

University of Groningen

English as medium of instruction in Higher Education in a cross-national context

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Propositions

1. The current formal entry requirements with regard to English are sufficient to study successfully in EMI (English as a Medium of Instruction) programmes in Higher Education. (Chapter 3 of this dissertation).
2. The differences in language settings in academic and non- academic contexts between Leeuwarden, the Netherlands, and Doha, Qatar, do not affect academic performance. (Chapter 4 of this dissertation)
3. EMI in Higher Education is a form of immersion. (Chapter 6 of this dissertation)
4. The threshold theory developed in this study, supports the Occam's razor principle. (Chapter 3 of this dissertation)
5. The value of learning style tests as predictors of academic performance equals the predictive power of horoscopes. (Chapter 3 of this dissertation)
6. Adding a fun factor to participating in a research project enhances response rates and increases validity. (Chapter 4 of this dissertation)
7. Conducting a replication study should be part of any scientific training. (Chapter 5 of this dissertation)
8. In EMI programmes, there should be ample opportunity for students to develop their native language skills.
9. Critics of the use of English as a medium of instruction in Higher Education tend to exaggerate problems without presenting adequate evidence. (Chapter 6 of this dissertation)
10. The concerns of critics of EMI about lecturers' imperfect English, are based on an obsolete, education-as-reproducing-declarative-knowledge educational paradigm. (Chapter 6 of this dissertation)
11. Study success rates should be one of the key performance indicators to measure a university's quality.
12. Because lecturers tend to avoid the mark of 5.4, the distribution of marks deviates from the normal.
13. The assumption that attending lectures given in English improves the listener's English language proficiency, is reminiscent of the idea that watching football matches on television makes you a better football player.
14. A serious flaw of spelling checkers is their inability to recognise jiu-jitsu terminology.