisions to implement English-medium programs in the future can be made. The author is well aware that other universities in the Netherlands find themselves in similar situations in which they too are struggling with the challenge of switching from the Dutch to the English curriculum. Klaassen remarks that professional development regarding teacher competencies seems to be in its infancy with respect to English-medium instruction at the tertiary level of education (Klaassen, 2001). This would indicate that there is a need to discover whether these types of English-taught programs are effective, making such an evaluation as this one useful and proving that the findings may prove applicable to other programs in comparable settings.

4. Findings and Conclusions

4.1 Conditions

If we first examine the component called ‘conditions’, we will notice that a favorable wind was blowing in Europe when the Bachelor program in Business Studies was started, a wind which inspired and encouraged an English curriculum. Today, we can see that English has gained ground in Europe and that it is the most widely used language in international Higher Education. In the Netherlands, English is widely spoken, not only in academic circles, but throughout the whole fabric of Dutch society. Furthermore, an abundance of educational material is available in English, making it *the* ideal language to convey scholarly knowledge and a natural choice for preparing students for an international career in a globalizing world (Van Leeuwen & Wilkinson, 2003). More than a decade ago, the former Dutch Minister of Education, Jo Ritzen, and current chair of the university board in Maastricht, had even suggested that all courses be taught in English at university level. In the year 2000, the Bachelor and Master (BaMa) structure was being introduced in Europe, creating a different

educational landscape that was taking on a new shape, one in which English was destined to play a role as the 'lingua academica'. With the disappearance of the borders as decreed by the Council of Europe, the citizens of Europe have been subsequently encouraged to cross the line and to learn other languages. All in all, this has been conducive for international education, and hence the policy of offering programs in English has been well-endorsed within a *social-political* context (Hall and Eggington, 2000).

However, when it came to setting international targets and making plans for implementing an English program there was no 'real business plan.' According to the current dean of the faculty, who took the final decision to stop "the English track", the program never even had the official status it should have received, and although it was started with the best of intentions, it was like "a sitting duck" waiting to be shot. Because no real *strategy* for success had been developed, it was as the current director of the Education Center put it, "a mission impossible". No support could be received from the University Board since matters had not been organized at the central level. From the very start, the policy makers had made it clear that they were only in favor of the starting Master's programs in English, but not Bachelor's. Hence, the English track of the Bachelor in Business Studies, without having received blessings from the University board, and without any official status, seems to have been doomed from the start. When decisions are made behind the scenes, a type of power is exercised in what is sometimes referred to as 'non-decision making' (Blasé & Anderson, 1995). It appears that even though the program organizers did not have the support at the central level, they went ahead anyway with the English program, even though no official decision had been taken to give them the go ahead. In this sense, they were guilty of proceeding without the approval that normally would have been given at the start.

If we take an even closer look, we will soon ascertain that the existing conditions were a far cry from ideal where *funding* was concerned. During an interview, the former dean of the faculty reflected on the time when he had been responsible for the educational program. He commented in general on what he termed as the "problem of capacity", attributing the failure of the track to a lack of funding. According to him, the decision to bring the English-taught program to a halt was taken largely because the faculty had found itself in dire straits, having contracted too many new teachers and not possessing the resources to finance the program. The current director of the education center, who is also a lecturer in economics, was keen to comment during the interview held with him that it was too expensive to teach such small groups and to have to pay high prices for having the material translated from Dutch into English.

When evaluating the *organizational* aspects of the program, the following information was retrieved from a short interim evaluation written in February 2002 by the first coordinator of the English Bachelor track. Here he mentions how the faculty was struggling with organizational

problems, particularly in the communication between the lecturers, the secretariat and the educational center. Problems had arisen with the intranet so that the student registration did not match the figures and course exams had not been handed in on time by the teachers. These exams should be sent to the student administration two weeks in advance to allow ample time for copying. Perhaps this was due to the difficulty the lecturers had in formulating the exam questions in English. There were also problems with the scheduling of classes and finding enough classrooms. In retrospect, the former director of the educational center also commented on how the International Office had had to improvise when dealing with matters such as securing housing and visas for the students. He stated that there was not a real structural framework which the new second language curriculum could fall back on. Because the program did not enjoy a formal status and was not registered as a program in its own right, it suffered from not having the support it should have had. The second coordinator of the program remarked “The fact that the program has been a hidden program has slowed down its growth and has demotivated the teachers. It is very difficult to advertise a program that does not exist.” This exemplifies the fact that the program was a stream within a Dutch program, and was not able to stand on its own.

4.2 *Commitment*

When we examine the degree of commitment that was shown in an effort to make the program a success, there seems to not have been enough. Looking back in retrospect, the former director of the faculty’s education center at the time wrote in a letter to the author that “as far as I can recall, most of the staff from Business Studies were not in favor of an English-taught program.” He recalled that “it is bizarre when you realize that the educational program was for the most part organized by a small group of young and enthusiastic teachers, whereas the senior lecturers, and in particular, most of the professors, had other priorities.” On the other hand, this situation resulted from the stance the management had taken at the time, which did not focus on creating commitment and *support* for the educational program. The current director of the education center stated in an interview that the English track was “just started without any preparation”. As a lecturer at the time, he felt that there had been no foresight and not enough commitment. The second coordinator of the program recommended that the English track be maintained but he added that to keep it in its current state would be “a huge mistake”. Furthermore, he remarked that “the English track is still a fairly new program that needs to be fine-tuned and requires lots of attention and commitment. I would recommend to quickly separate the English track from the Dutch to make it into a real program. That is, in my opinion, the only way to make it sustainable and satisfying for the teacher, the students, as well as the school and the University.”

All of these individuals or stakeholders belonged to an educational network in which the connections between them played an important role in the success or failure of this educational innovation. The coordinator of the program pleads here for a new curriculum; one freed from the harnesses of the old, a step forward which involves all cultures, one worthy of international merit. As Kennedy and Kennedy (1998: 456) put it: “it is unwise to ignore cultural factors both in the management of change and in making judgments about relative success or failure of change projects, elusive though such cultural factors may be.”

4.3 *Competencies*

When it comes to competencies, the former director of the education center mentions that because the lecturers taught the students in an old-fashioned and classical manner, rather than using a style of teaching in which they could facilitate the learning process in the roles assumed by coaches and supervisors, their inadequacies in English were even more pronounced. This points to problems in the area of both *teacher and student competencies*.

In essence, a situation developed in which the staff had been forced to put a great deal of effort into an English-taught program that was not selling what it had promised at the onset. As a result, the students who were enrolled in the English track were quick to disclose their discontent, having enrolled in a program that contrasted starkly with a program they had been expecting to receive. The University Board of Students suggested in their evaluation report that if more Master's programs are to be taught in English, then students should be given the opportunity in the Bachelor's programs to participate in academic writing classes to improve their English. Apparently, their sentiments reflected this lack of support.

Not much of an international atmosphere could be detected at the faculty which may have otherwise inspired these foreign students. Many students lacked *linguistic competency* in English, especially the Chinese, and “there were hardly any inspiring projects to fling one's soul and vigor into”. Many of the teachers also lacked fluency in English, and the German students, who had expected an international educational program, complained about the quality of the Dutch lecturers' English. The University Board of Students were of the opinion that if lecturers scored insufficiently on a test, that they should enroll in a course that would enable them to obtain the Cambridge Proficiency in English. In their eyes, this certificate indicates whether or not a lecturer has a sufficient command of the English language and whether or not they are capable of teaching at the university.

Despite these odds, a sense of community was created amongst the international students, creating a closely-knit group. This in turn provided a stimulating setting for learning in a *multi-cultural* environment. Moments of cultural exchange were abundant, and for the Dutch students it must have been an enriching experience to have the foreign students in their midst. However, when it came to

working in teams there was sometimes the tendency for “birds of a feather to flock together”. If the Chinese students were linguistically weaker than the Dutch in English, then this might be experienced as an obstacle in the path of academic progress, hence endangering the deadlines for the myriad of reports that had to be written.

The University Board of Students stated in their paper on internationalization in February 2006, that the quality of education should not suffer because more and more courses are being taught in English. They believe that if English enhances the value of the educational program, and if the quality of the program does not deteriorate as a result, that more courses should be taught in English. By the same token, they believe that it is of great importance that both the students and the lecturers have a sufficient command of the language in order to hold discussions of a high academic nature.

As for the Dutch lecturers, many of them were not used to having foreign students in the classroom. Having to teach for the first time in English, and not possessing always the efficient *didactic* skills to stand them in good stead, they would inevitably fall prey to a lack of empathy towards the foreign students. “To be a successful intercultural communicator, you must develop empathy, and that can be cultivated only if you become sensitive to the values and customs of the culture with which you are interacting” (Samovar, Porter & Stefani, 1998: 261). The University Board of Students stated that lecturers who have taught abroad and who have experience in teaching in English should be preferred to those who have not had this experience. Furthermore, the lecturers should **want** to teach in English. As the second coordinator revealed, “some people in our school do not like or do not want to teach in English; forcing them to teach in the English track because this latter should mimic the Dutch one has generated lots of frustration among students as well as among semester coordinators. More freedom in the English track curriculum will allow teachers to choose or not to teach in English, leading to a more adapted program... and to more enthusiastic teachers.”

Figure 2 shows the results of this research. We can conclude that only the social-political conditions were favorable and that particularly the problems with funding, support and organization contributed to the demise of the program.

4. Conclusions

In this paper it is shown that the three Cs, conditions, commitment and competencies, all play an important role in whether an English-taught program is successful or not. However, it is essential that we get the combination right. How this should be done depends on what the needs are of the university, faculty and students. If the teachers need to develop their competencies in, for example, lecturing in English, then attention must be given to this aspect and training should be provided. If they need to attain a higher level of language proficiency, then Cambridge courses can be organized to help them achieve this. If they need to improve their didactics or intercultural skills then another

course can be offered that focuses on this aspect or classes can be monitored by an educational specialist. In addition, if the university feels it needs to internationalize, then exchanges between various educational partners can be arranged. If students need support so that their learning behavior improves, then this support should be included in the curriculum design. As the faculty's study advisor for the international students put it, "it is more than simply translating the words from Dutch into English". Changing from one tongue to another takes time and patience and it requires the concerted efforts of all those involved. This is where the second C comes in, that of commitment. In the end much more can be gained than just expertise and knowledge. Learning by assimilating content through a second language is a challenging and worthwhile experience for all those involved in the educational process.

Components	Dimensions	Characteristics	+/-
Conditions	Soc.-political	BaMa structure introduced	+
		Developments elsewhere in English	+
		Geographical location	+
	Strategy	No official status received Need for expansion Intl. Office No help from external relations	- - -
Funding	Faculty in dire straits Expensive small groups Translation costs high	- - -	
		Organizational	Intl. students close-knit group Accommodation shortage Problems in communication, intranet, ill-equipped for dealing with students
Commitment	Communication	Lacking between lecturers and educational center Students suffered from mistakes made IM Master confused with Bus. BA	- - -
	Support	New young teachers in favor of intl. curriculum Accreditation verdict	+ -
Competencies	Didactics Teachers	Inexperienced lecturers	-
	Linguistic Teachers	Lack of expertise in teaching in English	-
	Multi-cultural Teachers	Not much empathy shown from Dutch lecturers	-
	Learning Students	Effective learning behavior	-
	Linguistic Students	Some problems in writing in English	-
	Multi-cultural Students	Stimulating environment for learning	+

Figure 2: Findings and Conclusion

5. Recommendations and Discussion

When making recommendations for future programs in English, a dialogue needs to be created among those involved so that evaluation findings such as these can be used to improve the conditions, the competencies and the commitment. Once this dialogue has begun then decisions need to be taken. An important strategic decision for a university is to decide whether a program is simply taught in English, with no intention to improve linguistic competence, or whether a program is taught to teach content and language, with the aim that students meet both content and language goals (Wilkinson, 2005). When designing a program, several ingredients will prove valuable and will inevitably lead to the successful implementation of a second language program. These ingredients can be ordered as follows in importance:

- first and foremost, substantial funding for the program needs to be available
- a front analysis needs to be made at the start before implementation
- full recognition and support from the university board
- professional language and didactic training for teaching staff
- English language skills training for students and academic writing support
- a well-staffed and efficient international office must be set up
- international exchanges of both students and faculty promote cultural understanding

Even though the findings seem to indicate that the implementation of the English track in the Bachelor program failed in some areas, still along the way much was learned. Learning from evaluation findings is what evaluation is all about. “If no change follows from evaluation what is the reason for doing it in the first place?” (Kiely & Rea-Dickins, 2005: 289). The next time, equipped with a better recipe, success can be achieved. The second language program of the discontinued Bachelor track can serve to pave the way in the future for Master programs taught in English. With this in mind, it is only a matter of knowing what the strengths and weaknesses of these new programs are and making sure that the three Cs, whose ingredients consist of the conditions, competencies, and commitment, are included. These components, in combination with the knowledge gained by experience, can help make for a more effective mix, a mix that has perhaps resulted from trial and error, but one obtained by having used a new and improved recipe for rising to the challenge of changing tongues in business university education.

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