

LANGUAGE OF INSTRUCTION IN SINT EUSTATIUS

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*Report of the 2013
research group on
language of
instruction in Sint
Eustatius*

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Introduction

In 2012 the three members of this research group were approached by Rijksdienst Caribisch Nederland to investigate the benefits of and the attitudes towards Dutch and English as languages of instruction in primary, secondary and vocational education on the island of Sint Eustatius. This research project was initiated by the former Commissioner of Education in Sint Eustatius, G. Schmidt, and the former Minister of Education, Culture and Science in Holland, M. van Bijsterveldt-Vliegenthart. The research team was composed of three researchers from three different universities: prof. dr .Nicholas Faraclas of the University of Puerto Rico, dr. Ellen-Petra Kester of the University of Utrecht and drs. Eric Mijts of the University of Aruba. The assignment consisted of a literature and context study (as can be found in chapters 1. Literature research, chapter 3. Narrative proficiency test and chapter 4. Classroom observations and stakeholder interviews) and a survey and interview study (as can be found in chapter 2. Language attitude and use survey and chapter 4. Classroom observations and stakeholder interviews). The team visited the island twice. During the first preliminary visit from 21 February – 2 March 2013 the methodology of the research project was decided upon and stakeholder interviews were conducted in order to set up the interview guidelines and the survey questions for the second visit. During the second visit from 13 – 26 April 2013 the focus group interviews were conducted, the surveys were distributed and collected, dozens of classroom observations were conducted and the narrative proficiency assessments were administered.

This report consists of 5 chapters, preceded by an executive summary. In the first chapter, *Literature research*, an overview is given of case studies and theory on societies and educational systems that have had to cope with challenges in language and education that are similar to the ones Sint Eustatius currently confronts and the effect of different systems on language attitudes and proficiency. Chapter two deals with the results, analysis and conclusions of the survey that was conducted during the second site visit. Chapter three describes the methodology, findings and conclusions of the narrative proficiency test and chapter four contains the findings obtained from classroom observations and focus group interviews, as well as general observations of the first and second site visits. Finally, chapter five provides the recommendations of the research group concerning the language of instruction in Sint Eustatius.

Executive summary of results and recommendations of the 2013 research group on language of instruction in St. Eustatius

Executive summary of results

This document consists of the results obtained by the present research team from a number of different research modules, with each module designed to complement and cross-check the results obtained from the other modules. The reports on the results obtained from each module, in the order in which they appear in this document, comprise the following:

- 1) Literature Research (the focus of Section 1 of this document), which includes the comparative analysis of the educational and social impacts of language policy in St. Eustatius and other societies worldwide where the language of instruction is not one of the first languages of the majority of students (hereafter referred to as 'Literature Research' in this document)
- 2) A Language Attitude and Use Survey (the focus of Section 2 of this document), which includes the statistical analysis of a set of questionnaires administered to a highly representative sample of the stakeholders in the education system in Sint Eustatius (hereafter referred to as 'Attitude and Use Survey' in this document)
- 3) A Narrative Proficiency Test (the focus of Section 3 of this document), which includes the analysis of a test on proficiency in Dutch and English administered to all students at the groep 7 and 8 levels in all of the primary schools, to all students in the Schakelklas sections at the secondary school, and to a representative sample of first through third year students at the secondary school (hereafter referred to as 'Narrative Test' in this document)
- 4) Classroom Observations and Stakeholder Interviews (the focus of Section 4 of this document), which include summaries of the findings obtained from primary and secondary school in-class observations and interviews with all stakeholder groups carried out during the research team's two visits to Sint Eustatius (hereafter referred to as 'Class Observations and Interviews' in this document)

The most important and promising general finding of this research project is that all of the stakeholders (students, parents, teachers, administrators, school board members, paraprofessionals, community members, politicians, etc.) are fully committed to the same goal of maximal competence in both English and Dutch (as well as in all other academic subjects) for all of the students in the school system of Sint Eustatius. The most disturbing general finding of the project, however, is that despite the fact that all of these stakeholders have been working tirelessly over the years to achieve this shared goal, they all acknowledge that they have never even come close to achieving it, and with each passing year it seems to move further and further from their grasp. The results of the Attitudes and Use Survey (Section 2) and stakeholder Interviews (Section 4) confirm that everyone wants students to emerge from the system with levels of English and Dutch sufficient to allow them to succeed in the professional and academic worlds, but the results of the Narrative Proficiency Test (Section 3) and Class Observations (Section 4) indicate that students' competence in Dutch are far below those of their counterparts in the European

Netherlands, while their competence in English is far below that of their counterparts in most other English speaking communities. For the great majority of students who have very limited access to Dutch outside the school system (and, hence, should be considered Foreign Language students), the use of Dutch as the language of instruction is having a negative effect on academic performance in both English and Dutch, as demonstrated by the results of the Narrative Proficiency Test and observed in the interviews with the stakeholders.

There is no VWO stream in secondary education, while only a very small number of pupils make it to the final exam of HAVO, and even fewer manage to complete tertiary education. Many of the students in the more academic tracks of secondary education would have actually been placed in lower tracks in Holland. All of the stakeholders agree unequivocally that very few students get enough academic Dutch to even be considered for schooling in the European Netherlands, and of those who are considered, most return to Statia without a degree. The vast majority of the stakeholders state that the disadvantages of the Dutch system by far exceed any possible advantages .

Although one or another of the stakeholders (teachers, students, parents, politicians, etc.) have sometimes been singled out for criticism at various points over the years for these shortcomings, the results of the Attitude and Use Survey as well as the results of the Interviews and Class Observations do not indicate any lack of commitment, enthusiasm, intelligence, hard work, or creativity on the part of any of the stakeholders on Sint Eustatius. Instead, what emerges from the Literature Research (Section 1) are both societal and language policy problems shared by the education system in Sint Eustatius with education systems in other societies in the Caribbean and beyond, where the language of instruction is not one of the students' first language(s), and where, despite a similarly high degree of dedication and diligence, similarly disappointing results are obtained.¹ The Literature Research also illustrates how changes in language policy have helped some of these troubled education systems to effectively address some of these problems and improve students' performance not only in their first language, but in the other languages and subjects that they will need to master for academic and professional success as well.

The present researchers and all of the stakeholders on St. Eustatius are acutely aware of the fact that many of the general societal problems facing education on the island cannot be simply addressed by changes in educational policy and approach, and will take many years and major social changes to solve. Along with many stakeholders, we contend nevertheless that some problems, such as those caused by language policies which do not represent best pedagogical practice, can be addressed here and now, with palpable positive results. In this document, we will therefore focus on what can be done at the level of educational policy, approach, and practice to help all of the stakeholders in the education system on Sint Eustatius to achieve their stated goals, which include high quality education for all (not just for a talented few or for the few who have access to Dutch outside of school) and high levels of competence in both English and Dutch (not in English only or in Dutch only).

¹ In Papua New Guinea, for example, the use of the students' first language as language of instruction has been seen as an effective way to help increase involvement of parents in their children's education, to increase students' identification with their educational process and to boost students' self esteem, with the general aim of decreasing dropout rates, alienation, and delinquency.

The results of the Attitudes and Use Survey, the Narrative Proficiency Test, and the Interviews and Class Observations clearly show that Dutch is neither a first nor a second language for the great majority of Sint Eustatian students, yet for decades it has been used and taught in the schools as if it were either their first or second language. The Attitudes and Use Survey and the Interviews and Class Observations indicate that although it has been implemented very unevenly, the new language policy for primary education agreed upon in 2007, which has to some degree legitimized the use of English as language of instruction and of initial literacy, seems to have had some positive effects on primary school student, parent and teacher attitudes toward learning in general and on learning Dutch in particular. This is especially true where Dutch is being taught through *spelend onderwijs*, that is, as a foreign, rather than a first or second language (even though the policy itself recommends the teaching of Dutch as a ‘strong second language’). These same research modules reveal more negative and disturbing attitudes among students, parents and teachers at the secondary school level, where Dutch remains the official language of instruction. Many stakeholders stated during the interviews that negative attitudes have increased since 10/10/10 . The Literature Survey suggests that if these trends continue, the backlash against Dutch language and all things Dutch on Sint Eustatius could become as acute and intractable as the backlash against English and all things North American on neighboring Puerto Rico. If the present system is retained, negative attitudes will continue to grow and polarization between the Dutch school system and St. Eustatian society will become stronger, thus having a further negative impact on students’ success rates, motivation and attitudes.

Conclusions of the Report on the questionnaires administered by the research group during their second visit to St. Eustatius in April 2013

The current language policy in education

After the dissolution of the Netherlands Antilles on October 10, 2010 the language policy in the education system of Sint Eustatius was retained, in consultation with the respective authorities. This means that two languages of instruction (English and Dutch) are used in primary education, with equal status, targeting the key objectives defined in the education laws. The primary education system in Sint Eustatius follows a transitional model, with English as the main instruction language in the first cycle (groep 1-4) and Dutch being increasingly used as the instruction language in the second cycle (groep 5-8), in order to prepare the students for a secondary education system with Dutch as the only language of instruction and examination.

Demographic characteristics of the participants

With respect to the demographic characteristics we observed that a majority in most of the categories of participants were born outside St. Eustatius. In the category of teachers this percentage rises to at least 70% (45% of the teachers who participated in this survey were born in Holland).

Language use

Stavian English is widely used by all groups except for the teachers, not only in informal situations such as with family and friends, but also with colleagues. In conversations with strangers, Stavian English is frequently replaced by school/standard English² by adults. The use of Dutch is rather limited across all categories of participants, except for the teachers. We only find high percentages for the use of Dutch in the case of students communicating with their teachers, although teachers indicate that they use standard/school English more frequently to communicate with students and colleagues outside of school.

The importance of Dutch in different domains

The results indicate a strong consensus with respect to the importance of Dutch for the population of St. Eustatius. All categories agree that Dutch is only important for instrumental purposes, related to education and the job market, as indicated by the high percentages for the following activities: (i) passing tests, (ii) earning money & getting a job, (iii) reading & writing and (iv) raising children. The percentages for the importance of Dutch are slightly higher in the categories of students and slightly lower in the categories of parents of students in secondary education and teachers. Dutch is less or not important for integrative functions related to social activities within the community, such as making friends, being liked and talking on the phone.

Attitudes toward language and education

Most of the participants do not feel strong ties with the Netherlands, but in general they have a positive attitude toward Dutch in the sense that they like hearing the language, want to improve their skills in Dutch and strongly disagree with the statement that learning Dutch is a waste of time. Only students in secondary education and their parents have a less positive attitude toward Dutch.

A vast majority thinks that the school system should help the students develop reading and writing skills in Dutch, but the results suggest that the students are not optimally prepared to achieve this goal. In general students do not like their Dutch textbooks and parents have trouble helping their children with homework in Dutch. Attitudes are particularly more negative among students in secondary education and their parents, as students feel less free to express themselves in Dutch and they are not very motivated to study abroad in a Dutch speaking country.

Attitudes toward standard/school English are positive, as are attitudes toward education in English, especially among students in secondary education and their parents, who also favour future studies in an English rather than in a Dutch speaking country. In fact most of the participants are advocates of an education system that leads to a high competence in both English and Dutch, which is not surprising in view of the worldwide importance of English and the importance attributed to Dutch for education and the job market indicated by the results of this survey. The overall positive attitudes toward bilingualism further corroborate this hypothesis.

² Standard/school English is used as an umbrella term for officially recognized and standardized varieties of English, as used in education systems all over the world.

In general attitudes toward St. Eustatius language identity are positive and the participants show a strong sense of community, in spite of the fact that many of them were born outside the island. A majority in all categories agrees with the statement that the textbooks used in the education system are not really connected to the daily realities of St. Eustatius.

With respect to the academic results of the students there is a discrepancy between the different categories of participants. In particular, parents are unhappy with the results of their children, whereas students themselves as well as their teachers are less critical.

Comparative statistical analysis

The statistical analysis of the results of the questionnaires was carried out to investigate whether certain differences in attitudes toward language and education were statistically significant across groups of participants. In particular the more negative attitudes among students in secondary education and their parents with respect to Dutch and education in Dutch required a more detailed analysis, as well as potential differences between students in secondary education in different years/grades.

The comparative analysis between students in primary and secondary education confirmed that primary school students have more positive attitudes toward Dutch and education in Dutch than do secondary school students. Students in secondary education, however, find Dutch more important. Both groups share positive attitudes toward bilingualism and education in English.

The statistical comparison between the different groups of secondary school students revealed that the attitudes toward Dutch and education in Dutch were more negative among second and third year students as compared to first year students and the students in *Schakelklas* (a one year immersion/submersion program in Dutch). It is relevant to point out that the second and third year students did not attend the *Schakelklas*, as this program was introduced in 2011-2012. Consequently, we hypothesize that the *Schakelklas* affects attitudes toward Dutch and education in Dutch in a positive way. This hypothesis requires additional and longitudinal research as the analysis was based on a comparison of relatively small groups of students (*Schakelklas*: N=32, First year: N=33, Second & Third year: N=32) and different education levels may also play a role here. Attitudes toward English were positive across the three groups of secondary education students and they all consider Dutch to be very important. No statistically significant differences were revealed with respect to these topics.

The comparative analysis between parents and members of the general public showed that they share a neutral attitude toward Dutch. The parents of secondary school students have a significantly more negative attitude toward education in Dutch, whereas the parents of primary school students are less positive with regard to education in English.

As a general conclusion we observe that the results indicate that the population of St. Eustatius shares a strong sense of community. This community is multilingual, but St. Eustatius English is the common language widely used in all domains. The use of Dutch is more limited to formal domains such as education and the job market, but considered to be very important by the majority of the population. Most of the participants are strong advocates of an education system that achieves a high competence in both

English and Dutch and want to improve their skills in both languages. Attitudes toward bilingualism are positive and so are attitudes toward school/standard English as well as Dutch.

Students in secondary education as well as their parents share less positive attitudes toward Dutch and education in Dutch than those found among other groups. A statistical analysis confirms that attitudes are particularly more negative among students who did not attend the *Schakelklas* and, hence, had less preparation before they were immersed/submerged in a secondary education system whose goal is the exclusive use of a language of instruction which is a foreign language for the majority of the population.

Conclusions of the narrative proficiency tests administered by the research group during their second visit to St. Eustatius in April 2013

The goal of the narrative proficiency test was to find out (1) What happens to the language proficiency in English during the transitional phase? and (2) To what extent does proficiency in Dutch after the transitional phase match proficiency in English? Attempting to answer these questions has also yielded information on the written language skills of the students in general.

It is clear that the language skills for Dutch and English in *groep 7* and *groep 8* of primary school do not meet the requirements set down in the core objectives for Dutch primary education. In any case, the students in *groep 7* and *groep 8* perform much better when they write in English than when they write in Dutch.

The written language proficiency in English of the students in and after *Schakelklas*, and in the third year of vocational education does not show any noticeable progress in comparison with the students from *groep 7* and *groep 8*. The development of their written language proficiency in English comes to a standstill from the moment students leave primary school.

The written language skills for Dutch improves between *groep 7* and the first year of secondary education, but in most cases proficiency in English is still better when the students are in *Schakelklas*. After having gone through the language proficiency program in *Schakelklas* and almost all of the first year of HAVO, their written proficiency for both Dutch and English is still below all of the core targets for mother tongue education in the Dutch primary education system. The same applies to the students in the third year of vocational education.

While administering the tests, the students at all levels demonstrated a collective negative attitude towards Dutch, and students who were expected to write their first story in Dutch postponed the task or started to act out instead of attending to it. This widespread negative attitude toward expressing oneself in Dutch should be of major concern to all of the stakeholders in the educational system in St. Eustatius. Besides making it extremely difficult to remedy students' grossly insufficient skills in Dutch, it condemns the majority of students to failure in the present system, which currently insists on the use of Dutch as the language of instruction and assessment in all classes in secondary school, as well as in many classes at the primary level.

Recommendations of the 2013 research group on language of instruction in Sint Eustatius

In terms of language policy in Sint Eustatius, the general results from all of the modules of the present research project (including the Attitude and use survey, the Narrative proficiency test, the Classroom observations, the stakeholder Interviews and the Literature research) have provided us with the solid and cross-verified empirical evidence necessary to draw the following conclusions:

- 1) All stakeholders share a common goal: Maximal proficiency in both English and Dutch for all St. Eustatian students. There is a common misperception, however, that teaching a foreign language such as Dutch in St. Eustatius as a first or second language, or using Dutch as a medium of instruction or initial literacy will automatically yield better results than teaching Dutch as a foreign language.
- 2) Because English is a first or second language of the majority of students and is a language widely used in daily life in St. Eustatius, maximal academic proficiency in English has been shown to be best achieved when it has been used as the language of instruction in the schools of St. Eustatius, and not simply taught as a language subject.
- 3) Because Dutch is a foreign language for the majority of students and is a language rarely used in daily life in St. Eustatius outside of school, maximal informal and academic proficiency in Dutch have been best achieved when Dutch has been taught as a foreign language in the schools of St. Eustatius and when Dutch has not been used as the language of instruction (see the results from the primary schools in the sections below).
- 4) Transitions in Primary Education from one language of instruction (English) to another (Dutch) have proven to be difficult and counterproductive in the schools of St. Eustatius.
- 5) The use of Dutch rather than English as language of instruction in St. Eustatian schools has had a negative impact on students' academic performance in all subjects (including Dutch) and has effectively excluded the majority of them from access to quality education, as observed by teachers, parents, schoolboards and other stakeholders interviewed in this study.
- 6) The use of Dutch as language of instruction and of Euro-centric approaches, methods and materials has alienated St. Eustatian students from their own language, culture, and community, with increasingly corrosive effects on their self-esteem at the individual level as well as on St. Eustatian society as a whole, with St. Eustatian students adopting an increasingly hostile attitude toward Dutch language and all things Dutch, as pointed out time and time again during our interviews with students, parents, teachers in both primary and secondary education and other stakeholders.
- 7) Although the Schakelklas may have a positive effect in terms of the student's attitudes towards Dutch, teachers observed that many students would be doing better if they were being taught in English.
- 8) Basic pedagogical principles, such as: 1) using what students already know to introduce what they do not yet know; 2) establishing a solid foundation in academic competence in English based on their informal competence in that language; 3) building on this first language academic competence in English as well as on a carefully cultivated informal competence in Dutch to eventually establish an academic competence in Dutch; and 4) the introduction of key concepts in mathematics, the social and natural sciences and other subjects in a language known to the students before introducing these concepts to them in a language that they do not know, have often been violated in the schools of St. Eustatius, with predictably frustrating results for the

meaningful participation of students, teachers, parents, and other stakeholders in the educational process.

Based on all of the evidence and these conclusions, we advance the following language policy options for achieving maximal informal and academic competence in both English and Dutch in the schools of St. Eustatius:

Option 1:

- Standard/school English as the only language of instruction and as the language of initial literacy in the pre-primary, primary, and secondary schools, with attention paid to the transition from Stavian English to Standard/school English during the first years. Dutch should be taught consistently and systematically as a foreign language at all of these levels.
- Foreign language instruction in Dutch should follow a strategy of *spelend onderwijs* at the pre-primary level and during the first years of primary school, to ensure that all students gain a sufficient informal competence in Dutch to allow them to begin to acquire an academic competence in Dutch.
- Literacy in English should begin to be taught in the first years of primary school, while literacy in Dutch should not be introduced until a solid foundation has been established in reading and writing English (probably in *groep 5* of primary school).
- Thereafter, academic competence in Dutch can be further consolidated on the basis of students' academic competence in English. This means that, in general, academic concepts should be taught in English first before they are introduced in Dutch.

Option 2:

- Standard/school English as the only language of instruction and as the language of initial literacy in the pre-primary, primary, and secondary schools, with attention paid to the transition from Stavian English to Standard/school English during the first years. Dutch should be taught consistently and systematically as a foreign language at all of these levels.
- Foreign language instruction in Dutch should follow a strategy of *spelend onderwijs* at the pre-primary level and during the first years of primary school, to ensure that all students gain a sufficient informal competence in Dutch to allow them to begin to acquire an academic competence in Dutch.
- Literacy in English should begin to be taught in the first years of primary school, while literacy in Dutch should not be introduced until a solid foundation has been established in reading and writing English (probably in *groep 5* of primary school).
- Thereafter, academic competence in Dutch can be further consolidated on the basis of students' academic competence in English. This means that, in general, academic concepts should be taught in English first before they are introduced in Dutch.
- At the end of the second year of secondary school students can opt:
 - 1) to continue on an academic, professional, or practical track with English as the language of instruction and Dutch as a foreign language; or
 - 2) to shift to a HAVO or VMBO track with Dutch as the language of instruction if they plan on further studies in the European Netherlands or the ABC islands (in which

case, they will receive some additional hours of instruction in Papiamentu/o as a foreign language).

The successful implementation of either of these options will depend on the following:

- 1) Teachers should have systematic and dependable support in terms of training, coaching, supervision, and networking with other teachers.
- 2) Teacher placement should be very carefully done, to ensure that no monolingual Dutch teachers are placed anywhere except in Dutch foreign language classes, or (if Option 2 is selected) in the HAVO and/or VMBO classes of the final two years of secondary school.
- 3) More attempts should be made to recruit teachers from St. Eustatius and the rest of the Caribbean region.
- 4) Teachers recruited from the European Netherlands and elsewhere outside of St. Eustatius should be able use English as a language of instruction. They should first undergo a comprehensive orientation program before they arrive in St. Eustatius, and then be assigned a 'buddy' to help them to successfully adapt once they arrive on the island. Teachers should be encouraged to integrate into St. Eustatian society, rather than separating themselves from it. Teachers who integrate well should be offered contracts of longer duration than the standard three year contract.
- 5) Relatively uniform but generally flexible learning lines which reflect best practices should be established with maximal input from the teachers themselves.
- 6) Culturally appropriate English first language materials should be acquired and/or developed for the teaching of all subjects at all levels (but especially at the pre-primary and lower primary levels), except for Dutch as a foreign language and the subjects of the HAVO and VMBO tracks in the last two years of secondary education (if Option 2 is selected).
- 7) Linkages between the pre-primary and primary schools should be strengthened, with the goal of ensuring that *spelend onderwijs* begins in Dutch as early as possible. Caribbean-adapted Dutch foreign language materials and culturally sensitive Dutch foreign language teachers should play a crucial role at the pre-primary level in laying the foundation for informal and academic competency in Dutch at the higher levels.
- 8) A system should be put into place to identify, acknowledge, reward, publicize, and disseminate best practice by teachers, administrators, and other stakeholders.
- 9) Secondary school students should have easy access to counselors and regularly scheduled individual and group appointments with them, to make sure that they are fully aware of their options in terms of tracking within secondary education and further study after graduation.
- 10) More opportunities should be made available for further study in the Caribbean region (e.g. by creating agreements and exchange programs with Caribbean tertiary institutions), where students can stay and feel closer to home. Currently, there is a strong focus on the European Netherlands as the only possible venue for further studies. Counseling should play a key role here during the first years of secondary education. More opportunities should be made available to graduates to return and make a living in St. Eustatius.
- 11) Students intending to pursue further studies should be made aware of options for study as geographically and culturally close to St. Eustatius as possible. Any student with plans to study off island should undergo a thorough orientation process. Whenever possible intake and other tertiary entrance examinations should be taken and passed by students while they are still on St. Eustatius.

- 12) Stronger linkages should be forged with support agencies such as Edu Partners, the Mega D Foundation, the Education Care Expertise Center, the Youth and Family Office to provide counseling, study skills, and other services to complement those provided in the schools.
- 13) Parents should be reintegrated into their children's learning process and more time should be made available for parent-teacher meetings. Report cards should be made more user friendly to give a clearer overall picture of students' performance, parents should be allowed to sit in on classes and participate whenever possible. Dutch classes should be organized for adults/parents.
- 14) More attractive opportunities should be made available to students to use Dutch outside of school and to cultivate an appreciation for the language. Perhaps the system of summer camps in the European Netherlands could be revived. The secondary school should make further attempts to reconnect with the surrounding community.
- 15) Special attention should be paid to the particular needs of the high percentage of students who were not born in St. Eustatius and/or are not Dutch citizens. These needs may be twofold: scholarships for secondary education students (between the ages of 16-18) who are not Dutch citizens and special attention for students from Spanish speaking and other backgrounds who may not wish to pursue their studies in the European Netherlands.
- 16) All standardized national testing should be in English, except for: 1) tests for competence in Dutch as a foreign language (here '*Profiel Taalvaardigheid Hoger Onderwijs*' or '*Certificaat Nederlands als Vreemde Taal*' can be utilized as a guide); 2) tests in the HAVO and VMBO tracks (if Option 2 is selected); 3) any students who opt to be tested in Dutch. Some experimentation could be done whereby the Dutch exams could be translated *both* linguistically (into English) *and* culturally to suit the St. Eustatian context.
- 17) The appropriate legal framework should be identified for the use of English as language of instruction.
- 18) Where there are questions and stumbling blocks in the implementation of a system with English as the language of instruction and Dutch as a foreign language, reference can be made to the school system on Saba which generally follows the British (CXCE) system and to the St. Eustatius Terminal School which generally follows the US (College Board) system, to determine the optimal solution for the schools on St. Eustatius.
- 19) Stavian English: At all levels, teachers should normally use Standard English rather than Stavian English in their classes, and expect students to do the same. Whenever Stavian English is used by students in class, teachers should immediately take advantage of the moment to demonstrate to students how the same thing is said in Standard English, gently and non-judgmentally reminding the students of the contexts where Standard English is the preferred form, such as at school.
- 20) Dutch should be taught as a Foreign Language, as the vast majority of the students are non-speakers of Dutch with very limited access to Dutch outside the school system. Crucially, Dutch cannot be taught as first or second language. Foreign language education to foreign language speakers can be demonstrated to be more effective than first or even second language instruction to foreign language speakers (i.e. non-speakers) of Dutch or any other language. Models of Bilingual Education (Dutch-English) in Holland cannot be adapted to Sint Eustatius, because of the different status of the two languages in the two parts of the Kingdom. English is increasingly becoming a second language in the European Netherlands. Students in Holland have massive access to English through the media, fostering high comprehension levels on a daily basis from early on, which facilitates the use of English as a language of instruction in the European Netherlands within a model of bilingual education. The same is not true for Dutch in Sint Eustatius, where English is the dominant language and Dutch does not play a significant role in most peoples' daily lives, apart from school and governance.

21) Number of hours per week for Dutch as a foreign language: An example of how Dutch could be included in the curriculum as a foreign language could include the following: at least 3 hours of ***spelend onderwijs in Dutch per week in all years of pre-primary education***, at least 4 hours per week of Dutch as a foreign language in all of the primary school years, and at least 4 hours per week of Dutch as a foreign language during the first two years of secondary school. During the final two years of secondary school, the number of hours of Dutch as a foreign language would vary based on the orientation of the track.

1. Literature research: The educational and social impacts of language policy in St. Eustatius in comparison with other societies worldwide

1. Introduction

One of the points on which there is total agreement among all of the stakeholders in the educational system on St. Eustatius (including students, parents, teachers, educational administrators, school board members, social workers, community members, and politicians, see Section 4 below: Class Observations and Interviews) is that the system is in deep crisis and that things are going from bad to worse. The consistently and shockingly low levels of academic performance of St. Eustatian students in comparison to their counterparts in the European Netherlands and the alarming and rapidly escalating social problems experienced both by students presently in the system and by young people who are no longer students but whose lives have been shaped by the system, provide independent and empirical evidence for these stakeholder observations. Many of these stakeholders have given profound and serious thought to the identification and analysis of the causes of this crisis and all agree that the current situation is the result of a complex configuration of historical, social, political, economic, and pedagogical factors.

In this document, we will focus on the pedagogical factors, not because the other factors are not important, but because our mandate is to address questions of educational policy. While educational policy can have only limited effect on the operation of historical, social, political, and economic forces in the short term, it can have dramatic and immediate effects on results in the classroom which can eventually yield important social and economic benefits over the longer term. We consider our mandate, which is to focus on language policy in education in St. Eustatius, as important because educational policy is one of the things that can be changed relatively quickly and easily and the impact of these changes can make tangible, positive and measurable differences in educational outcomes within a relatively short time span. While we all agree that addressing many of the historical, social, political, and economic causes of the problems faced by the education system in St. Eustatius will require massive and comprehensive change at all levels of society over a long period of time, we are fortunate to be focusing on some of the causes whose eradication will require nothing more than some changes in educational policy and some reorientation of classroom practice. In other words, *if we want to begin somewhere in addressing the problems in education in St. Eustatius, this is a logical and relatively manageable place to start.*

One of the underlying principles of modern education is that it is universal. This means that a modern education system such as that of St. Eustatius has as its official aim to equip all citizens with the abilities and skills that they need to lead satisfying and productive lives. The idea of universal education is a fairly recent one and among the countries which historically played a pioneering role in the establishment of universal education is the Netherlands. Before the 1800s, formal education was restricted to a very small elite class in the Netherlands and the rest of the world. One of the main educational policies and practices that ensured that education would remain the exclusive privilege of the elite ruling classes was

the use of a language of instruction that was not a first language of the students, such as Latin in pre-modern Europe, Koranic Arabic in the Muslim world, Sanskrit in South Asia, Mandarin in China, etc.

For example, in the pre-modern Netherlands, access to formal education was restricted to those whose parents knew Latin, the special language of education, and therefore could teach it to their children, or whose parents had enough money to hire tutors who could teach Latin to their children. One of the major changes in educational policy and practice that allowed the Netherlands to make formal education universal was to change the language of instruction from an exclusive language that was not the first language of its citizens (Latin), to an inclusive language that was a first language of most of its citizens (Dutch).

In the very contentious history of educational theory, one of the facts upon which all can agree is that without the transition in educational policy from Latin to the various modern European languages, it would have been impossible to extend formal education from a small economically and socially privileged elite to all of the citizens of Europe. The fundamentally sound pedagogical logic of assuring all citizens the opportunity to have one of their own first languages as language of instruction and initial literacy was the driving force behind changes in language and education policy in the Dutch speaking parts of Belgium to allow Dutch to be officially used in schools where the majority of the students have Dutch rather than French as their first language, and in the Fries speaking part of the Netherlands, where students are now given the option to have their own Fries language as their first language of instruction and literacy.

Even with the preponderant importance of English today as a worldwide *lingua franca* and with the rapidly growing numbers of people who in fact have English as one of their first languages, especially in areas such as northern Europe, there is little or no debate about, let alone any eventual prospect of, English replacing the languages which have been and remain the first languages of the overwhelming majority of Netherlanders, Germans, Swedes, etc. as the language of instruction in the public schools. As one of our stakeholder interviewees pointed out, a proposal to replace Dutch by English as the language of instruction in the schools of the European Netherlands, for example, would be roundly and overwhelmingly rejected by the Dutch people.

Such a rejection of the elimination of Dutch as the language of instruction in the European Netherlands, while having some of its basis in nationalist feeling, would nevertheless also be based on reasonable pedagogical theory. One of the main grounds for the idea that the optimal language of instruction for Netherlanders is Dutch is one of the most fundamental principles, if not *the* most fundamental principle, of education, that is: "Go from the known to the unknown." This principle, which formed the basis for Socrates' pedagogy in Ancient Greece has withstood the test of time, re-surfacing as a basic element of didactic theory and practice up until the present day (see, for example, Vygotsky's 'zones of proximal development' (1978) and Krashen's input hypothesis (1985). This principle simply states that learning is optimal when what is already known to the learners (for example, their first language) is utilized as much as possible to teach them material that they do not as yet know.

The soundness of this principle when applied to the language of initial instruction and literacy is graphically illustrated in the map in Figure 1 below:

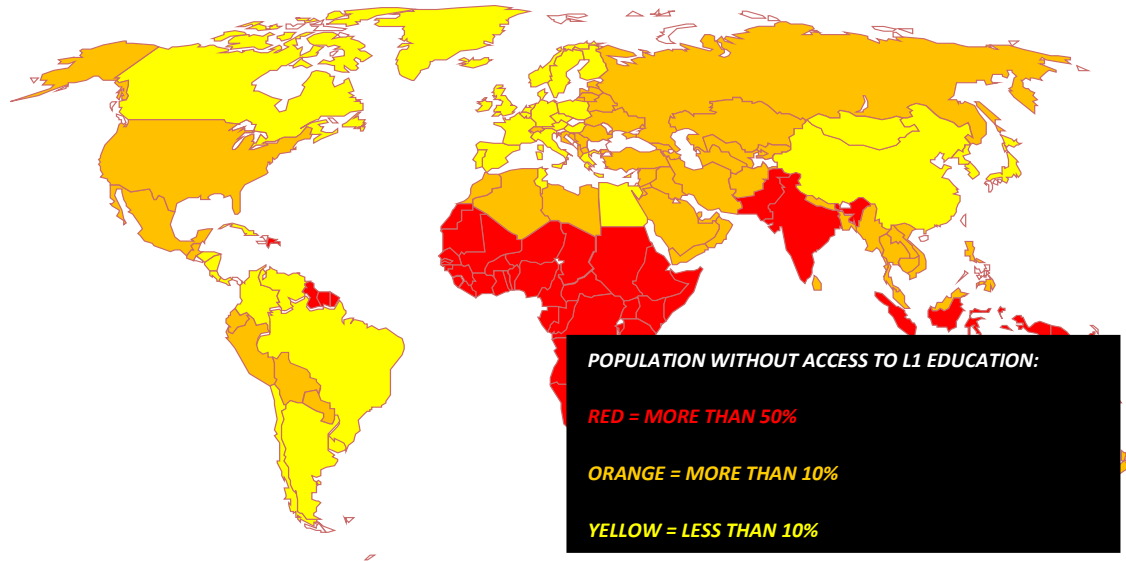


Figure 1. Per cent of population in various countries without access to first language education (based on Faraclas 2011 and Ethnologue 2013)

It is no coincidence that those countries where the students' first language is used as the language of initial instruction and literacy are also those countries that have the most successful education systems and whose workforces are maximally equipped to achieve a high level of independent technological, scientific, and economic success. If the islands of the Lesser Antilles were big enough to be included on the map, a great many of them (including St. Eustatius) would be colored red, because the language of instruction and initial literacy in their schools is not a first language of the majority of their population. Some of the characteristics shared by St. Eustatius, many of the other Lesser Antilles, and the other red colored countries and territories in Figure 1 are: 1) very low levels of academic performance in public schools; 2) extremely high school attrition rates; 3) the effective exclusion of the majority of the population from access to the minimal degree of education sufficient for effective participation in the globalized economy; 4) the extreme concentration of wealth and educational opportunity among a very small elite class; and 5) excessive dependence on expatriate professionals and skilled (and even semi-skilled) labor from the yellow and orange colored countries where the language of instruction in schools is that of the majority of the students.

Instruction and initial literacy in one's first language are not only a matter of good pedagogy, they have also been recognized and ratified as human rights. The declaration by UNESCO in 1953 that all children have the right to education in their first language has been followed by similar conventions agreed upon by the majority of the members of various international organizations. As illustrated below, increasing numbers of societies similar in one way or another to that of St. Eustatius, have been working toward

changes in educational policy which acknowledge and fulfill the rights of their children and young people to a maximally effective education in their first language. Before we consider these initiatives however, we must mention a necessary cautionary account of language policy gone terribly wrong in Puerto Rico, which is St. Eustatius' largest neighboring island.

2. A negative example: language policy in Puerto Rico

From the point of view of language policy and education, the case of Puerto Rico is strikingly similar to that of St. Eustatius in many ways. While the population of both islands speak a Caribbean variety of a major European language (Caribbean English in St. Eustatius and Caribbean Spanish in Puerto Rico), both islands have experienced the imposition of another European language as language of instruction and initial literacy by an imperial power (Dutch in St. Eustatius and English in Puerto Rico). Although the English-only policy was abandoned in Puerto Rican schools as a dismal failure some 65 years ago, Dutch-oriented policies persist in one form or another in all of the schools of St. Eustatius. The disastrous effects that the English-only policy had on attitudes toward education in general and the learning of English in particular are still very strong in Puerto Rico, and there are signs that in St. Eustatius similar attitudes toward education, the learning of Dutch, and the Dutch presence on the island have already taken root and are spreading (see Attitudes and use survey, Narrative proficiency test and Stakeholder interviews sections below).

In her recent study of attitudes toward English in Puerto Rico, Myers (2013: 1-3) states that:

The original intention of the United States government was to Americanize Puerto Rico via the imposition of the English language. In fact, between 1904 and 1916 (under the Falkner policy), English was the only means of instruction in all grades in public schools. During this period, English was taught at the expense of Spanish; in other words, subtractive bilingualism (Lambert 1977) was taking place. This was later corrected in 1948 when the language of instruction in the schools changed to Spanish, and English became a mandatory subject at all grade levels. Nonetheless, after more than a hundred years of exposure to English, there are still many Puerto Ricans that do not consider themselves to be bilingual. Resnick (1993) states:

For nearly a century, since Puerto Rico was ceded to the U.S. in 1898, the majority of the population of Puerto Rico has remained functionally monolingual in Spanish despite the compulsory study of English in Grades 1–12 and an expressed positive attitude toward the learning of English. Census data from 1980 indicate that less than 20% of the island's population claims to speak English fluently. Fluency rates in English range from less than 7% of elementary-school-age children to 27% of those between 25 and 44 years of age. The highest rates of claimed fluency in English are for those who have lived on the mainland (57%) and college graduates (70%). With less than 20% of the population having achieved fluency in English, including those who have lived on the mainland, the school language policy has failed in its goal of creating a bilingual population. (260)

Vélez (1999) offers evidence from the 1990 census indicating that 20% of the Puerto Rican population is proficient in English, and another 20% can handle the language reasonably well (74).

Similar figures can be found in the 2000 U.S. Census. Of those residents 5 years of age and over, only 15.9% believe that they have the ability to speak English “very well;” 17.9% report speaking English “well,” 21.0% report speaking it “not very well,” and 45.2% report not speaking it at all. If we add together those who claim to speak it “very well” and “well,” we see that only 33.8% consider themselves to be reasonably fluent in the English language and 66.2% consider they have problems speaking English. While self-report data have to be taken with a grain of salt due to the tendency of people to over- or underestimate their language abilities, the figures are still of concern to English teachers and language policymakers.

Meyers provides the following concise history of language policy in Puerto Rican schools from 1898 to 1948:

To better understand the role English plays nowadays in Puerto Rico, let us take a quick look at the major events of the history of English in Puerto Rico (Pousada, 1996; Resnick, 1993; Negrón de Montilla, 1970).

1898 – Puerto Rico was yielded to the United States as part of the Treaty of Paris on December 10, 1898.

1900-1904 – Brumbaugh policy: classes were taught in Spanish in Grades 1 – 8, and English was the medium of instruction in the few high schools that existed.

1902—Official Languages Act declared Spanish and English the co-official languages of the government of Puerto Rico.

1904-1916 – Falkner policy: English was the sole medium of instruction in all grades. This policy required teaching reading in English in the first grade, although the number of elementary school teachers who spoke English was limited.

1916 -1934—Miller policy: Spanish was employed as the medium of instruction from the first to the fourth grade, Spanish and English, in the fifth grade, and English, from the sixth to the twelfth grade.

1934-1947 – Padín & Gallardo policies: Spanish was the language of instruction from the first to the eighth grade, and English was taught as a subject. However, English served as the language of instruction from ninth grade to twelfth grade.

1948 –Luis Muñoz Marín became the first elected governor of Puerto Rico. Under Commissioner MarianoVillaronga, Spanish was made the language of instruction in all grades, and English was taught as a required subject in all grades. This policy remains in effect today. (3-6)

Meyers goes on to make the following observations regarding attitudes toward English in Puerto Rico:

There are mixed feelings towards English in Puerto Rico. Vélez (1999) distinguishes between individual and societal bilingualism and explains that most Puerto Ricans favor individual bilingualism. Puerto Ricans admire people who speak more than one language, and they also foster the idea among their children. “It is assumed that English has great importance and that anyone wishing to get ahead must attain proficiency in its use” (75). On the other hand, societal bilingualism is seen quite differently since it “challenges the primary status of Spanish and it would be seen as opening the door for language shift into English” (75). Pousada (1996) underscores that “though islanders acknowledge the importance of the language, many covertly resist learning it out of nationalistic loyalty to Spanish” (1).

Some Puerto Ricans may feel that learning English threatens their cultural identity, and for this reason they have negative attitudes towards the language. However, there are many other factors that affect students’ attitudes towards learning a second language, including: (1) parents’ attitudes, (2) teachers’ attitudes, (3) personal motivation, (4) membership group, (5) peer attitudes, (6) circumstances in which the subject learns a second language, and (7) past experiences learning the language. The current employment of Spanish as language of instruction in all grades is supposed to leave space for additive bilingualism to occur, but the truth is that English is required as a mandatory subject, and Puerto Rican students are not allowed to choose if they want to learn it. The lack of freedom of choice makes resistance inevitable (Pousada 2009). Even though both Spanish and English are the official languages in Puerto Rico, Spanish is the language which expresses the people’s cultural identity and nationalism. As a result, the two languages are often seen as conflicting, and attitudes toward English are negatively affected. (6-8)

In another recent and insightful study of attitudes toward English in Puerto Rico, Domínguez (2012) concludes that it is only now, after over 60 years of resisting the learning of English, that Puerto Ricans are finally beginning to feel more comfortable with the language. If the present Dutch-oriented language policy on St. Eustatius, which incorporates the essential aspects of each and every one of the failed English-oriented policies put forward by the US government in Puerto Rico from 1904 to 1948, is not substantially changed, is there any reason to expect outcomes different from the highly negative attitudes that have emerged and so stubbornly persisted in Puerto Rico? Will language policy in education in St. Eustatius eventually provoke an all-sided resistance and hatred toward all things Dutch among the next several generations of St. Eustatians?

3. Educación Intercultural Bilingüe: first language education in Latin America

Over the past two decades, the indigenous and African-descended peoples of Latin America who do not speak Spanish as one of their first languages have spearheaded a movement for bilingual intercultural education (*Educación Intercultural Bilingüe*) throughout Central and South America. As part of PROEIMCA, a Central American regional bilingual intercultural education initiative, one of the present researchers worked together with a coalition of 6 indigenous groups (the Miskito, Tahwaka, Tol, Ch’orti, Lenca, and Pech) and 2 Caribbean African descended groups (the Garifuna and the English speaking Bay

Islanders) in Honduras from 2004 to 2010, all of whom had established preschools and primary schools in their local communities where children were being taught their own languages and cultures before transitioning into Spanish.

As part of this initiative, a research study was carried out by community members themselves in 2007 to measure the impact that these programs were having on stakeholders, including students, parents, teachers, educational authorities, community leaders and cultural workers. Questionnaires were designed for each one of these target groups as well as a set of criteria for class observations. The sample included a total of 46 schools, some 400 students, 130 teachers, 400 parents, 40 educational authorities (headmasters, etc.), 40 leaders and cultural workers, and 60 class observations.

By gauging the extent to which the program was being implemented in each school, and using the responses on the questionnaires and the class observations, a statistically significant set of results were obtained which indicated the extent to which the goals of the program were being achieved. Some of the more remarkable results are summarized in the tables below, where *mucho* refers to schools where the program was being implemented fully; *bastante* refers to schools where the program was being implemented substantially; *algo* refers to schools where the program was being implemented to a modest extent; *poco* refers to schools where the program was being implemented only slightly; and *nada* refers to schools where the program was not being implemented at all.

As can be seen from Figure 2a below, the more local language and culture were being taught, the higher the levels of satisfaction with the educational process in general on the part of all of the stakeholders, while Figures 2b and 2c indicate that these results were statistically significant:

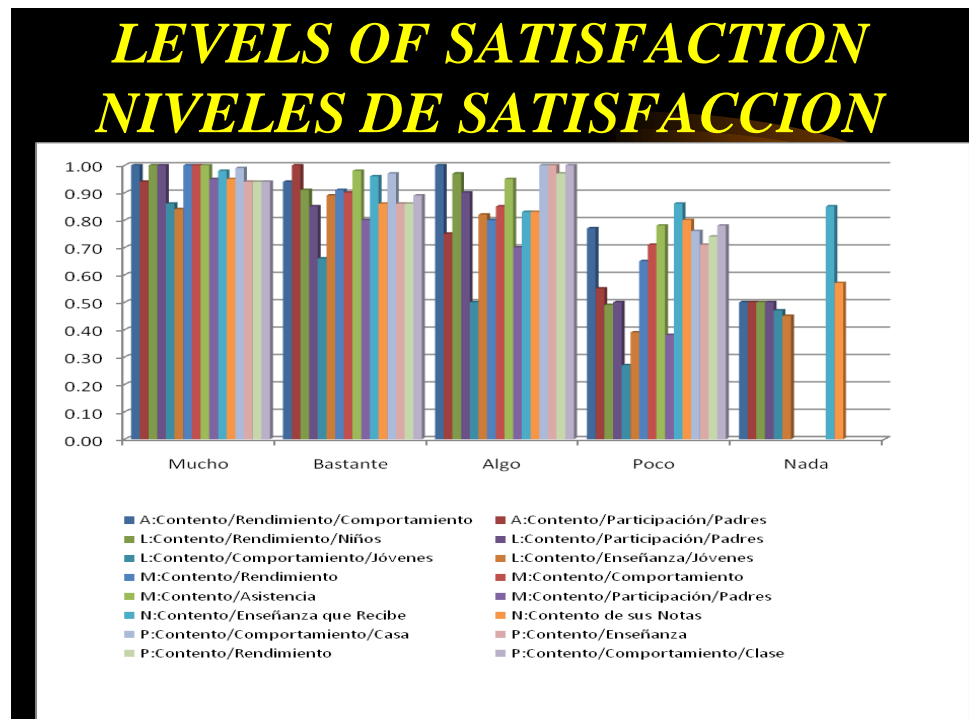


Figure 2a. Correlation between levels of stakeholder satisfaction with the educational process in general and level of implementation of bilingual intercultural education programs.

LEVELS OF SATISFACTION NIVELES DE SATISFACCION		
A:Contenido/Rendimiento/Comportamiento	Correlación de Pearson	.082
A:Contenido/Participación/Padres	Correlación de Pearson	.402(*)
L:Contenido/Rendimiento/Niños	Correlación de Pearson	.684(**)
L:Contenido/Participación/Padres	Correlación de Pearson	.565(**)
L:Contenido/Comportamiento/Jóvenes	Correlación de Pearson	.428(**)
L:Contenido/Enseñanza/Jóvenes	Correlación de Pearson	.583(**)
M:Contenido/Rendimiento	Correlación de Pearson	.525(**)
M:Contenido/Comportamiento	Correlación de Pearson	.552(**)

LEVELS OF SATISFACTION NIVELES DE SATISFACCION		
M:Contenido/Asistencia	Correlación de Pearson	.447(**)
M:Contenido/Participación/Padres	Correlación de Pearson	.451(**)
N:Contenido/Enseñanza que Recibe	Correlación de Pearson	.485(**)
N:Contenido de sus Notas	Correlación de Pearson	.293(*)
P:Contenido/Comportamiento/Casa	Correlación de Pearson	.383(**)
P:Contenido/Enseñanza	Correlación de Pearson	.606(**)
P:Contenido/Rendimiento	Correlación de Pearson	.551(**)
P:Contenido/Comportamiento/Ciase	Correlación de Pearson	.613(**)

Figures 2b and 2c. Statistical significance of correlations between levels of stakeholder satisfaction with the educational process in general and level of implementation of bilingual intercultural education programs.

Figure 3a below demonstrates that the more local language and culture were being taught, the higher the levels of confidence and the lower the levels of fear on the part of students in the classroom, while Figure 3b indicates that these results were statistically significant:

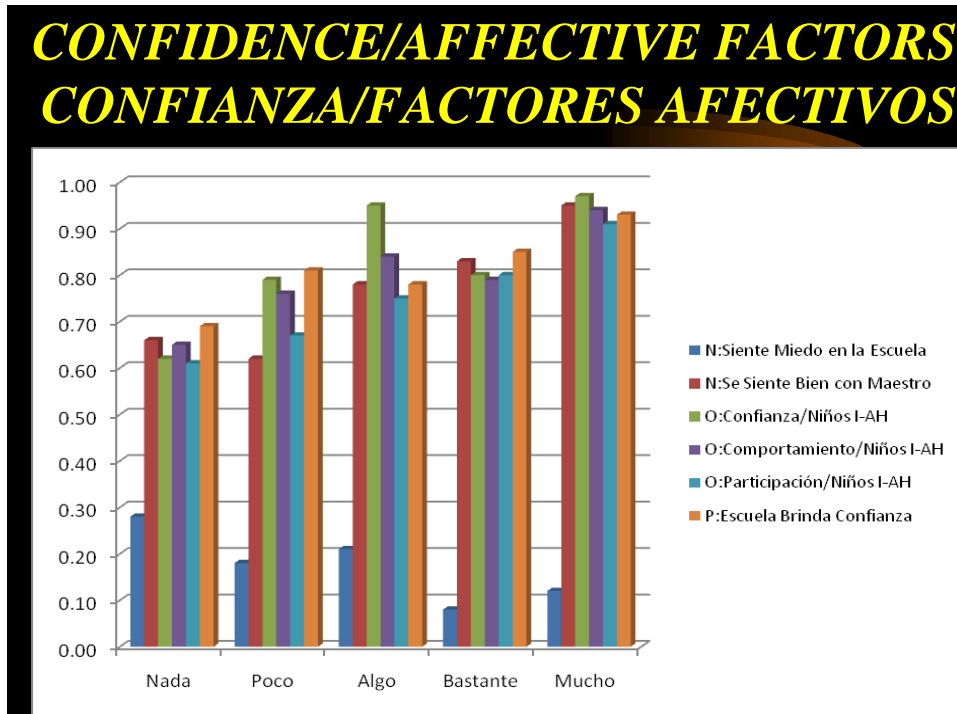


Figure 3a. Correlation between levels of confidence and fear on the part of students in the classroom and level of implementation of bilingual intercultural education programs.

CONFIDENCE/AFFECTIVE FACTORS CONFIANZA/FACTORES AFECTIVOS

N: Siente Miedo en la Escuela	Correlación de Pearson	-.409(**)
N: Se Siente Bien con Maestro	Correlación de Pearson	.457(**)
O: Confianza/Niños I-AH	Correlación de Pearson	.473(**)
O: Comportamiento/Niños I-AH	Correlación de Pearson	.498(**)
O: Participación/Niños I-AH	Correlación de Pearson	.545(**)
P: Escuela Brinda Confianza	Correlación de Pearson	.438(**)

Figure 3b. Statistical significance of the correlations between levels of confidence and fear on the part of students in the classroom and level of implementation of bilingual intercultural education programs.

Figure 4a below shows that the more local language and culture were being taught, the greater the levels of parental involvement in their children's education, while Figure 4b indicates that these results were statistically significant:

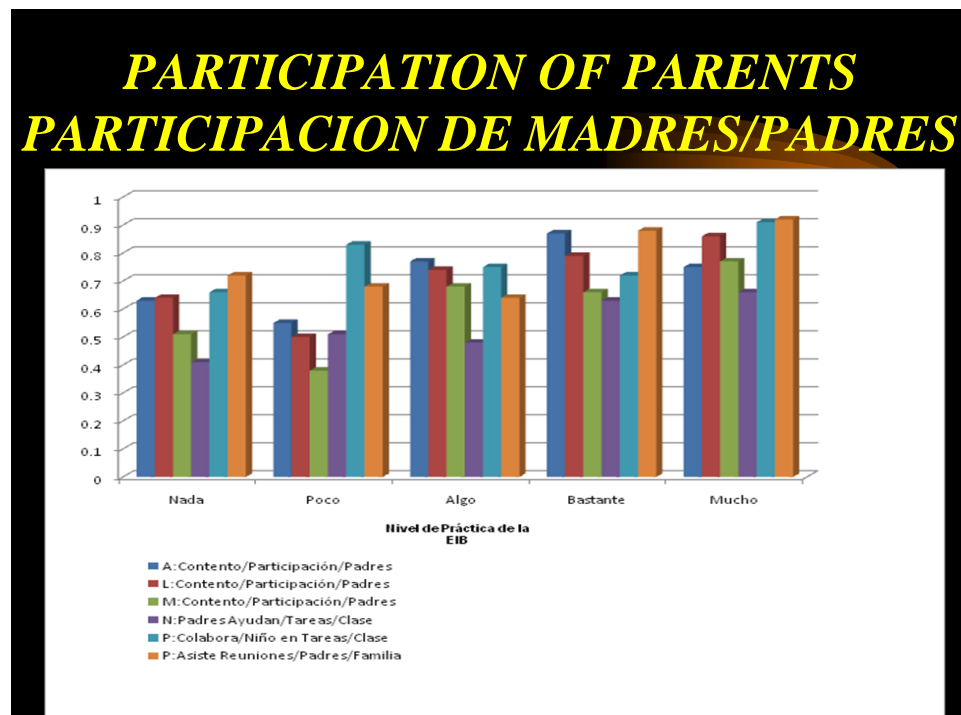


Figure 4a. Correlation between levels of parent involvement in their children’s education and level of implementation of bilingual intercultural education programs.

<i>PARTICIPATION OF PARENTS</i> <i>PARTICIPACION DE MADRES/PADRES</i>		
A:Contenido/Participación/Padres	Correlación de Pearson	.402(*)
L:Contenido/Participación/Padres	Correlación de Pearson	.565(**)
M:Contenido/Participación/Padres	Correlación de Pearson	.451(**)
N:Padres Ayudan/Tareas/Clase	Correlación de Pearson	.349(*)
P:Colabora/Niño en Tareas/Clase	Correlación de Pearson	.276
P:Asiste Reuniones/Padres/Familia	Correlación de Pearson	.384(**)

Figure 4b. Statistical significance of correlations between levels of parent involvement in their children’s education and level of implementation of bilingual intercultural education programs.

These and the other results obtained indicate the multidimensional benefits of first language education, which include a better grasp of sound-symbol correspondence at the cognitive level; a more pro-active approach to learning at the level of agency; a more pleasurable association with learning at the affective level; a greater sense of ease in learning at the level of fluency; a greater sense of confidence in learning at the psychological level; maximal chances for grasping content at the level of comprehension; less mechanical and rote learning at the creative level; and greater motivation for learning as one success leads to another, are summarized in Figure 5 below:

Benefits from Initial Literacy and Instruction in the First Language

Cognitive: Sound/Symbol Correspondence	Agency: Beyond Passive Learning	Affective: Learning with Pleasure
Fluency: Learning with Ease	EDUCATIONAL: KNOWN TO UNKNOWN	Psychological: Confidence in Learning
Comprehension: Best Chances to Grasp Concepts	Creativity: Beyond Rote Learning	Motivation: Success Breeds Success

Figure 5. Summary of benefits to students of instruction and initial literacy in their first language

4. Tokples Priskul in Papua New Guinea

With over 800 distinct languages (Ethnologue 2013), Papua New Guinea is one of the most linguistically diverse nations of the world. Although English is one of the official languages of the country, less than 15% of the population speaks English as one of their first languages. By the 1980s, the attrition rate in Papua New Guinea was among the highest in the world, with less than 50% completing primary school and only 20% passing the secondary school entrance examination given at the end of Grade 6 of primary school. Many did not continue in school because they could not cope with English as the language of instruction and initial literacy. Yet when these students were forced to leave school because they were being taught in a language that they did not understand, they were often called ‘drop-outs’ or ‘failures’ by the people in their communities, including their parents.

Names such as ‘drop-out’ or ‘failure’ place the blame on young people for not completing their schooling. These names make it seem as if these young people did not want to finish school or as if they were not intelligent enough to finish school. Most Papua New Guinean parents knew very well that their children had both the desire and the intelligence to finish school, but they continued to call their children ‘drop-outs’ and ‘failures’, even though in reality these young people were being ‘pushed-out’ by the system. As more and more parents began to reflect on the real reasons as to why their children could not finish their schooling, they began to stop using the words ‘drop-out’ or ‘failure’ to refer to their children. Over the past decades, in many areas of Papua New Guinea, the word ‘push-out’ has been replacing the word ‘drop-out’ to refer to young people who do not have the chance to complete their formal education.

As in most of the other countries where the language of instruction is not a first language of the students (including St. Eustatius), the curriculum in Papua New Guinea focuses on the language and culture of the imperial power that colonized the country (English-speaking Australia) rather than on those of the students. As a result, while most students learn very little about mathematics, language, social studies and science because these subjects are all taught in a language that they do not understand, they do learn one basic lesson: that their own culture and language are inferior and not worthy of being taught in school, and therefore should be rejected. (see stakeholder Interview section below and Ahai & Faraclas 1993; Faraclas 1994; 1996; 1998b)

The result is that most students turn away from their own language and culture without having the opportunity to properly master the foreign language and culture that is being taught to them in school. This has produced generations of young people who are no longer able and/or willing to play a productive role in their traditional cultures and societies, but who are not equipped with the language, culture, and diplomas necessary to go to an urban center or abroad and play a productive role in a more globalized culture and society. Just as in St. Eustatius, crime, drug abuse, prostitution, early pregnancies and other social problems that were previously relatively rare, have become alarmingly common since young people have had access to formal education in a language that is not their own and who neither fit into the traditional culture that they have been taught to despise or into the globalized culture that they have been taught to worship.

As shown in Figure 6 below, the typical outcomes of instruction and initial literacy in a language that is not one of the students' first languages include:

- 1) Defensive Enculturation, whereby students defensively retreat into their home culture and language and xenophobically reject all other cultures and languages (in St. Eustatius, as elsewhere, this normally accounts for the small percentage of students who are forced out of school during the earliest years)
- 2) Alienating Acculturation, whereby students reject their own culture and language and assimilate as well as they can to a foreign culture and language (in St. Eustatius, as elsewhere, this normally accounts for the very low percentage - typically 5% - of students who actually succeed in public schools where the language of instruction is not their first language)
- 3) Deculturation, whereby students reject their own culture and language, and don't succeed in assimilating to a foreign culture and language either (in St. Eustatius, as elsewhere, this typically accounts for the majority of students in schools where the language of instruction is not their first language)

These negative outcomes contrast with the goal of first language instruction programs in Papua New Guinea and elsewhere, which is to provide students with a firm appreciation for their own culture and language which gives them the basis to eventually go on to learn and practice other cultural and linguistic repertoires (including the national language) from a position of strength, rather than from a position of weakness.

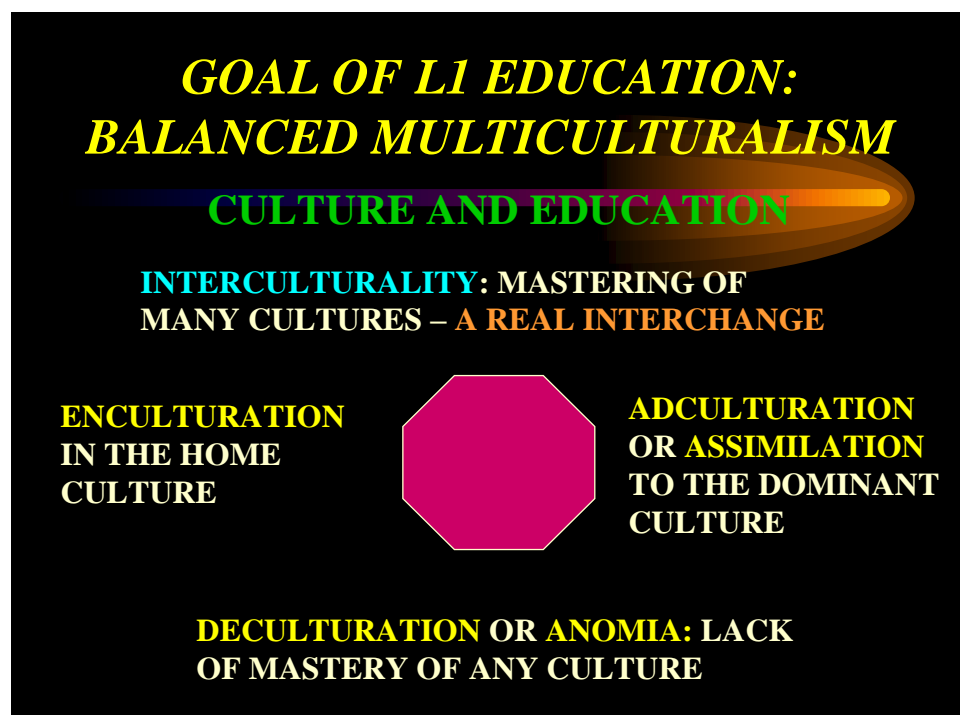


Figure 6. Balanced Interculturality (which is the goal of first language education programs in Papua New Guinea) vs. the Limited Enculturation, Alienated Acculturation and Deculturation that typically result from instruction and initial literacy in a language that is not one of the students' first languages

Papua New Guinean parents began to realize that the formal educational system, with its emphasis on foreign language and culture, was transforming their children into social misfits. Most of them, however, never imagined that they could do anything to change the formal education system. Since colonial times, formal education had been under the control of agencies from outside of their communities, and community members were convinced that if the system was not serving their needs, they didn't have enough knowledge or resources to do anything about it (a situation which is very similar to that found in St. Eustatius and the rest of the Caribbean).

But in one community in Enga province which had only been in contact with the colonial authorities for less than 20 years, some parents began to work together and use community resources to set up their own community-controlled preschool (*Enga Tokples Priskul*), where their children would learn to read and write in their local language and learn to appreciate their local culture before they went on to the formal system (Stringer & Faraclas 1987; Faraclas 1997; 1998a). Not all parents in the community were willing to send their children to this new preschool, because they themselves thought that their own Enga language would be useless in the formal education system and that it would get in the way of their children's progress in English. Because of these disagreements, the children were effectively divided into two groups, those who attended the local language *Enga Tokples Priskul* and those who went directly into the English-only system.

The *Enga Tokples Priskul* was controlled by the community, with little or no funding from outside of the community and no approval at all from the government. This program used the community's own 'push-outs' as literacy teachers, and books that were written and printed by the community members themselves. Once the first students completed the one year program at the *Enga Tokples Priskul*, their parents once again went against the dictates and policies of the National Department of Education, and established special bridging classes for their children during the first three grades of public primary school, where the children would gradually transition from their own Enga language as language of instruction and literacy to English as language of instruction and literacy. In this way, the children at the local school were divided into two groups or tracks: 1) The Enga Tokples Priskul Group, i.e. those who had attended the *Enga Tokples Priskul* for one year and then attended special transition classes in Grades 1-3 before entering English-only classes in Grades 4-6; and 2) The English-only Group, i.e. those who had no preschooling, and who attended English-only classes from Grades 1-6, as prescribed by the National Department of Education. Since the Grade 1-3 transition classes were given in both Enga and English, by the time the Enga Tokples Priskul Group students had completed Grade 6, they had had only 4.5 years of English instruction during 7 years at school, while the English-only Group had received 6 full years of English instruction during 6 years at school.

The parents and teachers of the Enga Tokples Priskul Group were so impressed by the extraordinary progress of these students, that they decided to test them in English language skills at the end of Grade 4, after only 1.5 years of English instruction. Even at this early stage, their results were superior to those of the Grade 4 students of the English-only Group. Some critics pointed out that these differences could have been due to the fact that by Grade 4, the Enga Tokples Priskul Group would have had a total of 5 years of schooling (including the preschool year) versus the English-only Group's total of 4 years. To control for this difference, the Grade 5 students who were enrolled in regular English-only classes at the school also took the test. The results from the Enga Tokples Priskul Group Grade 4 students were also superior to the results obtained for the Grade 5 English-only students.

But the real test of the results of the Enga Tokples Priskul Group was the national secondary school entrance examination given at the end of Grade 6, where students are tested in English for their competence in language skills, mathematics, social studies and the sciences. As stated above, only 20% of students normally pass this test, and the passing rate for English-only Group students was roughly at this 20% level, that is, only 20% were allowed to proceed to secondary school. But the results for the Enga Tokples Priskul Group were among the highest ever to be achieved in the history of the test, approaching 80%. Once the success of the Enga Tokples Priskul project became known, other communities began to gain enough confidence to initiate similar projects, and within a decade over one thousand Papua New Guinean communities had started local language preschools, using their own languages, cultures and resources.

In Papua New Guinea as in most of the other nations worldwide where first language education programs are being initiated, children who attend preschool in their own language and go on to primary school in English progress more quickly than children who do not start in their own language. The children who go through the local language literacy preschools not only have a better appreciation for their own culture, but they also do much better than other students once they go on to the formal

system in English. Because they have learned to read and write first in their own language, they have a positive attitude toward education and a good foundation in reading and writing, which they are able to transfer during their transition classes into English. Very few of these students are forced out of the system, because they have the best marks in their classes.

Given the success of local language literacy classes, the National Department of Education has changed the English-only education system. It is now government policy that all children in Papua New Guinea should learn to read and write in their own language first at the preschool level and then gradually be introduced to English in bridging classes.

5. First Language Education in Papiamentu/o in the ABC Islands

On the ABC Islands (Aruba, Bonaire, and Curaçao, or the former Dutch Leeward Islands) the language policy situation is very similar to that found on St. Eustatius, given that the Dutch-only education systems of the ABC Islands (where, just as in St. Eustatius, Dutch is not a first language or even a second language of the majority of the population) were established by the Dutch colonial authorities and continue to be heavily influenced by trends in policymaking and pedagogical practice in the European Netherlands. Dijkhoff & Pereira (2010:262) claim that the fact that ABC Islands educational authorities' and teachers' assumptions and methods have remained largely the same as those of their European predecessors has had negative consequences for the cognitive, social and emotional development of children on the Leeward Islands. Among the causes for these negative consequences they list:

- 1) Dutch as the sole medium of instruction (as it is in the secondary school as well as in many primary school classrooms in St. Eustatius)
- 2) Dutch taught as a mother tongue or first language (as it is on St. Eustatius)
- 3) lack of contextualization of Dutch school materials that deny the multicultural and multilingual character of ABC Island societies (also a problem in St. Eustatius)
- 4) absence of the first language of the students (Papiamentu/o) in education and complete denial of its importance in education and absence of in-service training for teachers (also true of English in St. Eustatius)

The damaging results of such policy and practice, which are mentioned by Severing-Halman & Verhoeven (2001) in relation to Curaçao, are to be found as well in the other ABC Islands and St. Eustatius, including the following:

Each year, roughly one quarter to one third of the elementary school population does not pass and the number of drop-outs is alarming. (255)

The empirical data on the submersion of Caribbean children in a Dutch ... school curriculum show such submersion to not be very successful. More than 70% of the children do not succeed in finishing elementary school without class repetition of at least one grade. At the same time, the number of children being referred to schools for special education continues to grow. (256)

Prins-Winkel (1983) makes the following disturbing observations about the situation in Curaçao, which is strikingly similar to the situation in St. Eustatius (see stakeholder Interview section below):

[A]ttention was focussed on the relatively few, who –astonishingly enough!- did succeed: probably aided by intelligence, linguistic abilities, endurance, good memory, a healthy disposition and above all: aided by more or less educated parents or acquaintances, with at least some knowledge of Dutch, who were in a position to rightly stimulate and motivate their children. The greater part of Antillean children were not so fortunate ... (14)

The myth of educational advantages through using Dutch in schools in the course of time unmistakably took hold of the people's imagination; the privileged few, who did surpass the obstacles and did succeed, those who later on had access to good jobs, important positions or brilliant careers, the ones pertaining to that lucky minority became the examples everyone wanted to follow; the masses of less successful children, who failed because of that same educational system and did not have any advantages, were often rebuked for their hardships, punished at home for being stubborn and they had to suffer their sorrows in loneliness (12)

Following such world renowned authorities in language policy and pedagogy as Krashen (1985) and Cummins & Swain (1986: 87), Beheydt (2012: 110) observes that sufficient contact with the target language and sufficient motivation are the two main factors in language learning, and that sufficient contact with Dutch and sufficient motivation to learn Dutch are lacking in Aruba (as is also the case in the other ABC Islands and in St. Eustatius, see Interviews section below). Severing & Verhoeven (1995) indicate that Dutch is increasingly becoming a foreign language for students in Curaçao. Narain (1995) explicitly states that Dutch is not a first or second language in Curaçao and that the education system should therefore not continue to teach Dutch as if it were the students' first or second language. She argues against the use of textbooks in Curaçao which are imported from the European Netherlands for teaching Dutch as a second language to non-native speakers of Dutch there, because while for immigrants living in the European Netherlands Dutch is a second language, for students in the Caribbean (including St. Eustatius) Dutch is a foreign language. Narain observes that there are hardly any possibilities for students in Curaçao to use Dutch in a setting of natural interaction outside the classroom (this could also be said for St. Eustatius, see Attitude and use survey and Interview sections below).

In a longitudinal study investigating the language development in Papiamentu/o and Dutch of 80 children 4 to 6 years of age living in Curaçao, Narain (1995) assessed the students by means of a language test measuring phonological, lexical, syntactic and textual abilities in Papiamentu/o and Dutch. The results showed that significant progress takes place during the kindergarten period, but the acquisition process in Dutch is much slower than in Papiamentu/o. During the whole kindergarten period infants in Curaçao were strongest in their own language on all linguistic levels. The initial competence of the children in their mother tongue played a crucial role in their further linguistic and development, not only in Papiamentu/o, but also in Dutch.

Prins-Winkel (1973) reports on a study which was realized during the school year 1968/1969 among pupils of 24 different elementary schools on Aruba, Bonaire and Curaçao. 3103 pupils were native speakers of Papiamentu/o, 338 were native speakers of Dutch, corresponding to 90% and 10% of the participants, respectively. The pupils were in first, third and sixth grade of elementary school. The study compares the school records of the children according to their native languages (Papiamentu/o and Dutch), also taking into account their social backgrounds (based on parental occupation) and their intelligence. As becomes clear from the study, Papiamentu/o-speaking pupils were less successful over the years and had a much higher grade repeat status than Dutch-speaking pupils, although the differences between the two groups decreased over the years. The lower success rate of Papiamentu/o-speaking pupils held for working class as well as middle class pupils. An additional intelligence assessment (based on the Chicago Non-verbal Examination test) pointed out that within the group with high IQ-scores children from Dutch-speaking families were overall more successful than their Papiamentu/o-speaking fellow students.

Severing-Halman & Verhoeven (2001) studied the (oral) production of narratives in both Papiamentu/o and Dutch by 102 children of 4 to 12 years of age living in Curaçao. The children were randomly selected from kindergarten, grade 2, grade 4 and grade 6 and assessed during two consecutive sessions in the two languages. The main conclusions can be summarized as follows: (i) the Papiamentu/o narratives were consistently longer than the narratives in Dutch; (ii) the children described the events more easily in their mother tongue; (iii) for mean clause length and the numbers of conjunctions, significant positive correlations occurred between the two languages, which point to an underlying growth of syntactic abilities; and (iv) the children were generally more proficient reference trackers in Papiamentu/o than Dutch, as indicated by the use of full noun phrases and pronouns in the narratives. It is important to point out that the children at the time of the study were taught only 30 minutes of Papiamentu/o a day for similar results in St. Eustatius, see Narrative proficiency test section below).

Vedder (1987) administered language assessment tests to second graders (185 subjects) and sixth graders (227 subjects) in Curaçao. Each class was randomly divided in two subgroups, so that each individual was assessed in either Papiamentu/o or Dutch. The assessment targeted listening and speaking skills in Papiamentu/o and Dutch, making use of a speaker test and a listener test to measure referential communication. A second listener test was used to measure text comprehension and text recall (the so-called story test). The second graders of the Papiamentu/o group performed better on the speaker test and the story test. They also performed better on the listener test, but the differences between the two groups were not significant. In the sixth grade the language did not make a difference on the speaker test and the listener test, but it still made a difference on the story test, where the Papiamentu/o group performed better. The author observed that the pupils who participated in the assessment spoke no Dutch at all or just a little Dutch at home, and that parents or other educators seldom read stories in Dutch to the children. The researcher stated that: "Personal experiences with Curaçaoan primary schoolchildren taught the present author that most primary schoolchildren are not confident that they can speak the Dutch language in an acceptable manner. They try to avoid situations in which they have to speak Dutch." (82)

The study reported on in Severing & Verhoeven (1995) and Severing (1997) presents the results of a language proficiency assessment of 200 grade 5 (*groep 7*) children living in Curaçao. The assessment consisted of word-decoding tasks as well as language comprehension tasks related to lexicon, syntax (sentence comprehension) and semantics (text comprehension). The results show that the comprehension levels of the children are clearly better in Papiamentu/o as compared to Dutch. The authors observe that these results are remarkable as the students receive less instruction in their mother tongue (150 minutes of Papiamentu/o per week, as compared to 270-300 minutes of Dutch. Dutch is also the instruction language for all other subjects). The level of decoding, however, was clearly higher in Dutch. According to the authors this difference can be explained by the education system, as students initially develop reading and writing skills in Dutch and start two years later with the development of these skills in Papiamentu/o. Dutch is also taught more systematically and consistently over the years. The levels of proficiency in both languages, but especially in Dutch, were found to be related to background factors of students (grade repeat status, reading behaviour, language attitude, learning capacity) and their families (socio-economic status, home language and language provision at home).

Efforts have been underway for some time to establish programs for instruction and initial literacy in Papiamentu/o in the ABC Islands. As in St. Eustatius, some school boards, some schools, and some individual teachers have been more pro-active in this process than others. Traditionally, in pre-primary education and vocational education (EIB) Papiamentu/o has been used as the language of instruction. In Curaçao, about half of the primary schools have institutionalized the use of Papiamentu/o as language of instruction and initial literacy, while the other half remain officially Dutch-only, although in practice Papiamentu/o is used by many teachers to explain material in Dutch to the students. In Aruba, there are a handful of pilot schools where Papiamentu/o has become the official language of instruction and initial literacy under the Scol Multilingual project, which aims to eventually transition to Dutch and ensure literacy in Spanish and English (which are strong first and second languages in Aruba) as well. At the secondary level, Papiamentu/o is taught as a subject as part of a Dutch-dominant curriculum in all public schools except for the Kolegio Erasmo on Curaçao, where Papiamentu/o is used as language of instruction at all levels from pre-primary to the end of secondary.

6. The transition from Kiswahili to English in Tanzanian secondary schools

In Tanzania, the language of instruction and initial literacy in primary schools is Kiswahili, which is a first or second language of the majority of the population. In secondary schools, however, a transition is made from Kiswahili to English as language of instruction. Just as is the case in St. Eustatius and the ABC Islands, this transition is a difficult one. Brock-Utne (2010) argues that English as a language of instruction in Tanzanian education serves as a barrier for the learning of subject matter for millions of Tanzanian students. In order to help the students understand content taught in English, teachers are forced to employ strategies like code-mixing, code-switching and full translation of texts from English to Kiswahili. The use of these strategies slows down the pace of learning of subject matter, makes it difficult for teachers to cover the syllabus and does not expand the vocabulary of the children in the language of instruction. When exams are being taken, these strategies are prohibited by the school authorities. A student who answers a question posed in English correctly but in Kiswahili will be given

zero points. The argument that Kiswahili is not developed enough to serve as a language of instruction in secondary and tertiary education is a false argument, because dictionaries of technical terms in Kiswahili have been written and because any language develops and grows through use.

Brock-Utne & Desai (2010) analyze the results of a narrative proficiency test conducted in South Africa and Tanzania and highlight “the trouble African children have, even after having had English as the language of instruction for almost six years ... Being forced to study through a language they command to such a limited extent must slow down their learning process considerably.” (29) General remarks on the outcome of similar narrative proficiency tests administered as part of the same project include the following:

Generally all students performed poorly in the English story. ... Most of the scripts from students in the upper levels of secondary education showed that they still do not express themselves adequately, despite the high number of years they have spent using English as language of instruction. ... All the students expressed themselves adequately at all grade levels in Kiswahili. (19)

These results underscore some general problems with transitional policies such as that adopted on St. Eustatius in 2007, where English was supposed to be the language of instruction and initial literacy throughout primary school, with a transition to Dutch as the language of instruction in Grades 5 and 6 (*groep 7* and *groep 8*) of primary school, and with Dutch as the language of instruction in secondary school. Although this policy has been implemented extremely unevenly in St. Eustatius, the results have been similar thus far to those obtained in Tanzania (see Narrative proficiency test section below).

These problems can be explained in part by Cummins’ (2000) Threshold Hypothesis, which is based on the idea that there are two basic types of linguistic competence, as illustrated below in Figure 7: 1) IC or Informal Competence which most children gain at home in their first language(s) before starting school; and 2) AC or Academic Competence which most children gain at school. Cummins asserts that it takes a minimum of 5 to 7 years of instruction in a students’ first language (for which the student has already acquired an Informal Competence) to guarantee a basic Academic Competence in that language.

Using the basic pedagogical principle of going from the known to the unknown, Cummins contends that:

- 1) The optimal way to build Academic Competence in any language is to utilize students’ Informal Competence in that language. In other words, Informal Competence in a language should precede Academic Competence in that language.
- 2) The optimal way to build Academic Competence in a second or a foreign language is to utilize students’ Academic Competence in their first language(s). In other words, Academic Competence in a first language should precede Academic Competence in a second or foreign language.

2 LEVELS OF LANGUAGE SKILL:

1: INFORMAL COMPETENCE (IC)

2: ACADEMIC COMPETENCE (AC)

- IC Informal Competence
 - Casual Conversation
 - Basic Explanations
 - Core Vocabulary
 - Literal Understanding
 - Basic Writing Skills
 - Most Students Have Casual Competence in at Least 1 Language
- AC Academic Competence
 - Formal Discussion
 - Formal Presentations
 - Scientific Vocabulary
 - Multi-Level Analysis
 - Technical Writing Skills
 - Many Students Lack Academic Competence in Any Language

Figure 7. Informal Competence vs. Academic Competence (Cummins 2000)

Figure 8 below illustrates Cummin's Threshold Theory, which schematizes the different possible outcomes of education in a situation where the official language of instruction is not one of the students' first languages as a house with three floors or three thresholds:

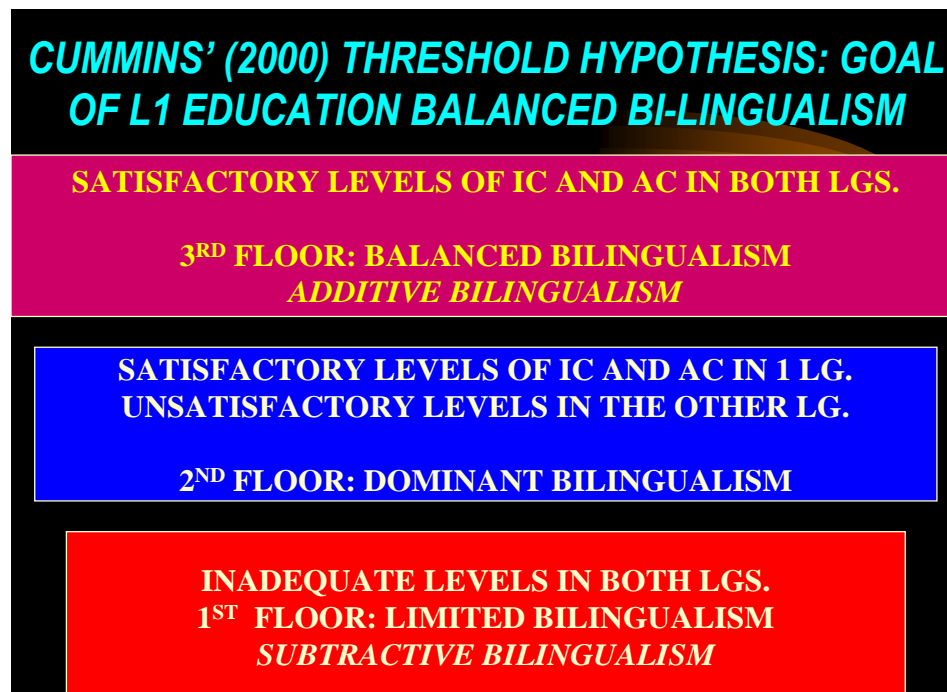


Figure 8. Cummins' (2000) Threshold Theory

In most situations where the language of instruction and initial literacy is not one of the students' first languages, students are forced to do all or most of their schooling in either a second or a foreign language. In such cases, the result for the majority of students is deficient Academic Competence in their first language, because it was never or rarely used as language of instruction in school, and insufficient Academic Competence in the second or foreign language, because the students were never introduced properly to Academic Competence in their first language(s). These students are stranded at the lowest level of the house, unable to cross the first threshold to the second level. Cummins calls this Limited Bilingualism or Subtractive Bilingualism, where students' competences in one language often clash with, rather than enhance their competences in the other language.

In programs where the language of instruction and initial literacy is the students' first language but then a transition is made to a second or foreign language as a language of instruction, the transition is usually made before the students have gained adequate Academic Competence in their first language and/or adequate Informal Competence in the second or foreign language. In such cases, the result for the majority of students is adequate Informal Competence in their first language and barely adequate Academic Competence in their first language, with insufficient Informal and/or Academic Competence in the second or foreign language. These students are stranded at the second level of the house, unable to cross the second threshold to the third level. Cummins calls this Dominant Bilingualism, where students' have relatively adequate competences in one language but not in the other language.

It is only when students are given the time and instruction *first* to build an Informal Competence in a second or foreign language on their Informal Competence in their first language, while building an Academic Competence in their first language on their Informal Competence in their first language, and *only then* to build an Academic Competence in a second or foreign language on both their Informal Competence in that second or foreign language as well as on their Academic Competence in their first language, that they can proceed across the second threshold to the third level of the house. Cummins calls this Balanced Bilingualism or Additive Bilingualism, where students' Informal and Academic Competences in one language complement and enhance their Informal and Academic Competences in the other language.

Unfortunately, most transitional programs make the transition from the students' first language much too soon and much too unsystematically to achieve the goal of Additive Bilingualism. This is certainly the case with any programs, such as that in St. Eustatius, which attempt to make the final transition in the language of instruction from students' first language to a second or a foreign before the first year of secondary school, before students have an adequate Academic Competence in their first language before teaching Academic Competence in the second or foreign language. It is also the case with any programs which attempt to teach a foreign language as a first or second language (as is being done in St. Eustatius and the ABC Islands), or any programs which attempt to teach a second language as a first language, because they do not allow students to gain sufficient Informal Competence in the second or foreign language before teaching Academic Competence in that second or foreign language.

7. First language education in Dutch in Flanders

Kas Deprez (2000: 22) mentions three main motivational factors for the shift in language policy in the Flanders region of Belgium from French, traditionally the language of formal education in Belgium, to Dutch, the first language of the majority of the people of the region. One motivation is a matter of modernity. In modern societies, states are obliged to organize a system of education which is maximally accessible to every child and, just as in St. Eustatius, instruction and literacy in a language that is not a first language of the students excludes most from the educational process. The second motivation is the promotion of Dutch as part of the emancipation of the Flemish people as a group after a period of domination in which French had been the language of power, (just as Dutch has been the language of power in St. Eustatius). Thirdly, the option to adopt *territoriality* as an organizational principle was inspired by practical motives of keeping French speaking Wallonia and Dutch speaking Flanders together by recognizing their diversity. Interestingly, the Belgian government has recognized that the best way to ensure that people appreciate and learn each other's languages and cultures is to give them the chance to gain a strong foundation in their own language and culture first, before they go on to learn those of another group. Cuvelier (2003) states that:

one could say that Flanders and Belgium have been experiencing a development away from an apparently homogeneous system in which the standard variety of Dutch/French was legally recognised as the one medium. Recent developments focus more on individual people's capacities and needs and on the growing recognition of linguistic and cultural diversity At the same time, however, at the level of micro-sociolinguistics, the language use of individuals in particular circumstances has been modifying the ideology of multilingualism and is gradually determining new language policies. (45)

It is interesting to note that the shift in Flanders from French to Dutch has been a complete shift. In other words, Flemish children have the benefit of Dutch as their language of instruction in public schools from kindergarten until the end of secondary school. There is no transition from the students' first language (Dutch) to another language (French) as language of instruction at Grade 3, Grade 5, or Grade 7 as there is in St. Eustatius and other countries where first language education is being implemented for the first time.

The Flemish and Puerto Rican cases discussed, confirm that the pedagogically optimal and politically enlightened right to a full public education in their first language would help offer the people of St. Eustatius an opportunity to avoid the risk of alarming educational failure rates, rampant social problems, increasing economic dependence, and political resentment toward the European Netherlands and all things Dutch in the not so distant future. The English speaking population on the neighboring island of Saba has already made this right a reality in their education system, with predominantly positive effects on the academic performance of their students. If St. Eustatius follows the model of its smallest neighbor Saba, it can avoid the language policy blunders of its largest neighbor Puerto Rico.

2. Language attitude and use survey: Report on the questionnaires administered by the research group during their second visit to St. Eustatius in April 2013

1. Introduction

This part of the report presents the results of the survey that was carried out by the research team during their second visit to St. Eustatius (April 13-27, 2013). The main purpose of the survey was to collect quantitative information regarding language use and attitudes toward language and education from different groups of stakeholders, to complement the qualitative research based on interviews and focus group meetings.

Data collection by means of a survey is methodologically important, as a substantial amount of information can be anonymously and efficiently gathered from many different participants, and it facilitates a detailed and comparative analysis of the different issues and stakeholders involved.

The design of the questionnaire itself was based on the input provided by interviews and focus group meetings during the first visit of the team (February 22-28), centering on the following issues:

- (1) The use of various languages in specific settings
- (2) The importance of Dutch in different domains
- (3) Attitudes toward language and education

In the next sections of this document we will present the methodology of the survey (section 2), the results of the questionnaires (section 3), a brief comparative statistical analysis of the data from different groups of stakeholders (section 4) and a conclusion (section 5).

2. Methodology

In order to investigate attitudes and opinions about language and education in St. Eustatius, the team developed a questionnaire to be distributed among relevant stakeholders. The survey consisted of four different parts: 1) a general set of questions designed to investigate attitudes toward language and education in St. Eustatius; 2) a more specific set of questions concerning opinions about the importance of the Dutch language in different domains on the island; 3) another set of specific questions about the use of various languages in specific settings in St. Eustatius; and 4) a final series of questions on relevant demographic characteristics of each respondent.

Four different versions of the questionnaire were formulated, targeted for each of four stakeholder groups: 1) students in primary education (Appendix 1.1); 2) students in secondary education (Appendix 1.2); 3) teachers (Appendix 1.3), and 4) parents and other relevant stakeholders (Appendix 1.4). The questionnaire for students in primary education was slightly different from the other versions, as it was designed for a younger age group. The formulation of the statements in the first part of the questionnaire (attitudes toward language and education), was adapted to their reading comprehension levels and utilized a three-point Likert-scale for the evaluation of the statements, instead of the five-point scale utilized in the questionnaires filled out by the other stakeholder groups.

The questionnaires for students were filled out by both primary and secondary students in group sessions in their regular classrooms, in the presence of their teachers and the team members. The team members introduced themselves to the students and briefly explained the purpose of their visit. In the group sessions with primary education students, one member of the research team went through the questionnaire, explaining the individual statements and questions, to make sure that the students had no problem with their interpretation. The other research team members assisted individual students when necessary. In general students at both the primary and secondary levels were very cooperative and capable of filling out the questionnaire. Completed questionnaires were placed by participants in a cardboard box, to guarantee their anonymity.

The questionnaires for teachers were generally filled out during focus group meetings, questionnaires for parents were distributed to all parents with a cover letter (as included in Appendix 1.5) and later collected by the schools; and questionnaires for other stakeholders were filled out either during focus group meetings or independently. During the second visit of the team there was a central drop off point at the RCN/OCW office, where stakeholders could leave their completed survey forms anonymously in a mailbox especially designed for the purpose.

Table 0 contains a complete overview of the stakeholders who participated in the survey. The group numbers correspond to the chronological order in which the questionnaires were collected by the team during their second visit. Additionally, each questionnaire was numbered individually to facilitate data processing.

		Number
1	Students Governor de Graaff School	18
2	Teachers Governor de Graaff School	3
3	Students Seventh Day Adventist School	27
4	Teachers Seventh Day Adventist School	5
5	Students Bethel Methodist School	35
6	Teachers Bethel Methodist School	9
7	Students Golden Rock School	17
8	Teachers Golden Rock School	2
9	Students Gwendoline van Putten School	98
10	Teachers Gwendoline van Putten School	17
11	Parents Gwendoline van Putten School	48
12	Recreational center	8
13	Parents Governor de Graaff School	9
14	Parents Bethel Methodist School	46
15	Parents Seventh Day Adventist School	30
16	General public (collected at RCN/OCW)	22
17	Parents Golden Rock School	29
18	Teachers (collected at RCN/OCW)	2
19	Edupartners	3
20	Parents Buzzy Bees	2
21	Teachers Buzzy Bees	2
	Total number	432

Table 0: List of stakeholders and number of participants in chronological order.

3. Results

3.1 Demographic characteristics of the participants

3.1.1 Students in primary education

The questionnaire was filled out by 97 students in primary education, corresponding to 18 students from Governor de Graaff School, 27 students from the Seventh Day Adventist School, 35 students from Bethel Methodist School and 17 students from Golden Rock School. Some of their demographic characteristics are presented in Table 1.

Age		Sex		Groep	
10	12,4 %	Male	50,5 %	7	46,4 %
11	45,4 %	Female	48,5 %	8	50,5 %
12	41,2 %				
13	1 %				
Birthplaces					
Birthplace student		Statia: 47,4%	Outside Statia: 52,6%		
Birthplace mother		Statia: 37,1 %	Outside Statia: 61,9 %	Unknown: 1,0 %	
Birthplace father		Statia: 35,1 %	Outside Statia: 61,9 %	Unknown: 3,1 %	

Table 1: Demographic characteristics of students in primary education

As the data in Table 1 indicate, the number of participants is quite equally spread over males and females, as well as over the two grades *groep 7* (primary Grade 5) and *groep 8* (primary Grade 6). Most of the students are 11 or 12 years old and the majority of the students as well as their parents were born outside St. Eustatius. A closer look at the birthplaces mentioned in the questionnaires reveals that only 28,3% of the students who were born in St. Eustatius have two parents who were born on the island as well.

3.1.2 Students in secondary education

The questionnaire was filled out by 98 students in secondary education from Gwendoline van Putten School. Table 2 presents the number of students according to the different years and tracks.

Year	Level	Number of informants
<i>Schakelklas</i>		32
Year 1	VMBO-k/VMBO-t	13
	HAVO	20
Year 2	VMBO-b	8
Year 3	VMBO-t	12
	HAVO	13

Table 2: Students in secondary education who participated in the survey, according to year and education level/track

The track referred to as *Schakelklas* was introduced in 2011-2012 and consists of a one-year immersion/submersion program in Dutch to facilitate the transition to a secondary education system that uses Dutch exclusively as the language of instruction throughout the curriculum. Table 3 provides an overview of demographic characteristics of the students in secondary education who participated in the survey.

Age		Sex		Group	
11-12	15,3 %	Male	45,9 %	<i>Schakelklas</i>	32,7 %
13	32,7 %	Female	53,1 %	Year 1	33,7 %
14	24,5 %			Year 2	8,2%
15	17,3			Year 3	25,5%
16-18	9,1%				
Birthplaces					
Birthplace student		Statia: 39,8%	Outside Statia: 59,2%		
Birthplace mother		Statia: 34,7 %	Outside Statia: 64,3 %	Unknown: 1,0 %	
Birthplace father		Statia: 35,7 %	Outside Statia: 58,2 %	Unknown: 6,1 %	

Table 3: Demographic characteristics of students in secondary education

As the data in Table 3 indicate, the number of participants is fairly equally spread over males and females. Most of the students are 13 or 14 years old and the majority of the students as well as their parents were born outside St. Eustatius. A closer look at the birthplaces mentioned in the questionnaires reveals that only 30,8% of the students who were born in St. Eustatius have two parents who were born on the island as well.

3.1.3 Parents of students in primary education

The total number of parents of primary education students who filled out the questionnaires is 116, corresponding to 9 parents from Governor de Graaff School, 30 parents from the Seventh Day Adventist School, 46 parents from Bethel Methodist School and 29 parents from Golden Rock School. We also included two questionnaires from parents of the Buzzy Bees Daycare Center in this part of the analysis. 41% of the parents (n=47) were born on St. Eustatius, 48% of the parents (n=56) were born outside the island, and 11% of the parents (n=13) did not mention their birthplace in the questionnaire. The education level of these parents included low (n=22), medium (n=31) and high (n=26); 37 parents left the question regarding their level of education unanswered.

3.1.4 Parents of students in secondary education

48 parents of students at Gwendoline van Putten Secondary School participated in the survey. 48% of the parents (n=23) were born in St. Eustatius and an equal number outside the island. 4% of the parents (n=2) did not mention their birthplace. The education level of these parents included medium (n=19) and high (n=17); 12 parents left the question regarding their level of education unanswered.

3.1.5 Teachers

40 teachers filled out the questionnaire, corresponding to 3 teachers from Governor de Graaff School, 5 teachers from the Seventh Day Adventist School, 9 teachers from Bethel Methodist School, 2 teachers from Golden Rock School and 17 teachers from Gwendoline van Putten School. 4 questionnaires were filed anonymously by teachers at the RCN/OCW office.

Table 4 presents an summary of information about the birthplaces of the teachers. 70% of the teachers (n=28) were born outside St. Eustatius and only 15 % (n=6) were born on the island. 15% of the teachers (n=6) did not mention their birthplace in the questionnaire. It is relevant to point out that 45% of the teachers who participated in the survey were born in Holland.

Birthplace	Percentage (number)
St. Eustatius	15% (n=6)
Holland	45% (n=18)
Surinam	10% (n=4)
ABC-islands	3% (n=1)
Elsewhere in Caribbean	13% (n=5)
Elsewhere outside Caribbean	0% (n=0)
Unknown	15% (n=6)
Total	100% (n=40)

Table 4: Birthplaces of the teachers who participated in the survey.

3.1.6 Members of the General public

The survey included 33 questionnaires filled out by the general public. Most of these questionnaires were anonymously filed at the RCN/OCW office. In this part of the analysis we also included 8 questionnaires filled out by daily visitors to the Recreational Center for the elderly and 3 questionnaires from Edupartners, a center which provides professional services to the schools. 33% of the participants (n=11) were born in St. Eustatius, a majority of 58% (n=19) was born outside the island and 9% (n=3) did not mention their birthplace in the questionnaire. The education level of the members of the general public included low (n=10), medium (n=6) and high (n=12); 5 members of the general public left the question regarding their level of education unanswered..

3.2 Language use

This part of the report presents data concerning the daily use of the main languages spoken in St. Eustatius by the different groups of participants: students of primary education, students of secondary education, parents of students in primary education, parents of students in secondary education, teachers and the general public.

Notice that the participants were able to mark several languages for each conversational partner. Hence, the percentages in each cell represent the percentages of participants who confirmed the use of that particular language in conversations with each particular partner listed in the questionnaire.

The tables below clearly indicate that Stavian English is widely used by all groups, with the exception of the teachers. This outcome is not very surprising, as at least 70% of the teachers were not born on St. Eustatius. Consequently, we see in Table 9 that the teachers mainly use Dutch at work and in informal situations (with family and friends), and more frequently standard/school English with students and strangers. The students indicate that they use Dutch most frequently in conversations with teachers, as shown in tables 5 and 6.

The use of Dutch by the other groups is limited. Stavian English is the language used most frequently, not only in informal situations with family and friends, but also with colleagues at work and outside work. In more formal settings, such as conversations with strangers, Stavian English is frequently replaced by school/standard English.

From these data we conclude that the use of Dutch is mainly limited to the education system in St. Eustatius and plays a less prominent role in other settings. The percentage of households where Dutch is used with parents and siblings corresponds to 13-23% in most categories, but interestingly the percentage of participants who use Dutch with their mothers is slightly higher (33%) in the case of students. A closer look at the questionnaires reveals, however, that only 9 of these 65 mothers were born in Holland, 9 were born in Curaçao, 11 were born in St. Marten and 28 of them were born in St. Eustatius. A speculative explanation may be that mothers use Dutch with their children because they are aware of the importance of Dutch for educational purposes and/or help their children with homework in Dutch.

	<i>Which language(s) do you use every day when you talk to...</i>	Stavian English	Standard /school English	Dutch	Spanish	Another language: ...
38.	your mother	73,2 %	26,8 %	33,0 %	23,7 %	12,4 %
39.	your father	74,2 %	21,6 %	15,5 %	20,6 %	12,4 %
40.	your brothers and sisters	83,5 %	21,6 %	17,5 %	15,5 %	7,2 %
41.	your friends	88,7 %	20,6 %	23,7 %	17,5 %	10,3 %
42.	your teachers	44,3 %	52,6 %	66,0 %	8,2 %	4,1 %
43.	your class mates	86,6 %	22,7 %	13,4 %	8,2 %	3,1 %
44.	Strangers	64,9 %	29,9 %	16,5 %	11,3 %	14,4 %

Table 5: Language use by students in primary education

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
38.	your mother	66,3 %	19,4 %	33,7 %	29,6 %	10,2 %
39.	your father	65,3 %	20,4 %	22,4 %	20,4 %	10,2 %
40.	your brothers and sisters	83,7 %	15,3 %	22,4 %	19,4 %	6,1 %
41.	your friends	88,8 %	9,2 %	12,2 %	14,3 %	8,2 %
42.	your teachers	44,9 %	41,8 %	69,4 %	11,2 %	3,1 %
43.	your class mates	90,8 %	14,3 %	19,4 %	9,2 %	5,1 %
44.	Strangers	60,2 %	42,9 %	29,6 %	13,3 %	9,2 %

Table 6: Language use by students in secondary education

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
36.	your mother	56,6%	31,9%	18,6%	13,3%	10,6%
37.	your father	50,4%	29,2%	15,0%	8,0%	8,8%
38.	your brothers and sisters	63,7%	31,0%	14,2%	8,8%	9,7%
39.	your friends	67,3%	36,3%	25,7%	13,3%	19,5%
40.	your colleagues at work	53,1%	45,1%	27,4%	13,3%	15,0%
41.	your colleagues outside work	52,2%	34,5%	20,4%	11,5%	15,9%
42.	Strangers	38,1%	62,8%	27,4%	16,8%	14,2%

Table 7: Language use by parents of students in primary education

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
36.	your mother	54,2%	39,6%	10,4%	12,5%	8,3%
37.	your father	41,7%	33,3%	8,3%	10,4%	10,4%
38.	your brothers and sisters	64,6%	29,2%	12,5%	6,3%	12,5%
39.	your friends	72,9%	47,9%	12,5%	16,7%	8,3%
40.	your colleagues at work	50,0%	58,3%	29,2%	8,3%	10,4%
41.	your colleagues outside work	47,9%	47,9%	25,0%	14,6%	12,5%
42.	Strangers	31,3%	70,8%	29,2%	20,8%	14,6%

Table 8: Language use by parents of students in secondary education

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
37.	your mother	22,5%	20,0%	55,0%	0,0%	7,5%
38.	your father	17,5%	17,5%	52,5%	0,0%	2,5%
39.	your brothers and sisters	20,0%	25,0%	57,5%	5,0%	7,5%
40.	your friends	27,5%	45,0%	62,5%	7,5%	10,0%
41.	your colleagues in school	20,0%	67,5%	67,5%	2,5%	2,5%
42.	your colleagues outside school	22,5%	67,5%	62,5%	5,0%	5,0%
43.	your students in the classroom	15,0%	72,5%	52,5%	2,5%	0,0%
44.	your students outside the classroom	25,0%	75,0%	40,0%	2,5%	0,0%
45.	Strangers	12,5%	87,5%	35,0%	7,5%	7,5%

Table 9: Language use by teachers

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
36.	your mother	51,5%	36,4%	18,2%	24,2%	24,2%
37.	your father	54,4%	27,3%	12,1%	21,2%	12,1%
38.	your brothers and sisters	66,7%	27,3%	18,2%	24,2%	15,2%
39.	your friends	81,8%	27,3%	39,4%	18,2%	21,2%
40.	your colleagues at work	48,5%	27,3%	39,4%	9,1%	18,2%
41.	your colleagues outside work	48,5%	30,3%	21,2%	12,1%	24,2%
42.	Strangers	51,5%	39,4%	18,2%	18,2%	15,2%

Table 10: Language use by members of the general public

3.3 The importance of Dutch in different domains

This part of the report presents the results of the second part of the questionnaire, concerning the importance of the use of Dutch in different domains. The results are presented for the six different groups of participants: students in primary education, students in secondary education, parents of students in primary education, parents of students in secondary education, teachers and the general public.

Each table contains the percentages of answers provided along the original four-point scale (varying from 1=important to 4=not important), as well as the average score ('mean') and the Standard Deviation (SD).

As Tables 11-16 indicate, there is a strong consensus about the domains in which the participants consider Dutch to be important for the people in Statia. The highest percentages are found in four categories and their ranking is very similar across the six groups of participants: (i) passing tests, (ii) earning money & getting a job, (iii) reading & writing and (iv) raising children. The percentages are slightly higher for student respondents and slightly lower for parents of students in secondary education and teachers, but the overall pattern is consistent. Hence, Dutch is an important language in St. Eustatius for instrumental purposes, related to education and the job market. Dutch is less or not important for integrative functions related to social activities within the community, such as making friends, being liked and talking on the phone.

	<i>How important do you think Dutch is for people in Statia for</i>	Important	Rather important	Less important	Not important	Mean	SD
28.	making friends	31,3 %	16,7 %	21,9 %	30,2 %	2,51	1,22
29.	earning money & getting a job	84,4 %	6,3 %	3,1 %	6,3 %	1,31	0,81
30.	reading & writing	70,2 %	21,3 %	4,3 %	4,3 %	1,43	0,77
31.	watching TV	10,6 %	16,0 %	26,6 %	46,8 %	3,10	1,03
32.	using the internet	26,6 %	22,3 %	14,9 %	36,2 %	2,61	1,23
33.	talking on the phone	23,7 %	12,9 %	23,7 %	39,8 %	2,80	1,21
34.	being liked	27,1 %	16,7 %	18,8 %	37,5 %	2,67	1,24
35.	living in Statia	35,1 %	25,8 %	16,5 %	22,7 %	2,27	1,17
36.	raising children	51,0 %	21,9 %	9,4 %	17,7 %	1,94	1,15
37.	passing tests	90,7 %	6,2 %	1,0 %	2,1 %	1,14	0,52

Table 11: The importance of Dutch according to students in primary education

	<i>How important do you think Dutch is for people in Statia for</i>	Important	Rather important	Less important	Not important	Mean	SD
28.	making friends	9,3 %	25,8 %	32,0 %	33,0 %	2,89	0,98
29.	earning money & getting a job	76,8 %	20,0 %	3,2 %	0 %	1,26	0,51
30.	reading & writing	61,1 %	27,4 %	8,4 %	3,2 %	1,54	0,78
31.	watching TV	8,2 %	17,3 %	41,8 %	32,7 %	2,99	0,91
32.	using the internet	21,6 %	21,6 %	29,9 %	26,8 %	2,62	1,10
33.	talking on the phone	14,4 %	21,6 %	34,0 %	29,9 %	2,79	1,03
34.	being liked	10,2 %	13,3 %	31,6 %	44,9 %	3,11	0,99
35.	living in Statia	18,4 %	29,6 %	22,4 %	29,6 %	2,63	1,10
36.	raising children	27,6 %	30,6 %	16,3 %	25,5 %	2,40	1,15
37.	passing tests	86,7 %	12,2 %	1,0 %	0 %	1,14	0,38

Table 12: The importance of Dutch according to students in secondary education

	<i>How important do you think Dutch is for people in Statia for</i>	Important	Rather important	Less important	Not important	Mean	SD
26.	making friends	34,3%	12,4%	20,0%	33,3%	2,52	1,27
27.	earning money & getting a job	63,6%	23,6%	10,9%	1,8%	1,51	0,76
28.	reading & writing	63,0%	23,1%	3,7%	10,2%	1,61	0,97
29.	watching TV	14,8%	20,4%	38,0%	26,9%	2,77	1,01
30.	using the internet	36,7%	12,8%	22,0%	28,4%	2,42	1,25
31.	talking on the phone	16,7%	19,4%	35,2%	28,7%	2,76	1,05
32.	being liked	15,4%	11,5%	29,8%	43,3%	3,01	1,08
33.	living in Statia	42,1%	16,8%	20,6%	20,6%	2,20	1,19
34.	raising children	49,5%	22,9%	11,9%	15,6%	1,94	1,12
35.	passing tests	70,3%	24,3%	1,8%	3,6%	1,39	0,70

Table 13: The importance of Dutch according to parents of students in primary education

	<i>How important do you think Dutch is for people in Statia for</i>	Important	Rather important	Less important	Not important	Mean	SD
26.	making friends	19,1%	8,5%	27,7%	44,7%	2,98	1,15
27.	earning money & getting a job	40,4%	27,7%	21,3%	10,6%	2,02	1,03
28.	reading & writing	48,9%	21,3%	27,7%	2,1%	1,83	0,92
29.	watching TV	10,9%	10,9%	39,1%	39,1%	3,07	0,98
30.	using the internet	17,4%	13,0%	30,4%	39,1%	2,91	1,11
31.	talking on the phone	4,4%	11,1%	51,1%	33,3%	3,13	0,79
32.	being liked	8,9%	13,3%	31,1%	46,7%	3,16	0,98
33.	living in Statia	14,9%	17,0%	36,2%	31,9%	2,85	1,04
34.	raising children	31,9%	21,3%	27,7%	19,1%	2,34	1,13
35.	passing tests	66,0%	25,5%	8,5%	0,0%	1,43	0,65

Table 14: The importance of Dutch according to parents of students in secondary education

	<i>How important do you think Dutch is for people in Statia for</i>	Important	Rather important	Less important	Not important	Mean	SD
27.	making friends	10,0%	12,5%	37,5%	40,0%	3,11	0,98
28.	earning money & getting a job	40,0%	40,0%	15,0%	5,0%	1,87	0,88
29.	reading & writing	41,0%	30,8%	23,1%	5,1%	1,95	0,93
30.	watching TV	10,3%	5,1%	43,6%	41,0%	3,13	0,93
31.	using the internet	5,3%	2,6%	50,0%	42,1%	3,30	0,78
32.	talking on the phone	10,5%	10,5%	52,6%	26,3%	2,97	0,90
33.	being liked	10,5%	7,9%	36,8%	44,7%	3,14	0,98
34.	living in Statia	10,5%	28,9%	28,9%	31,6%	2,84	1,01
35.	raising children	25,6%	28,2%	25,6%	20,5%	2,42	1,11
36.	passing tests	71,1%	15,8%	7,9%	5,3%	1,49	0,87

Table 15: The importance of Dutch according to teachers

	<i>How important do you think Dutch is for people in Statia for</i>	Important	Rather important	Less important	Not important	Mean	SD
26.	making friends	40,6%	12,5%	21,9%	25,0%	2,31	1,26
27.	earning money & getting a job	64,5%	19,4%	16,1%	0,0%	1,52	0,77
28.	reading & writing	70,0%	16,7%	6,7%	6,7%	1,50	0,90
29.	watching TV	30,0%	23,3%	26,7%	20,0%	2,37	1,13
30.	using the internet	30,0%	20,0%	33,3%	16,7%	2,37	1,10
31.	talking on the phone	32,3%	25,8%	29,0%	12,9%	2,23	1,06
32.	being liked	23,3%	16,7%	26,7%	33,3%	2,70	1,18
33.	living in Statia	35,5%	22,6%	25,8%	16,1%	2,23	1,12
34.	raising children	41,9%	32,3%	12,9%	12,9%	1,97	1,05
35.	passing tests	84,4%	12,5%	0,0%	3,1%	1,22	0,61

Table 16: The importance of Dutch according to members of the general public

3.4 Attitudes toward language and education

3.4.1 Introduction

This section discusses the results of the first part of the questionnaire about attitudes toward languages and education. For ease of exposition, we present the results in different sections, combining the relevant questions of the respective questionnaires. Notice that we reduced the presentation of the percentages of all the questionnaires to a three-point scale in the overviews of this section, by combining the percentages of *strongly agree* (1) and *agree* (2), and those of *strongly disagree* (4) and *disagree* (5). For a complete overview of the original percentages in a five-point scale we refer readers to Appendix 2.1 – 2.6. Comments made by the respondents can be found in Appendix 2.7.

It is important to point out that the average scores (Mean) and Standard Deviations of the students in primary education were based on a three-point scale (1=yes, 3=no in the data processing), whereas the other versions of the questionnaire utilized a five-point scale (1=strongly agree, 5=strongly disagree).

3.4.2 Attitudes toward Dutch language and identity

As Tables 17-22 indicate, attitudes toward the Netherlands are more neutral than attitudes toward Dutch. In general the participants do not feel strong ties with the Netherlands and a majority of the adults express a critical attitude toward the Netherlands (including 60,5% of the teachers), although the scores are slightly lower for the parents of students in primary education.

Attitudes toward Dutch are more outspoken, in particular we find high scores of disagreement with the statement that learning Dutch is a waste of time. Only in the case of students in secondary education and the general public are these scores lower. The majority of the participants in all categories indicate that they would like to know Dutch better (including 62,5% of the teachers).

The scores for the statement that Dutch is a difficult language to learn are quite neutral and a majority indicates that they like hearing Dutch spoken, with the exception of students in secondary education and their parents.

Consequently we conclude that in general the participants have a positive attitude toward Dutch and are motivated to improve their skills in this language, although students in secondary education as well as their parents seem to be less positive.

		Yes	Neutral	No	Mean	SD
2.	I feel strong ties with the Netherlands	38,7 %	37,6 %	23,7 %	1,85	0,78
7.	I think Dutch is a difficult language to learn	43,8 %	18,8 %	37,5 %	1,94	0,90
10.	I like to hear people speak Dutch	53,1 %	26,0 %	20,8 %	1,68	0,80
12.	I think it is a waste of time to learn Dutch	8,4 %	7,4 %	84,2 %	2,76	0,60
16.	I would like to know Dutch better	82,3 %	9,4 %	8,3 %	1,26	0,60

Table 17: Attitudes toward Dutch language and identity on the part of students in primary education (based on a three-point scale).

		Agree	Neutral	Disagree	Mean	SD
2.	I feel strong ties with the Netherlands	28,1 %	51,0 %	20,8 %	2,92	0,95
7.	I think Dutch is a difficult language to learn	33,3 %	25,8 %	40,9 %	3,11	1,35
10.	I like to hear people speak Dutch	29,8 %	37,2 %	33,0 %	3,01	1,13
12.	I think it is a waste of time to learn Dutch	13,5 %	18,8 %	67,7 %	3,84	1,21
16.	I would like to know Dutch better	69,1 %	18,6 %	12,4 %	2,18	1,19

Table 18: Attitudes toward Dutch language and identity on the part of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
2.	I feel strong ties with the Netherlands	44,3%	29,2%	26,4%	2,77	1,12
5.	I am critical about the Netherlands	37,1%	38,1%	24,8%	2,79	1,01
8.	Dutch is a difficult language to learn	43,0%	6,5%	50,5%	3,05	1,28
11.	I like hearing Dutch spoken	63,6%	28,2%	8,2%	2,31	0,88
13.	It is a waste of time to learn Dutch	4,5%	8,9%	86,6%	4,18	0,87
17.	I would like to improve my skills in Dutch	79,8%	14,9%	5,3%	1,99	0,86

Table 19: Attitudes toward Dutch language and identity on the part of parents of students in primary education

	Question	Agree	Neutral	Disagree	Mean	SD
2.	I feel strong ties with the Netherlands	39,1%	34,8%	26,1%	2,85	1,05
5.	I am critical about the Netherlands	62,2%	20,0%	17,8%	2,29	1,12
8.	Dutch is a difficult language to learn	51,1%	13,3%	35,6%	2,84	1,30
11.	I like hearing Dutch spoken	47,8%	37,0%	15,2%	2,63	0,95
13.	It is a waste of time to learn Dutch	2,1%	19,1%	78,7%	4,06	0,84
17.	I would like to improve my skills in Dutch	78,3%	8,7%	13,0%	2,20	0,93

Table 20: Attitudes toward Dutch language and identity on the part of parents of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
2.	I feel strong ties with the Netherlands	48,7%	38,5%	12,8%	2,50	1,06
6.	I am critical about the Netherlands	60,5%	23,7%	15,8%	2,53	0,98
9.	Dutch is a difficult language to learn	32,5%	20,0%	47,5%	3,21	0,96
12.	I like hearing Dutch spoken	82,5%	17,5%	0,0%	2,00	0,62
14.	It is a waste of time to learn Dutch	5,0%	0,0%	95,0%	4,37	0,85
18.	I would like to improve my skills in Dutch	62,2%	18,9%	18,9%	2,34	1,16

Table 21: Attitudes toward Dutch language and identity on the part of teachers

	Question	Agree	Neutral	Disagree	Mean	SD
2.	I feel strong ties with the Netherlands	50,0%	20,0%	30,0%	2,83	1,15
5.	I am critical about the Netherlands	59,3%	29,6%	11,1%	2,48	1,12
8.	Dutch is a difficult language to learn	46,7%	6,7%	46,7%	3,00	1,26
11.	I like hearing Dutch spoken	67,7%	22,6%	9,7%	2,19	1,01
13.	It is a waste of time to learn Dutch	20,7%	6,9%	72,4%	3,79	1,35
17.	I would like to improve my skills in Dutch	90,6%	0,0%	9,4%	1,75	0,98

Table 22: Attitudes toward Dutch language and identity on the part of members of the general public

3.4.3 Attitudes toward standard/school English

As Tables 23-28 indicate, attitudes toward English are positive. A majority of participants in all categories like speaking standard/school English, although students in primary education show slightly more neutral scores. Also a majority in all categories would like to improve their skills in standard/school English.

		Yes	Neutral	No	Mean	SD
6.	I like speaking standard/school English	40,6 %	33,3 %	26 %	1,85	0,81
15.	I would like to know English better	59,4 %	8,3 %	32,3 %	1,73	0,92

Table 23: Attitudes toward school English on the part of students in primary education (based on a three-point scale)

		Agree	Neutral	Disagree	Mean	SD
6.	I like speaking standard/school English	64,9 %	17,5 %	17,5 %	2,34	1,18
15.	I would like to know English better	77,6 %	16,3 %	6,1 %	1,89	0,93

Table 24: Attitudes toward school English on the part of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
7.	I like speaking standard/school English	77,6%	12,1%	10,3%	2,02	0,92
16.	I would like to improve my skills in English	73,2%	16,1%	10,7%	2,17	0,91

Table 25: Attitudes toward school English on the part of parents of students in primary education

	Question	Agree	Neutral	Disagree	Mean	SD
7.	I like speaking standard/school English	84,4%	6,7%	8,9%	1,98	0,92
16.	I would like to improve my skills in English	79,2%	8,3%	12,5%	2,15	1,01

Table 26: Attitudes toward school English on the part of parents of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
8.	I like speaking standard/school English	73,7%	15,8%	10,5%	2,22	0,87
17.	I would like to improve my skills in English	71,8%	17,9%	10,3%	2,22	0,89

Table 27: Attitudes toward school English on the part of teachers

	Question	Agree	Neutral	Disagree	Mean	SD
7.	I like speaking standard/school English	82,1%	10,7%	7,1%	1,86	1,01
16.	I would like to improve my skills in English	90,6%	3,1%	6,3%	1,78	1,01

Table 28: Attitudes toward school English on the part of members of the general public

3.4.4 Attitudes toward education in Dutch

As Tables 29-34 indicate, the vast majority of participants from all categories think that schools in St. Eustatius should teach the students to read and write in Dutch. The only exception is found in the category of students in secondary education, where only 59,4% agrees with statement 9, as shown in table 30. Also in the category of students in secondary education we find the lowest percentage (27,6%) of participants who would like to study overseas in a country where people speak Dutch. This opinion is shared by their parents, of whom only 34,8% would encourage students to study in a Dutch speaking country, as shown in table 32. We also find lower scores of agreement with statement 17 and 18 about

feeling free to express oneself in Dutch in the categories of students in secondary education and their parents, but students generally do not seem to get mad and act out when classes are not in English. Only a minority in all categories thinks that students like textbooks in Dutch. The majority of the adults agree with the statement that parents have trouble helping their children with homework in Dutch.

From these data we conclude that participants consider the development of reading and writing skills in Dutch very important, but point out several problems with the present situation, as students have problems expressing themselves, do not like Dutch textbooks and –in particular according to adults- parents have trouble helping their children with homework. Attitudes are more negative among the categories who experience a Dutch-only education system on a daily basis: students in secondary education and their parents. These two categories are also less positive about studying in a Dutch speaking country.

		Yes	Neutral	No	<i>Mean</i>	<i>SD</i>
9.	I think that school should teach me to read and write in Dutch	82,3 %	6,3 %	11,5 %	1,29	0,66
14.	When I am older I would like to study overseas in a country where people speak Dutch	53,7 %	18,9 %	27,4 %	1,74	0,87
17.	In classes where the teacher speaks Dutch, I feel free to express myself	39,4 %	28,7 %	31,9 %	1,93	0,85
18.	When my homework is in Dutch, my parents have trouble helping me	27,8 %	20,6 %	51,5 %	2,24	0,86
22.	I feel uncomfortable speaking Dutch in my classes	38,5 %	14,6 %	46,9 %	2,08	0,93
23.	When classes are not in English I sometimes get mad and act out	21,9 %	19,8 %	58,3 %	2,36	0,82
26.	I like textbooks in Dutch	46,9 %	22,9 %	30,2 %	1,83	0,87

Table 29: Attitudes toward education in Dutch on the part of students in primary education (based on a three-point scale)

		Agree	Neutral	Disagree	Mean	SD
9.	I think that school should teach me to read and write in Dutch	59,4 %	24 %	16,7 %	2,39	1,23
14.	When I am older I would like to study overseas in a country where people speak Dutch	27,6 %	45,9 %	26,5 %	3,06	1,03
17.	In classes where the teacher speaks Dutch, I feel free to express myself	32,7 %	35,7 %	31,6 %	2,98	1,19
18.	When my homework is in Dutch, my parents have trouble helping me	26,8 %	12,4 %	60,8 %	3,54	1,52
22.	I feel uncomfortable speaking Dutch in my classes	25,5 %	30,6 %	43,9 %	3,30	1,28
23.	When classes are not in English I sometimes get mad and act out	16,7 %	20,8 %	62,5 %	3,78	1,27
26.	I like textbooks in Dutch	37,9 %	36,8 %	25,3 %	2,88	1,19

Table 30: Attitudes toward education in Dutch on the part of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
10.	I think Stavian schools should teach students to read and write in Dutch	90,4%	6,1%	3,5%	1,70	0,84
15.	I would encourage students to study abroad in a Dutch speaking country	60,9%	26,1%	13,0%	2,39	0,96
18.	When teachers speak Dutch in class students feel free to express themselves	41,2%	33,3%	25,4%	2,84	1,09
19.	When homework is in Dutch the parents have trouble helping the students	57,5%	18,6%	23,9%	2,50	1,16
24.	Students like textbooks in Dutch	33,3%	42,6%	24,1%	2,88	0,96

Table 31: Attitudes toward education in Dutch on the part of parents of students in primary education

	Question	Agree	Neutral	Disagree	Mean	SD
10.	I think Stavian schools should teach students to read and write in Dutch	87,2%	6,4%	6,4%	1,96	0,83
15.	I would encourage students to study abroad in a Dutch speaking country	34,8%	41,3%	23,9%	2,91	0,81
18.	When teachers speak Dutch in class students feel free to express themselves	22,2%	20,0%	57,8%	3,44	1,08
19.	When homework is in Dutch the parents have trouble helping the students	60,4%	16,7%	22,9%	2,42	1,18
24.	Students like textbooks in Dutch	26,7%	46,7%	26,7%	3,00	0,74

Table 32: Attitudes toward education in Dutch on the part of parents of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
11.	I think Stavian schools should teach students to read and write in Dutch	89,2%	5,4%	5,4%	1,92	0,84
16.	I would encourage students to study abroad in a Dutch speaking country	59,0%	35,9%	5,1%	2,38	0,72
19.	When I speak Dutch in class students feel free to express themselves	43,2%	24,3%	32,4%	2,89	1,14
20.	When homework is in Dutch the parents have trouble helping the students	59,5%	21,6%	18,9%	2,47	0,97
25.	Students like textbooks in Dutch	15,4%	35,9%	48,7%	3,41	0,86

Table 33: Attitudes toward education in Dutch on the part of teachers

	Question	Agree	Neutral	Disagree	Mean	SD
10.	I think Stavian schools should teach students to read and write in Dutch	93,5%	3,2%	3,2%	1,55	0,85
15.	would encourage students to study abroad in a Dutch speaking country	61,3%	29,0%	9,7%	2,29	1,01
18.	When teachers speak Dutch in class students feel free to express themselves	30,0%	36,7%	33,3%	2,90	1,12
19.	When homework is in Dutch the parents have trouble helping the students	70,0%	13,3%	16,7%	2,17	1,32
24.	Students like textbooks in Dutch	30,0%	43,3%	26,7%	2,90	0,99

Table 34: Attitudes toward education in Dutch on the part of members of the general public

3.4.5 Attitudes toward education in English

In Tables 35-40 we see that the majority of the participants thinks that schools in St. Eustatius should develop reading and writing skills in English, in particular the older generations. As these categories were also strong advocates of teaching reading and writing in Dutch, we conclude that adults in particular would welcome an education system leading to a strong academic competence in both languages.

Students in primary and secondary education feel comfortable speaking English in their classes and a majority of them like English textbooks. These attitudes are shared by their parents, teachers and the general public. A comparison with the data from the previous section indicates that students feel more comfortable speaking English in their classes (mean score primary education: 1,14, mean score secondary education: 1,67) than speaking Dutch (mean score primary education: 1,93, mean score secondary education: 2,98). Hence, it is not surprising that they would like teachers to speak English more in class, although the percentage of agreement (39,6%) is not as high in the case of students in primary education (presumably due to the fact that their teachers use English as the main language of instruction).

With respect to the future, a majority of the students would like to study in an English speaking country, especially those in secondary education, who can also count on the support of their parents. Parents of students in primary education as well as teachers and member of the general public would encourage students more often to study in a Dutch speaking country, as we saw in the previous section.

		Yes	Neutral	No	Mean	SD
8.	I think that school should teach me to read and write in English	69,8 %	11,5 %	18,8 %	1,49	0,79
13.	When I am older I would like to study overseas in a country where people speak English	60,6 %	21,3 %	18,1 %	1,57	0,78
19.	I feel comfortable speaking English in my classes	90,4%	5,3%	4,3%	1,14	0,45
24.	I would like to have my teachers to speak English more in class	39,6 %	21,9 %	38,5 %	1,99	0,89
25.	I like textbooks in English	76,0 %	13,5 %	10,4 %	1,34	0,66

Table 35: Attitudes toward education in English on the part of students in primary education (based on a three-point scale).

		Agree	Neutral	Disagree	Mean	SD
8.	I think that school should teach me to read and write in English	63,3 %	23,5 %	13,3 %	2,18	1,12
13.	When I am older I would like to study overseas in a country where people speak English	58,8 %	25,8 %	15,5 %	2,26	1,18
19.	I feel comfortable speaking English in my classes	86,5%	6,3%	7,3%	1,67	1,02
24.	I would like to have my teachers to speak English more in class	58,8 %	25,8 %	15,5 %	2,29	1,18
25.	I like textbooks in English	80,4 %	17,5 %	2,1 %	1,80	0,84

Table 36: Attitudes toward education in English on the part of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
9.	I think Statian schools should teach students to read and write in English	77,9%	10,6%	11,5%	2,05	1,03
14.	I would encourage students to study abroad in an English speaking country	37,3%	22,7%	40,0%	3,02	1,17
22.	Students want teachers to speak more English in class	53,6%	23,2%	23,2%	2,57	1,04
23.	Students like textbooks in English	67,0%	27,5%	5,5%	2,25	0,76

Table 37: Attitudes toward education in English on the part of parents of students in primary education

	Question	Agree	Neutral	Disagree	Mean	SD
9.	I think Statian schools should teach students to read and write in English	83,3%	8,3%	8,3%	1,81	0,91
14.	I would encourage students to study abroad in an English speaking country	48,9%	27,7%	23,4%	2,60	1,14
22.	Students want teachers to speak more English in class	64,4%	24,4%	11,1%	2,33	1,00
23.	Students like textbooks in English	73,9%	21,7%	4,3%	2,11	0,77

Table 38: Attitudes toward education in English on the part of parents of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
10.	I think Statian schools should teach students to read and write in English	84,6%	7,7%	7,7%	1,89	0,97
15.	I would encourage students to study abroad in an English speaking country	27,5%	45,0%	27,5%	2,95	0,90
23.	Students want teachers to speak more English in class	66,7%	17,9%	15,4%	2,27	1,02
24.	Students like textbooks in English	75,0%	20,0%	5,0%	2,11	0,80

Table 39: Attitudes toward education in English on the part of teachers

	Question	Agree	Neutral	Disagree	Mean	SD
9.	I think Statian schools should teach students to read and write in English	84,4%	6,3%	9,4%	1,75	0,95
14.	I would encourage students to study abroad in an English speaking country	56,3%	25,0%	18,8%	2,47	1,08
22.	Students want teachers to speak more English in class	60,0%	30,0%	10,0%	2,27	1,14
23.	Students like textbooks in English	77,4%	19,4%	3,2%	1,97	0,80

Table 40: Attitudes toward education in English on the part of members of the general public

3.4.6 Attitudes toward bilingualism

Tables 41-46 show that attitudes toward bilingualism are very positive and this conclusion is compatible with the results of the other parts of the questionnaire discussed in the previous sections. All categories of participants consider the use of Dutch in St. Eustatius important in formal domains such as education and the job market, they are highly motivated to learn Dutch and think that the education system should prepare for a high academic competence in both languages.

		Yes	Neutral	No	Mean	SD
5.	If I have children, I would want them to speak both English and Dutch	81,4 %	12,4 %	6,2 %	1,25	0,56
27.	I want my teacher to speak English and Dutch in my classes	75,3 %	9,3 %	15,5 %	1,40	0,75

Table 41: Attitudes toward bilingualism on the part of students in primary education (based on a three-point scale)

		Agree	Neutral	Disagree	Mean	SD
5.	If I have children, I would want them to speak both English and Dutch	71,6 %	16,8 %	11,6 %	2,11	1,09
27.	I want my teacher to speak English and Dutch in my classes	80,2 %	12,5 %	7,3 %	1,89	1,02

Table 42: Attitudes toward bilingualism on the part of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
25.	Students want teachers to speak English and Dutch in class	84,3%	11,3%	4,3%	1,77	0,85

Table 43: Attitudes toward bilingualism on the part of parents of students in primary education

	Question	Agree	Neutral	Disagree	Mean	SD
25.	Students want teachers to speak English and Dutch in class	75,6%	15,6%	8,9%	2,07	0,96

Table 44: Attitudes toward bilingualism on the part of parents of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
26.	Students want teachers to speak English and Dutch in class	72,5%	20,0%	7,5%	2,13	0,84

Table 45: Attitudes toward bilingualism on the part of teachers

	Question	Agree	Neutral	Disagree	Mean	SD
25.	Students want teachers to speak English and Dutch in class	83,9%	12,9%	3,2%	1,84	0,78

Table 46: Attitudes toward bilingualism on the part of members of the general public

3.4.7 Attitudes toward St. Eustatian language and identity

In order to complete the investigation of language and identity among the population of St. Eustatius, the survey also contained statements concerning the local language, community and identity.

As Table 47-52 indicate, the vast majority of the participants in all categories, except for the teachers, have strong feelings about their identity as Stadians. They appreciate and share this identity with others in the community. These results are remarkable in view of the fact that a majority of the participants were not born on the island. Apparently, birthplace is not a decisive factor in the formation of a strong island based identity and sense of community. Even among teachers, of whom at least 70% were born outside the island (45% in Holland) the percentage of identification with other Stadians (59%) is rather high. There is less consensus across the different groups of informants with regard to the importance of Stadian English, but the average scores show that opinions are rather neutral in this respect.

A majority in all categories thinks that the textbooks used at school are not connected to everyday life in Statia. The highest percentages of participants who think that this connection is missing are found among students in secondary education, their parents and the teachers. The statement that the school system prepares students for a future life in Statia was only included in the questionnaires for the adult groups of participants and tables 49-52 show that their opinions are quite neutral in this respect.

		Yes	Neutral	No	Mean	SD
1.	I think of myself as a Stadian	56,3 %	17,7 %	26,0 %	1,70	0,86
3.	I am happy to be Stadian	69,5 %	17,9 %	12,6 %	1,43	0,71
4.	I feel close to other people from Statia	75,0 %	17,4 %	7,6 %	1,33	0,61
11.	I think Stadian English is important for the people in Statia	65,6 %	16,7 %	17,7 %	1,52	0,78
20.	The textbooks we use in school have little to do with our life in Statia	57,9 %	28,4 %	13,7 %	1,56	0,73

Table 47: Attitudes toward Stadian language and identity on the part of students in primary education (based on a three-point scale)

		Agree	Neutral	Disagree	Mean	SD
1.	I think of myself as a Statian	58,2 %	17,3 %	24,5 %	2,43	1,44
3.	I am happy to be Statian	60,4 %	19,8 %	19,8 %	2,36	1,34
4.	I feel close to other people from Statia	63,4 %	29,0 %	7,5 %	2,14	0,97
11.	I think Statian English is important for the people in Statia	48,5 %	30,3 %	21,2 %	2,59	1,24
20.	The textbooks we use in school have little to do with our life in Statia	66,7 %	16,7 %	16,7 %	2,18	1,33

Table 48: Attitudes toward Statian language and identity on the part of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
1.	I consider myself to be Statian	83,3%	7,9%	8,8%	1,75	0,99
3.	I am happy to be Statian	82,7%	11,8%	5,5%	1,74	0,87
4.	I identify with other Statians	67,9%	27,4%	4,7%	2,04	0,93
6.	Statian schools prepare students for future life in Statia	48,6%	14,7%	36,7%	2,82	1,21
12.	We need to preserve Statian English	52,8%	25,5%	21,7%	2,55	1,12
20.	The textbooks used in school have little to do with life in Statia	59,1%	29,6%	11,3%	2,25	1,03

Table 49: Attitudes toward Statian language and identity on the part of parents of students in primary education

	Question	Agree	Neutral	Disagree	Mean	SD
1.	I consider myself to be Statian	89,4%	4,3%	6,4%	1,66	0,84
3.	I am happy to be Statian	89,1%	10,9%	0,0%	1,63	0,68
4.	I identify with other Statians	73,9%	21,7%	4,3%	1,96	0,87
6.	Statian schools prepare students for future life in Statia	40,5%	14,3%	45,2%	2,98	1,18
12.	We need to preserve Statian English	67,4%	13,0%	19,6%	2,37	1,16
20.	The textbooks used in school have little to do with life in Statia	85,1%	10,6%	4,3%	1,70	0,83

Table 50: Attitudes toward Statian language and identity on the part of parents of students in secondary education

	Question	Agree	Neutral	Disagree	Mean	SD
1.	I consider myself to be Statian	38,5%	20,5%	41,0%	3,03	1,46
3.	I am happy to be Statian	50,0%	34,2%	15,8%	2,53	1,28
5.	I identify with other Stadians	59,0%	23,1%	17,9%	2,39	1,08
7.	Statian schools prepare students for future life in Statia	48,7%	23,1%	28,2%	2,73	1,02
13.	We need to preserve Statian English	35,0%	37,5%	27,5%	2,87	1,07
21.	The textbooks used in school have little to do with life in Statia	79,5%	7,7%	12,8%	1,92	1,02

Table 51: Attitudes toward Statian language and identity on the part of teachers

	Question	Agree	Neutral	Disagree	Mean	SD
1.	I consider myself to be Statian	76,7%	6,7%	16,7%	1,93	1,36
3.	I am happy to be Statian	75,9%	10,3%	13,8%	1,90	1,18
4.	I identify with other Stadians	65,5%	20,7%	13,8%	2,17	1,04
6.	Statian schools prepare students for future life in Statia	53,1%	15,6%	31,3%	2,50	1,37
12.	We need to preserve Statian English	44,8%	34,5%	20,7%	2,66	1,32
20.	The textbooks used in school have little to do with life in Statia	67,9%	25,0%	7,1%	2,00	1,19

Table 52: Attitudes toward Statian language and identity on the part of members of the general public

3.4.8 Evaluations of the students' academic results

The survey also included a statement designed to investigate the opinions of students, parents, teachers and other stakeholders with respect to the academic results obtained by the students.

As shown in table 53, the opinions of the students are similar and rather neutral (the mean score of the primary students is based on a three-point scale).

21.	I am unhappy with my results in school	Yes	Neutral	No	Mean	SD
	Students in primary education	35,1 %	25,5 %	39,4 %	2,04	0,87
	Students in secondary education	32,3 %	36,5 %	31,3 %	3,00	1,22

Table 53: Students' opinions about their academic results

Table 54 shows that the other categories of participants, in particular the parents, are more critical with respect to the results of the students in school. A majority agrees with the statement that they are unhappy with the results of the students. Only in the case of the teachers is the percentage lower than 50%.

21.	I am unhappy with the results of Statian/my students					
		Agree	Neutral	Disagree	<i>Mean</i>	<i>SD</i>
	Parents of primary education students	58,8%	24,6%	16,7%	2,41	1,01
	Parents of secondary education students	62,5%	31,3%	6,3%	2,25	0,91
	Teachers	47,4%	13,2%	39,5%	2,81	1,24
	General public	53,1%	18,8%	28,1%	2,47	1,34

Table 54: Evaluations of the students' academic results

4. Statistical analysis of the results

4.1 Introduction

The results from the questionnaires presented in the previous section indicated several differences in attitudes toward language and education between students in primary education and students in secondary education, and these differences were also to be found among their parents. In particular, the attitudes of students in secondary education and their parents toward the use of Dutch in the education system are more negative. This tendency deserves further investigation, as the students in secondary education and their parents are those who have first hand daily experience with an education system that aims to use Dutch as the only language of instruction. Therefore it is worth exploring whether these differences are corroborated by a statistical analysis.

Furthermore, if the language of instruction is an explanatory factor, we may expect a contrast to arise between the different groups of students in secondary education, namely between the students who attend or attended the *Schakelklas* (an immersion/submersion program in Dutch that was introduced in 2011-2012, in order to prepare the students for a secondary education system that uses Dutch exclusively as the instruction language) and the students who started their secondary education before 2011-2012, that is, the ones who were in years 2 or 3 at the time of the survey.

The following subsections present a statistical analysis of the results of the questionnaires provided by primary and secondary education students (4.2.2), a comparison between students who attended the *Schakelklas*, year 1 and years 2 and 3 (4.2.3), as well as a comparison between the two groups of parents and the general public (4.3).

4.2 Comparison between the groups of students

4.2.1 Methodology

A comparison was made between the group *Students in primary education* (N=97), and the group *Students in secondary education* (N=98). For the group of students in secondary education, the subgroups of: *Schakelklas* (N=32), *First year* (N=33), and *Second & third year students* (N=33) were also compared. The combination of second (N=8) and third year students (N=25) into one group for the analysis is not only justified by the avoidance of numerical disparity, but also by the fact that they did not attend the *Schakelklas*, as they started secondary education before the school year 2011-2012.

All groups were compared on the following topics: 'Attitudes toward Dutch language', 'Attitudes toward school English', 'Attitudes toward bilingualism', 'Attitudes toward education in English' and 'Attitudes toward education in Dutch'. Groups were compared on a 4-point scale based on 'The importance of Dutch in carrying out certain activities'.

To facilitate the comparison between the groups, the scale of measurement had to be equal. Therefore the original 5-point scale data for students in secondary education students was reduced to a 3-point scale to match the original 3-point scale of students in primary education. This was done for all topics, except for the topic measuring the importance of Dutch in carrying out certain activities, which is based on a 4-point scale for all groups. The assessment for each topic is based on a set of questions. The specific set of questions utilized to assess each topic are listed in Table 55.

The scores of question 12 were reversed in order to measure a positive attitude toward the Dutch language (with a score of 1) and a negative attitude (with a score of 5), in order to match the other questions related to this topic. In order to reduce the various questions pertaining to each topic into one variable, the overall mean was calculated for the set of questions. A one-way ANOVA was conducted to compare the participant groups under consideration, as well as a Bonferroni post-hoc test. The internal consistency of the set of questions was calculated with Cronbach's alfa and listed in Table 55. A Cronbach's alfa (α) of .500 or higher was expected. If this expectation was not borne out, the topic was excluded from the statistical analysis, as was the case for 'Attitudes toward school English'.

Attitudes toward the Dutch language		$\alpha = .676$
10.	I like to hear people speak Dutch	
12.	I think it is a waste of time to learn Dutch (reversed)	
16.	I would like to know Dutch better	
Attitudes toward school English		$\alpha = .268$
6.	I like speaking standard/school English	
15.	I would like to know English better	
19.	I feel comfortable speaking English in my classes.	
Attitudes toward bilingualism		$\alpha = .510$
5.	If I have children, I would want them to speak both English and Dutch	
27.	I want my teacher to speak English and Dutch in my classes	
Attitudes toward education in English		$\alpha = .583$
8.	I think that school should teach me to read and write in English	
13.	When I am older I would like to study overseas in a country where people speak English	
24.	I would like to have my teachers to speak English more in class	
25.	I like textbooks in English	
Attitudes toward education in Dutch		$\alpha = .714$
9.	I think that school should teach me to read and write in Dutch	
14.	When I am older I would like to study overseas in a country where people speak Dutch	
17.	In classes where the teacher speaks Dutch, I feel free to express myself	
26.	I like textbooks in Dutch	
The importance of Dutch in carrying out certain activities		$\alpha = .528$
29.	In earning money & getting a job	
30.	In reading & writing	
37.	In passing tests	

Table 55: The set of questions per topic, together with Cronbach's α value for each set

4.2.2 Comparative analysis between students in primary and secondary education

First, the topic 'Attitudes toward the Dutch language' was analysed. A statistically significant difference was found between the students in primary education and the students in secondary education regarding their attitudes toward the Dutch language ($F(1, 193) = 9.254, p = 0.003$). Students in primary education have a more positive attitude toward the Dutch language than the students in secondary education. The means and standard deviations of each topic for the groups students in primary and secondary education are given in Table 56.

Second, the topic 'Attitudes toward bilingualism' was analysed. No statistically significant difference was found between the students in primary education and students in secondary education ($p = 0.981$). Both groups show a positive attitude toward bilingualism.

Third, the topic 'Attitudes toward education in English' was analysed. No statistically significant difference was found between the students in primary education and students in secondary education

concerning their attitudes toward education in English ($p = 0.057$). Both groups show a rather positive attitude on this topic.

Fourth, the topic ‘Attitudes toward education in Dutch’ was analysed. A statistically significant difference was found between the students in primary education and students in secondary education regarding their attitudes toward education in Dutch ($F(1, 193)=4.222, p = 0.041$). The students in primary education are more positive toward education in Dutch than the students in secondary education.

Finally, the topic ‘Importance of Dutch in carrying out certain activities’ was analysed. A statistically significant difference was found between the students in primary education and students in secondary education on how important they find the Dutch language in carrying out certain activities ($F(1, 193)=25.844, p = 0.000$). Students in secondary education find Dutch more important than students in primary education.

	Students in primary education (n=97)		Students in secondary education (n=98)	
	mean	SD	Mean	SD
Attitudes toward the Dutch language	1,39	0,52	1,63	0,58
Attitudes toward bilingualism	1,32	0,56	1,33	0,51
Attitudes toward education in English	1,60	0,54	1,46	0,44
Attitudes toward education in Dutch	1,69	0,58	1,86	0,59
Importance of Dutch*	1,30	0,45	1,05	0,14

Table 56: Mean and standard deviation, on a three-point scale (lower mean = more positive, higher mean = less positive) for the students in primary and secondary education (*the data for the topic ‘importance of Dutch’ is on a 4-point scale (lower mean = more important, higher mean = less important)).

4.2.3 Comparative analysis between secondary school students in *Schakelklas*, first year, and combined second & third years

First, the topic ‘Attitudes toward the Dutch language’ was analysed. Among students in secondary education a statistically significant difference was found between the *Schakelklas*, first year and combined group of second & third year students ($F(2, 95)=5.777, p = 0.004$). A Bonferroni post-hoc test revealed that the combined group of second & third year students has a significantly more negative attitude toward the Dutch language than the group *Schakelklas* ($p = 0.014$) and the group of first year students ($p = 0.011$). The means and standard deviations for each group on each topic are listed in Table 57.

Second, the topic ‘Attitudes toward bilingualism’ was analysed. A statistically significant difference was found between the *Schakelklas*, first year and combined group of second & third year students ($F(2, 95)= 3.632, p = 0.030$). A Bonferroni post-hoc test revealed though, that no statistical significant *pairwise*

differences can be found between these groups. The combination of means of the three groups are statistically different, yet the differences cannot be interpreted pairwise.

Third, the topic ‘Attitudes toward education in English’ was analysed. No statistically significant difference was found between the *Schakelklas*, first year and combined group of second & third year students regarding their attitudes toward education in English ($p = 0.637$). Overall these groups have a rather positive attitude toward education in English, as illustrated by the mean scores in Table 57.

Fourth, the topic ‘Attitudes toward education in Dutch was analysed. A statistically significant difference was found between the *Schakelklas*, first year and combined group of second & third year students regarding their attitudes toward education in Dutch ($F(2, 95) = 10.698, p = 0.000$). A Bonferroni post-hoc test revealed that the combined group of second & third year students have a significantly more negative attitude toward education in Dutch than the *Schakelklas* students ($p = 0.000$) and the first year students ($p = 0.000$).

Finally, the topic ‘Importance of Dutch in carrying out certain activities’ was analysed. No statistically significant difference was found between the *Schakelklas*, first year and combined group of second & third year students with respect to how important they find the Dutch language in carrying out certain activities ($p = 0.095$). Overall the groups find Dutch very important in carrying out certain activities, as can be seen in Table 57.

	Schakelklas (n=32)		First year (n=33)		Second and third year (n=33)	
	Mean	SD	Mean	SD	mean	SD
Attitudes toward the Dutch language	1,50	0,48	1,49	0,56	1,90	0,61
Attitudes toward bilingualism	1,22	0,36	1,24	0,53	1,52	0,57
Attitudes toward education in English	1,45	0,46	1,52	0,47	1,41	0,40
Attitudes toward education in Dutch	1,68	0,51	1,68	0,56	2,21	0,54
Importance of Dutch*	1,01	0,06	1,06	0,13	1,09	0,20

Table 57: Mean and standard deviation, on a three-point scale for students in secondary education: *Schakelklas*, first year and combined second & third year (higher mean = less positive) (*the data on the topic ‘importance of Dutch’ is on a 4-point scale, higher mean = less important).

4.3 Comparison between parents and members of the general public

4.3.1 Methodology

A comparison was made between parents of students in primary education, parents of students in secondary education and members of the general public. Groups were compared on the topics ‘Attitudes toward the Dutch language’, ‘Attitudes toward school English’, ‘Attitudes toward education in English’, ‘Attitudes toward education in Dutch’ and ‘Importance of Dutch’. For the comparison of these groups the original five-point scale data was used, except for the topic measuring the importance of Dutch in carrying out certain activities, which is based on a four-point scale. Each topic was assessed using a set of questions. The specific questions pertaining to each topic are listed in Table 58.

The scores on question 13 were reversed in order to measure a positive attitude toward the Dutch language (with a score 1) and a negative attitude (with a score 5), in order to match the other questions related to this topic. In order to reduce the various questions pertaining to a single topic into one variable, the overall mean was calculated for the set of questions. A one-way ANOVA was conducted to compare the participant groups under consideration.

The internal consistency of the set of questions was calculated with Cronbach's alfa and is included in Table 58. A Cronbach's alfa (α) of .500 or higher was expected. If this expectation was not borne out, the topic was excluded from the statistical analysis, as was the case for 'Attitudes toward school English'.

Attitudes toward the Dutch language		$\alpha = .554$
11.	I like hearing Dutch spoken	
13.	It is a waste of time to learn Dutch (reversed)	
17.	I would like to improve my skills in Dutch	
Attitudes toward school English		$\alpha = .216$
7.	I like speaking standard/school English	
16.	I would like to improve my skills in English	
Attitudes toward education in English		$\alpha = .705$
9.	I think Statian schools should teach students to read and write in English	
14.	I would encourage students to study abroad in an English speaking country	
22.	Students want teachers to speak more English in class	
23.	Students like textbooks in English	
Attitudes toward education in Dutch		$\alpha = .683$
10.	I think Statian schools should teach students to read and write in Dutch	
15.	I would encourage students to study abroad in a Dutch speaking country	
18.	When teachers speak Dutch in class students feel free to express themselves	
24.	Students like textbooks in Dutch	
Importance of Dutch in carrying out certain activities		$\alpha = .751$
27.	Earning money & getting a job	
28.	Reading & writing	
35.	Passing tests	

Table 58: The set of questions for each topic, together with the Cronbach's α value for each set

4.3.2 Comparative analysis between parents and members of the general public

First, the topic 'Attitudes toward the Dutch language' was analysed. No statistically significant difference was found between the groups of parents of students in primary education, parents of students in secondary education and members of the general public on their attitudes toward the Dutch language ($p = 0.161$). Overall there is a neutral attitude toward the Dutch language. The means and standard deviation for each topic for each group are given in Table 59.

Second, the topic ‘Attitudes toward education in English’ was analysed. A statistically significant difference was found between the groups of parents of students in primary education, parents of students in secondary education and members of the general public regarding their attitudes toward school English ($F(2,193) = 4.116, p = 0.018$). A Bonferroni post-hoc test revealed that members of the general public have a significantly more positive attitude toward education in English than the parents of students in primary education ($p = 0.049$).

Third, the topic ‘Attitudes toward education in Dutch’ was analysed. A statistically significant difference was found between the parents of students in primary education, parents of students in secondary education and members of the general public on their attitudes toward education in Dutch ($F(2,192) = 5.961, p = 0.003$). A Bonferroni post-hoc test revealed that the parents of students in secondary education have a significantly more negative attitude toward education in Dutch than the parents of primary education students ($p = 0.005$) and members of the general public ($p = 0.015$).

Finally, the topic ‘Importance of Dutch’ was analysed. A statistically significant difference was found between the parents of students in primary education, parents of students in secondary education and members of the general public on how important they find Dutch for certain activities ($F(2,188) = 3.100, p = 0.047$). A Bonferroni post-hoc test revealed though, that no statistically significant *pairwise* differences are to be found between these groups. The combination of means of the three groups are statistically different, yet none of the differences can be interpreted pairwise.

	Parents primary education students (N=116)		Parents secondary education students (N=48)		Members of the general public (N=32)	
	Mean	SD	mean	SD	mean	SD
Attitudes toward Dutch language	2,03	0,63	2,25	0,54	2,05	0,89
Attitudes toward education in English	2,47	0,73	2,21	0,73	2,12	0,72
Attitudes toward education in Dutch	2,43	0,68	2,81	0,59	2,36	0,83
Importance of Dutch	1,50	0,64	1,75	0,72	1,42	0,67

Table 59: Mean and standard deviation on a five-point scale per group (higher mean = less positive/important)

5. Conclusions

This section presents a brief summary of the results of the questionnaires followed by an overall conclusion.

Demographic characteristics of the participants

With respect to the demographic characteristics we observed that a majority in most of the categories of participants were born outside St. Eustatius. In the category of teachers this percentage rises to at least 70% (45% of the teachers who participated in this survey were born in Holland).

Language use

Statian English is widely used by all groups except for the teachers, not only in informal situations such as with family and friends, but also with colleagues. In conversations with strangers, Statian English is frequently replaced by school/standard English by adults. The use of Dutch is rather limited across all categories of participants, except for the teachers. We only find high percentages for the use of Dutch in the case of students communicating with their teachers, although teachers indicate that they use standard/school English more frequently to communicate with students and colleagues outside of school.

The importance of Dutch in different domains

The results indicate a strong consensus with respect to the importance of Dutch for the population of St. Eustatius. All categories agree that Dutch is only important for instrumental purposes, related to education and the job market, as indicated by the high percentages for the following activities: (i) passing tests, (ii) earning money & getting a job, (iii) reading & writing and (iv) raising children. The percentages for the importance of Dutch are slightly higher in the categories of students and slightly lower in the categories of parents of students in secondary education and teachers. Dutch is less or not important for integrative functions related to social activities within the community, such as making friends, being liked and talking on the phone.

Attitudes toward language and education

Most of the participants do not feel strong ties with the Netherlands, but in general they have a positive attitude toward Dutch in the sense that they like hearing the language, want to improve their skills in Dutch and strongly disagree with the statement that learning Dutch is a waste of time. Only students in secondary education and their parents have a less positive attitude toward Dutch.

A vast majority thinks that the school system should help the students develop reading and writing skills in Dutch, but the results suggest that the students are not optimally prepared to achieve this goal. In general students do not like their Dutch textbooks and parents have trouble helping their children with homework in Dutch. Attitudes are particularly more negative among students in secondary education and their parents, as students feel less free to express themselves in Dutch and they are not very motivated to study abroad in a Dutch speaking country.

Attitudes toward standard/school English are positive, as are attitudes toward education in English, especially among students in secondary education and their parents, who also favour future studies in an English rather than in a Dutch speaking country. In fact most of the participants are advocates of an education system that leads to a high competence in both English and Dutch, which is not surprising in view of the worldwide importance of English and the importance attributed to Dutch for education and the job market indicated by the results of this survey. The overall positive attitudes toward bilingualism further corroborate this hypothesis.

In general attitudes toward Statian language identity are positive and the participants show a strong sense of community, in spite of the fact that many of them were born outside the island. A majority in

all categories agrees with the statement that the textbooks used in the education system are not really connected to the daily realities of St. Eustatius.

With respect to the academic results of the students there is a discrepancy between the different categories of participants. In particular, parents are unhappy with the results of their children, whereas students themselves as well as their teachers are less critical.

Comparative statistical analysis

The statistical analysis of the results of the questionnaires was carried out to investigate whether certain differences in attitudes toward language and education were statistically significant across groups of participants. In particular the more negative attitudes among students in secondary education and their parents with respect to Dutch and education in Dutch required a more detailed analysis, as well as potential differences between students in secondary education in different years/grades.

The comparative analysis between students in primary and secondary education confirmed that primary school students have more positive attitudes toward Dutch and education in Dutch than do secondary school students. Students in secondary education, however, find Dutch more important. Both groups share positive attitudes toward bilingualism and education in English.

The statistical comparison between the different groups of secondary school students revealed that the attitudes toward Dutch and education in Dutch were more negative among second and third year students as compared to first year students and the students in *Schakelklas* (a one year immersion/submersion program in Dutch). It is relevant to point out that the second and third year students did not attend the *Schakelklas*, as this program was introduced in 2011-2012. Consequently, we hypothesize that the *Schakelklas* affects attitudes toward Dutch and education in Dutch in a positive way. This hypothesis requires additional and longitudinal research as the analysis was based on a comparison of relatively small groups of students (*Schakelklas*: N=32, First year: N=33, Second & Third year: N=32) and different education levels may also play a role here. Attitudes toward English were positive across the three groups of secondary education students and they all consider Dutch to be very important. No statistically significant differences were revealed with respect to these topics.

The comparative analysis between parents and members of the general public showed that they share a neutral attitude toward Dutch. The parents of secondary school students have a significantly more negative attitude toward education in Dutch, whereas the parents of primary school students are less positive with regard to education in English.

As a general conclusion we observe that the results indicate that the population of St. Eustatius shares a strong sense of community. This community is multilingual, but Statian English is the common language widely used in all domains. The use of Dutch is more limited to formal domains such as education and the job market, but considered to be very important by the majority of the population. Most of the participants are strong advocates of an education system that achieves a high competence in both English and Dutch and want to improve their skills in both languages. Attitudes toward bilingualism are positive and so are attitudes toward school/standard English as well as Dutch.

Students in secondary education as well as their parents share less positive attitudes toward Dutch and education in Dutch than those found among other groups. A statistical analysis confirms that attitudes are particularly more negative among students who did not attend the *Schakelklas* and, hence, had less preparation before they were immersed/submerged in a secondary education system whose goal is the exclusive use of a language of instruction which is a foreign language for the majority of the population.

3. Narrative proficiency test: Results of the narrative proficiency tests administered by the research group during their second visit to St. Eustatius in April 2013

1. Introduction

In order to assess and describe the effect of the current language curriculum on the Dutch and English language proficiency of St. Eustatian public school students, the research team decided to administer a narrative proficiency test during our second research visit to St. Eustatius in April 2013 (see Research Visit Report 2). This test enabled the team to make a comparative evaluation of language proficiency in Dutch and English of students in primary and secondary schools during the transition phase between the use of English as the language of instruction and Dutch as the language of instruction.

2. Methodology

The narrative proficiency test is a comprehensive and easily applicable tool, because it provides the means to assess several levels of language proficiency at once. The narrative proficiency test used in this setting is based on a storyboard: the pupils were given a sheet of paper that displayed a series of 6 images found in Figure 1 below that represented a chronological storyline. In this case we chose a very simple storyline, as this did not require much in the way of imagination on the part of the respondents, but only on their capacity to reproduce in words what they saw. Description in words of the images did not require complex sentence structures or uncommon vocabulary. One randomly selected half of each class that participated in the exercise was asked to write the story in English first, then in Dutch, while the other half of each class was asked to write the story in English first, then in Dutch.

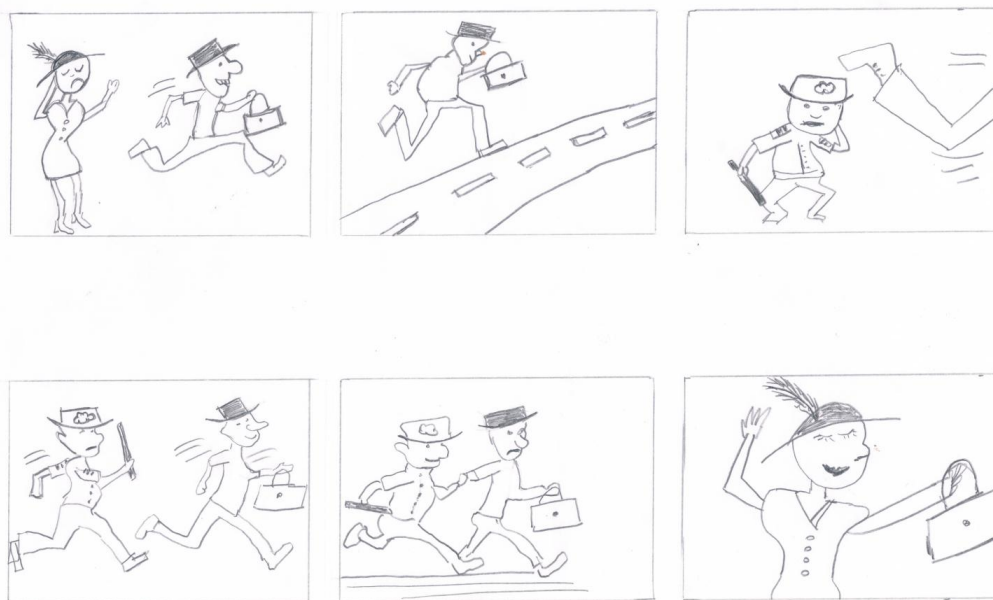


Figure 1. The storyboard used to elicit stories from the students in English and in Dutch

The decision of the research team to use this test in the context of our work on St. Eustatius is based on the fact that it would provide us with data which would allow us to assess and map the development of language proficiency in both English and Dutch throughout the transitional period, which corresponds roughly to between the ages of 10 and 15. In this way we would be able to describe the competencies of St. Eustatian pupils in writing and in expressing themselves using the consecutive languages of instruction of the St. Eustatian public education system *before, during and after* the transitional period from English to Dutch as language of instruction.

The test was administered to: 1) all pupils in all *groep 7* and *groep 8* classes (all Grade 5 and 6 classes) of all 4 primary schools; 2) all students in all of the three *Schakelklas* sections (A, B and C) at the secondary school; and 3) first, second and third year students at the secondary school. In total, 177 tests were administered, 94 at the 4 primary schools, including 46 *groep 7* students and 48 *groep 8* students; and 83 at the Gwendoline van Putten secondary school, including 30 in the three *Schakelklas* sections, and 53 in the first, second and third years of secondary education (see Appendix 3.2). From this corpus of 177 texts, 52 samples have been selected for discussion here, because they are representative of the diversity of language proficiency among all groups (see Appendix 3.3).

The stories written by the students who took the test were assessed on the following levels:

- story: correctness of the storyline, link between the storyline and the images, degree of detail in the storyline
- sentence: sentence/phrase length, sentence complexity (simple sentences, coordination or subordination, use of tenses, use of modal auxiliaries, coherence of VP/NP, SVO-order), signs of direct speech,
- vocabulary: adequacy of vocabulary used, diversity of vocabulary used (possible use of synonyms), use of pronouns
- spelling: correctness, punctuation

3. Goal

Administering this test and analyzing the results that we obtained helped us to answer two questions: (1) What happens to the students' language proficiency in English during the transitional phase? and (2) To what extent does proficiency in Dutch after the transitional phase match proficiency in English? If these questions are answered, the effectiveness of the transitional model with regard to the development of language proficiency in the language of instruction can be assessed.

4. About the test

The vocabulary needed to tell the story is simple in both English and in Dutch. As shown in Attachment 1 below, the words most likely to be used by the students to describe what was being depicted in the images of the storyboard were predicted and the frequency of the usage of these words in each language was verified. For English, this frequency was based on the frequency lists found in Wiktionary 2006.³ In Attachment 1, the numbers next to the English nouns and verbs which were most likely to be used to tell the story indicate their ranking on the list of most frequently used English words. Apart from the nouns and verbs listed in Appendix 3.1, the articles, pronouns and copulas which were needed to complete the students' stories are all high frequency words in English. As shown as well in Appendix 3.1, in order to assess the relative difficulty of the most likely Dutch words to be used by students in describing the images on the storyboard, we verified whether or not these vocabulary items were included on the list of the 1001 words which a 6 year old non-native speaker of Dutch student in the Netherlands is expected to know before entering primary school⁴. Telling the story did not require complex sentence structures. Complex sentence structures would only be expected to occur in cases where students creatively embellished the storyline. Simple sentences with subject, verb and object were sufficient for the description of the events on the storyboard.

The tests were administered during regular meetings of students' classes in their normally assigned classrooms, after they had participated in the language attitude and use survey. By the time the the proficiency test was presented to the students, they had become fairly accustomed to the presence of the research team and felt relatively at ease. After an introduction in English about story-telling, the

³ http://en.wiktionary.org/wiki/Wiktionary:Frequency_lists/PG/2006/04/1-10000

⁴S. Bacchini ea, Duizend-en-een-woorden; De allereerste Nederlandse woorden voor anderstalige peuters en kleuters. SLO, Enschede, 2005

students were told that they would be writing their own stories. At first, most were quite enthusiastic about writing stories, but as soon as they were told that they would be writing not only in English but also in Dutch, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first. Some students flatly refused to write the story in Dutch.

As a point of reference for assessment of the proficiency test, the team opted to use the core objectives for Dutch in Primary Education in the Netherlands (2006) and applied these core objectives to the samples to check whether one or both of the stories written by each participant would match the level of language proficiency expected at the end of primary education in the Netherlands. The core objectives for Dutch in Primary Education in the Netherlands include the abilities to copy, to describe, to structure and to assess. Students who complete primary education in the Netherlands are supposed to know the rules for the spelling of verbs and other words, and proper punctuation. For students who have had English as their language of instruction in primary education to comply with these core objectives, one would expect an English rendering of the story of equivalent quality to the following fragment from a 10 year old girl in *groep 7* at the SDA primary school (fragment ED15 – English: see Appendix 3.3 for full examples of stories written by the students):

One day a woman was walking down the road with her purse. Then out of the blue a thief came and stole the woman's purse. He ran down the road away from the woman. But when he was running he ran past a policeman on duty. The police man saw him and started to chase the thief. Finally the policeman caught the robber he arrested him and made him give back the purse to the woman. She thanked the policeman and slapped the thief and everyone but the thief live happy ever after. The thief spent 15 years in prison.

Unfortunately, such high quality stories were very rare among those written by primary and even secondary school students. The stories written by primary school students in *groep 7* and *groep 8* are generally of poor quality and do not meet the standards set out in the core objectives for primary education. Even compared to many of the stories written by 15 and 16 year old secondary school students, this young girl's performance on the narrative test is exceptionally high. In general, teachers in both primary and secondary schools are acutely aware that there is a gap between the quality of performance of students when they complete their primary education and the quality of performance expected of them when they enter secondary school.

5. Findings

In general, the students were able to produce descriptions of the six drawings in the story board. Most stories however lack detail and stick to a simple description of the main story line in simple sentences. Some students from *groep 7*, *groep 8* and *Schakelklas* created stories that showed broader narrative skills by giving the characters names (samples ED20 and DE7 in Appendix 3.3), by using adjectives to describe character and mood (samples DE14 and DE27 in Appendix 3.3) and by using linking words. Some even invented additional details like the date of the crime (sample DE7), the motive for the crime

(sample DE31 in Appendix 3.3) or the punishment that was eventually meted out to the thief (sample ED15 in Appendix 3.3) for dramatic effect. This creativity in writing may have been inspired by the reading materials that are available in those classes and the fact that the teachers in those classes read out stories to the students. The texts written by the secondary school students after *Schakelklas* were generally shorter and lacked narrative creativity, illustrative of the fact that attention to reading and writing in the secondary school curriculum is less intense than in primary school and in *Schakelklas*.

Most texts that were produced were written in simple sentences and examples of subordination were rare (sample DE14 in Appendix 3.3). Many students had a difficult time writing down their thoughts in sentences and using punctuation. For the most part, thoughts were expressed in chains of Subject-Verb-Object strings combined with *and* or without any coordinating conjunctions at all (samples ED9 and DE28 in Appendix 3.3). At times, it appeared that students were writing down their thoughts without paying much attention to the conventions of writing (samples DE16 and ED14 in Appendix 3.3). If students opted to use tenses other than the simple present, they often struggled with consistency and shifted between past and present tense reference (sample DE20 in Appendix 3.3). On rare occasions, students inserted direct speech into their stories using hyphenation and correct punctuation (sample DE31 in Appendix 3.3), but in most cases these attempts to insert direct speech did not contribute to the clarity of the stories (samples DE10 and DE23 in Appendix 3.3).

Many students did not have sufficient active Dutch vocabulary to write the stories. Many opted to insert English words in the Dutch text for slightly less frequent concepts like *pakken* or *vangen*, which was often replaced by the English translation *catch* (samples DE1, DE2, DE11 and DE12); or *(achter)volgen* which was replaced by the English equivalent *chase* (sample DE1). Sometimes students invented new words (samples ED8,, ED14 and ED4) or even appeared to invent new languages (sample ED5). On the other hand, no examples of Dutch words to fill in gaps in English vocabulary were found, apart from the use of the article *de* (sample DE9).

Sometimes students gave up on writing in Dutch, as in the following excerpt from DE20 by a 13 year old boy from a *Schakelklas* who claims that he speaks English and Spanish at home. The Dutch version starts out in Dutch, but in the second line *police officer* slips in as a form of code-switching. In the third line, the Dutch word *totdat* is replaced by the English word *until*, and apparently the student gives up completely on Dutch thereafter.

Dutch:

Een vrouw was aan te lopen en een dief pakt
haar tas en rent weg. En police officer heeft hem
~~ge~~n gezien en rent achter hem until he catch and gave
~~her~~ the lady her bag back.

English:

A Lady was walking and a thief and stole her bag
while he was running a police officer saw him

and run after him until he catch the thief and
return the bag to the lady

Spelling

In most cases the samples included many spelling mistakes, and no samples were found that had no spelling mistakes in both languages. Even very frequent words like *politie* (samples ED11, ED20 and DE31 in Appendix 3.3), *vrouw* (sample DE11 in Appendix 3.3) or *juf* (sample ED7 in Appendix 3.3) are an obstacle for some of the participants. Sometimes spelling of certain words varies within one text as in the spelling of *lady* in sample DE6.

The Effect of *Schakelklas*

The writing proficiency in Dutch of the HAVO1 secondary school students shows improvement when compared to that of *groep 7* and *groep 8* in primary school, and their written language proficiency in Dutch is getting closer to their writing proficiency in English. This does not mean that the language skills of all participants are sufficient. A 13 year old boy in HAVO 1, who reports that he speaks English at home, wrote the following two short stories (sample ED16) in English and Dutch:

“a boy (tief) thiefs a lady handbag and runs away with it
and de police chases de man and after the police catches
de man and de lady was happy”

“Een jongen boof een vrouw handtas en weg gerend met het
en de politie heeft achter de man gerennen en de politie heeft
de man gepakt en de vrouw was verliefd”

Both versions contain a number of features that can also be seen in the writing of *groep 7* and *groep 8* students in primary school: many spelling mistakes, no or limited use of punctuation, vocabulary issues and grammatical issues in word order and in verb forms, mixed use of articles, etc. In this example more issues can be found in the Dutch version than in the English version, and this is true for most of the HAVO1 students (as in e.g. DE28, DE29 and DE30 in Appendix 3.3). This group of HAVO-students have gone through an extra year of *Schakelklas* before they started with their HAVO-education, but their language proficiency in both English and Dutch is still far below the levels expected upon completion of primary education. The language skills of the students in the first year of vocational education are worse: samples DE3, DE7 and ED8 in Appendix 3.3 are some extreme examples.

In all groups that took the test, there were students who showed serious deficiencies in writing skills, sometimes in both Dutch and English, at other times in one of the languages more than in the other. There is a high probability that these students will leave the school system without being able to perform simple language tasks in one of or both languages. Examples of these cases are samples ED13, ED14, DE13, DE16, DE26, DE29, DE30, ED4, ED5, DE11, ED7 and ED8 in Appendix 3.3.

6. Conclusions

The goal of the narrative proficiency test was to find out (1) What happens to the language proficiency in English during the transitional phase? and (2) To what extent does proficiency in Dutch after the

transitional phase match proficiency in English? Attempting to answer these questions has also yielded information on the written language skills of the students in general.

It is clear that the language skills for Dutch and English in *groep 7* and *groep 8* of primary school do not meet the requirements set down in the core objectives for Dutch primary education. In any case, the students in *groep 7* and *groep 8* perform much better when they write in English than when they write in Dutch.

The written language proficiency in English of the students in and after *Schakelklas*, and in the third year of vocational education does not show any noticeable progress in comparison with the students from *groep 7* and *groep 8*. The development of their written language proficiency in English comes to a standstill from the moment students leave primary school.

The written language skills for Dutch improves between *groep 7* and the first year of secondary education, but in most cases proficiency in English is still better when the students are in *Schakelklas*. After having gone through the language proficiency program in *Schakelklas* and almost all of the first year of HAVO, their written proficiency for both Dutch and English is still below all of the core targets for mother tongue education in the Dutch primary education system. The same applies to the students in the third year of vocational education.

While administering the tests, the students at all levels demonstrated a collective negative attitude towards Dutch, and students who were expected to write their first story in Dutch postponed the task or started to act out instead of attending to it. This widespread negative attitude toward expressing oneself in Dutch should be of major concern to all of the stakeholders in the educational system in St. Eustatius. Besides making it extremely difficult to remedy students' grossly insufficient skills in Dutch, it condemns the majority of students to failure in the present system, which currently insists on the use of Dutch as the language of instruction and assessment in all classes in secondary school, as well as in many classes at the primary level.

4. Classroom observations and stakeholder interviews: Reports on the First and Second Visits

This section contains the overview of interviews and discussions the research team held, the reports on the classroom observations, and further actions of the research team. For privacy reasons the contents of the interviews and discussions can not be published per stakeholder or stakeholder group, but have been brought together in an anonymous overview at the end of this chapter.

1. Stakeholder interviews: First visit

Narrative Report St. Eustatius Language and Education Research Team
Preparatory Visit to St. Eustatius 21 February – 2 March 2013

The Preparatory Visit of the St. Eustatius Language and Education Research Team took place from 21 February to 2 March 2013. The visit was planned to lay the groundwork for the team's Survey Visit, which will take place from 12 to 27 April 2013. To prepare for the Survey Visit, the Team intended to achieve the following objectives:

- 1) Brief all of the relevant stakeholders on the nature and purpose of the proposed research.
- 2) Answer any questions and clarify any doubts that stakeholders might have concerning the proposed research.
- 3) Allow stakeholders to provide input into the research process at all levels from the procedures to be followed to the actual research questions that will be answered by the study.
- 4) Reconfirm the willingness of stakeholders to participate in the proposed research.
- 5) Gain a preliminary, global, and qualitative understanding of how the stakeholders view the present situation on the island in terms of language and education.
- 6) Allow the Research Team members themselves to establish a working relationship and to share their past research work and experience in the field of language and education.
- 7) Provide the Research Team with the opportunity to elaborate a working plan for the entire research project in general and for the Survey Visit in particular.

As can be seen from the contents of this document, we are happy to report that all of these objectives were more than met by the activities which we were able to carry out during the Preparatory Visit. We owe the success of the visit in large part to the enthusiasm of all of the stakeholders and to their sincere commitment to ensuring that the children and youth of St. Eustatius have the best opportunities to reach their full potential in the educational process.

THURSDAY 21 February:

Travel and arrival: N. Faraclas

FRIDAY 22 February:

10h00-11h00: Television Interview: Announcement of the Research Team visit

Outreach was made to stakeholders and the general public for input. It was explained that one of the purposes of the Preliminary Visit was to gain input into the design of the research project, and to make sure that all stakeholders can have such input. It was explained that rather than using a standard survey, it is important that whatever we do incorporates the ideas and perspectives of the people of the island.

13h00-15h00: Preliminary meeting with Language Group

8 stakeholders consulted

Location: ECE

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

15h00-16h00: Radio Interview Announcement of Research Team visit

Outreach was made to stakeholders and the general public for input. It was explained that one of the purposes of the Preliminary Visit was to gain input into the design of the research project, and to make sure that all stakeholders can have such input. It was explained that rather than using a standard survey, it is important that whatever we do incorporates the ideas and perspectives of the people of the island.

Travel and arrival: EP Kester

SATURDAY AND SUNDAY 23-24 February:

8h00-20h00 each day: Preliminary discussions and planning

In depth discussions of past research done by the researchers in the field of language and education. Preliminary planning for the entire research project, especially for the Survey Visit.

Travel: E Mijts

MONDAY 25 February:

8h00-12h45: Further planning and preliminary design of research instruments

Continued planning for the entire research project, especially for the Survey Visit. Discussion of Curaçao and Honduras survey instruments as models.

13h00-16h00: Planning meeting with Elaine Marchena and Elvin Henriquez, RCN, Ministry of Education, Culture and Science

Location: RCN Office

The Preparatory Visit schedule assembled by RCN was reviewed. Some of the Team's questions were answered as follows:

It was confirmed that Netherlands government scholarships are now available for both academic and technical scholarships for study at any approved regional institution. Sending students to Caribbean universities first before sending them to universities farther afield might lessen culture shock, and allow students to stay in closer touch with their families and with Statia. Some students are reluctant to leave their parents.

The special needs of students who are not Dutch citizens are being somewhat overlooked. There is a lack of scholarships for these students, even though these are among those most willing to stay on Statia and contribute. There is a lack of parental involvement due to the language barrier. Some have suggested after school classes for parents.

According to official policy, the present system uses English as language of instruction and language of initial literacy in Grades 1-4, a transition to Dutch from Grade 5, and Dutch as language of instruction in secondary school, with explanation allowed in English, except in *schakelklas*.

SDA primary school: It is difficult to find SDA Dutch teachers, so the transition to Dutch doesn't happen until later than in other schools. Results have been better in this school, because English is used longer as language of instruction, there are smaller classes, and there is higher repetition rate. Extra Dutch classes are given in the afternoon at that school.

Statia Terminal School for children of terminal employees: They use US curriculum/exams and English only. They are currently seeking recognition from the Netherlands. If they want recognition and funds from Netherlands, they will need to honor any request of any Dutch citizen to have education provided in Dutch.

Formerly, there were two tests per year, one of these was local, more contextualized. *CITO toets* is now given in English for most of primary and some of secondary school. By 2013 all tests should be same for the European and Caribbean Netherlands. By 2016, the Caribbean Netherlands should have the same levels as the European Netherlands. More Dutch teachers have been brought in to Statia since 10/10/10 to raise levels of Dutch, but many of these have had problems adjusting. In Saba, *CITO toets* are all given in English and the final secondary exam is CXCE.

Bridging and transition need more management. Teachers complain that they have insufficient support to manage transitions. There are some lateral linkages that help, such as informal peer links, the Language Group, the principals' groups (monthly meetings, bi-monthly meeting of principals and political partners, etc.). Principals are overworked so they don't have enough time to give the teachers all of the support that they need.

Some feel that in the same secondary school, there should be 2 tracks, one to prepare students to take the Netherlands National Secondary Exam in Dutch, and another to prepare students to take the Netherlands National Secondary Exam in English.

Arrival (after unexpected delays due to aircraft problems): E Mijts

TUESDAY 26 February:

8h00-10h30: Intensive Discussion on Project Work Plans

Intensive planning for the entire research project, especially for the Survey Visit. Final dates and meetings decided for the Survey Visit.

10h30-11h30: Meeting with the Island Council

4 stakeholders consulted: (Adelka Spanner (member), Millicent Lijfrock-Marsdin (member), Elvin Henriquez (RCN) and Louis van der Meijden (registrar of the IC)

Location: Island Council Chamber

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

13h00-15h30: Meeting with all four Primary School Principals and one Management Team Member:

5 stakeholders consulted

Location: Lion's Club

The principals notified us that the best time to meet with teachers is just after school, say 14h30.

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

15h30-16h30: Language Group:

4 stakeholders consulted

Location: Lions' Club

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

16h30-17h30: Teachers' Meeting:

21 stakeholders consulted (both primary and secondary teachers)

Location: Lions' Club

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

17h30-18h45: School Board Meeting

4 stakeholders consulted

Location: Lions' Club

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

WEDNESDAY 26 February:

9h00-10h00: Meeting with Commissioner

Location: Commissioner's Office

The Commissioner was briefed about the progress being made on the Research Project. His response was positive and supportive. He was asked about language use in government.

10h30-11h30: Meeting with EduCenter and Youth Opportunities Program

3 stakeholders consulted

Location EduCenter Office

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

13h00-14h00 Mega D Youth Foundation

2 stakeholders consulted

Location: Mega D Youth Foundation Office

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

16h00-19h30: Educational Center for Excellence

4 stakeholders consulted

Location: ECE

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

THURSDAY 28 February:

Departure: E Mijts

8h30-9h30 Center for Youth and Family

2 stakeholders consulted

Location: RCN

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

10h00-11h00: Buzzy Bee Childcare Center

4 stakeholders consulted

Location: Childcare Center

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

11h00-12h00: Recreation Center Seniors' Center

20 stakeholders consulted

Location: Seniors' Center

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

14h00-15h00: School Coach Nienke Deelstra

1 stakeholder consulted

Location: RCN Office

The stakeholder was briefed on the proposed research, her questions answered, her doubts clarified, and her inputs invited. The stakeholder expressed willingness to participate in the research.

15h00-16h00: Secondary Teachers who Studied in European Netherlands

6 stakeholders consulted

Location: ECE

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

16h00-17h00: ROA

2 stakeholders consulted

Location: RCN Office

The stakeholders were briefed on the proposed research, their questions answered, their doubts clarified, and their inputs invited. The stakeholders expressed willingness to participate in the research.

17h00-18h00 Meeting with Governor

Location: Governor's Office

The Governor of St. Eustatius was briefed on details of the project and given a Progress Report of Preliminary Visit. He was very supportive of the study.

FRIDAY 1 March 2013

8h00-11h00: Planning for Survey Visit and Other Research Activities

Departure: EP Kester

12h00-13h00: Meeting with Head Dutch Teacher of the Secondary School

1 stakeholder consulted

Location: RCN

14h00-15h00: Meeting with Ms. Olive Berkel, Culture Bearer

1 stakeholder consulted

Location: Public Library

15h00-20h00: Drawing up Final Report and Work Plan

SATURDAY 2 March

Departure: N Faraclas

2. Classroom observations and stakeholder interviews: Second Visit

Narrative Report St. Eustatius Language and Education Research Team
Second (Survey) Visit to St. Eustatius 13 – 26 April 2013

Friday 12 April 2013:

Arrival Day: Ellen Petra Kester

Saturday 13 April 2013:

Arrival Day: Eric Mijts, and Nicholas Faraclas.

Sunday 14 April 2013:

8h30 – 17h00: Intensive Work on Logistics and Instruments (Golden Era Hotel)

The survey and interview forms were finalized, printed and copied for each stakeholder group, and school sessions were planned.

Monday 15 April 2013:

8:30-9:30 Meeting with Principals (Library)

A meeting was held with the SDA and BMS Principals: Scheduling was finalized with them for the survey, the interviews and the observations at their schools. The possibilities for contact with parents were also discussed. It was decided that forms will be sent out with SDA students for their parents to fill out. There are major problems with parents' involvement. Their work schedules are too tight.

10h00 - 15h00: GdG School

Meeting with GdG Principal

Survey (Group 7 and 8 combined, 17 students):

The survey session was generally successful, but students had problems understanding negatively phrased questions.

Narrative Assessment (Group 7 and 8 combined):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Observations:

Primary School Class Observation 1 (Dutch lesson in Dutch):

The European Netherlander teacher tried to teach the class in Dutch as much as possible, but was obliged to use English often. A Core-Periphery effect was evident: A small core group of students actively participated in Dutch and sat together close to the teacher. The others were sitting farther away from the teacher, not participating, and needing special instructions in English. Some were silent and acting shy and others were acting out. Students resented the strict approach of the teacher. Some students were asking for attention and they were not getting it.

The main part of the lesson was a dictation, with the students writing out vocabulary words that they had studied in Dutch. Most students could not interact in Dutch, but a few could do so very well. Students spoke Stavian English with each other and tried to explain things in Stavian English to each other, but the teacher would not let them do so, because it was a test. Most students seemed to know the basics of Dutch spelling.

Primary School Class Observation 2 (Social Studies lesson in English):

The European Netherlander teacher and the Afro-Caribbean assistant teacher gave the class almost entirely in English. There were separate materials in English and Dutch. The Social Studies test that the students took during this session was in English for the majority English dominant students and Dutch for the few Dutch dominant students.

Best Practice: Formerly, there were no contextualized materials for Social and Natural Science, but the teacher has created Stavian-contextualized materials in both languages for these subjects (only a few use the Dutch materials). The Dutch dominant students are all from European Netherlands. One of the few Dutch dominant children gets some materials in Dutch others in English, since she/he has been in Stavia for 5 years and she/he now feels more comfortable in English than in Dutch. One of the students uses Spanish and English.

The students almost invariably asked and answered questions in English and the teacher almost invariably asked and answered questions in English. Students were very engaged and working with materials/tests. Students were not shy at all and all were talking. They used Stavian English with each other. Even those students who were acting out and not attending to the story writing session in Dutch were engaged and working quickly on their tests. Students were asking questions, and the teacher was trying to answer in English.

The few European Netherlander students and one of the Latin American student finished their tests first. As they finished, the students went on to do an art/biology lesson drawing pictures. The non-European students sometimes had a difficult time interacting with the teacher. They were often looking for praise and attention but not getting it. Sometimes they resented the teacher being short with them. Some Latin American identified students seemed to be doing extremely well, but a few were among the slowest in the class.

Best Practice: The teacher uses a Stavian accent when speaking English. He/she also speaks Spanish and interacts in Spanish with Latin American students. Students also interact with the teacher in Stavian English.

13h00-15h00: Survey and Focus Group Interview with the GdG School Teachers (3 European Netherlander Teachers)

15h30-17h00: Briefing RCN/OCW (RCN Office)

Discussions were held about how the survey visit was going. Everything seemed to be going well. The Research Team requested copies of the report made by the Language and Education Research Team some 5 years ago concerning the implications of 10/10/10 on language and education. The Research Team also requested data about the results of the *CITO toets*. We confirmed with the School Coach that these results can be sent to us. We discussed the questionnaire for the parents and the general public to make sure that it would reach the maximum number of people. We set up more opportunities for parents and the general public to fill it out.

17h30 -21h00: Meeting GdG Principal (Golden Era Hotel)

Tuesday 16 April 2013:

9h00 - 15h00: SDA School

The SDA school takes children from any spiritual/religious background, even non-Christians and atheists. There are 8 teachers and 3 assistant teachers and about 100 students.

Best Practice: Students move from one teacher to another, especially for Dutch.

Meeting with SDA Acting Principal: Scheduling was finalized with the SDA Acting Principal for the survey, the narrative assessment, the interviews and the observations at her school. Forms for parents and cover letters were given to the Acting Principal to send home with the students for their parents to fill out.

Survey (Group 7, 12 students):

The survey session was generally successful and the students did not find it difficult

Narrative Assessment (Group 7, 12 students):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Survey (Group 8, 15 students):

The survey session was generally successful and the students said that the task was not difficult.

Narrative Assessment (Group 8, 15 students):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Observations:

Primary School Class Observation 3 (English lesson in English):

The students participated actively in the English lesson. They were getting lots of positive feedback from the Guyanese teacher. The teacher was asking lots of questions and all of the students were answering. The teacher was interpreting and what the students wanted to say, rephrasing it when necessary. The teacher used lots of smiles.

The teacher began to list all of the points being made by the students about what successful communication is. There was not even enough space on the blackboard for all of the excellent points being made by the students. There was no core-periphery effect in this classroom. The students were performing on a very high level. All of the students were eager and raising their hands. There were no students acting out. The teacher gave the students lots of feedback. The teacher was strict, but the students didn't resent it.

Primary School Class Observation 4 (Science lesson in English):

The students actively participated in this lesson. The Surinamese teacher was using English very effectively. There was no core/periphery effect in the classroom. The children were performing at a very high level. The students were very eager to raise their hands and participate. The students felt very free to express themselves.

The teacher was less strict than others, and the children really responded. The teacher allowed the students to interrupt her/him and she/he rephrased the students' answers. She/he got the students engaged with their materials, by using real examples from Statia. The teacher sometimes used Statian English and the students felt extremely free. The teacher used what the children said to make connections to the next points in the lesson. The teacher made abstract concepts clear and relevant to the students. Students told stories from their own experience. The teacher asked comprehension questions about the reading, using cloze sentences.

Primary School Class Observation 5 (Dutch reading lesson):

The teacher spoke in English, asking the students to read silently in Dutch. The students were uneasy and not really engaged. None of them seemed to be reading the material.

Primary School Class Observation 6 (Mathematics lesson in English):

The teacher had students playing catch doing multiplication tables. All of the students were required to be involved because the teacher called on all of them in English while throwing the ball to them. The

teacher gave the students the chance to think things out. The teacher broke down the thinking process into steps. Most of the children were giving correct answers, even with difficult figures. All of the children were trying. None of them was silent or refusing to answer. Division was seen by students as more difficult. They were still not afraid and they answered with accuracy. The teacher allowed students to correct themselves. Many children were very confident, even raising their hands when they were not sure of the answer. They felt no fear or shame of getting things wrong.

Primary School Class Observation 7 (History lesson in English):

The students were reading at a high level. The Surinamese teacher was using partly creolized English to correct and re-affirm students' reading aloud. The reading was about Statia, and contextualized. The teacher brought up the role of slavery in constructing the Dutch Reformed church building in Statia. She/he tried to get the students to picture how hard it was to build the church. All of the steps in the building process were imagined by the students.

The students were very lively, but the teacher was trying her/his best to make them speak one at a time in a very respectful, firm, but patient way. The teacher always repeated and reviewed what the students said. The students wrote down a story on a piece of paper about what they would tell a visitor about the Dutch Reformed Church on Statia. Some students wrote long stories. The teacher asked an individual student to pretend to show Ellen Petra around Statia. The student did a great job, without even consulting her/his story. Other students performed the task successfully as well.

The students took recess, then after recess, they came back to class and continued to write their stories. The students finished their stories, with the teacher going around the room to give them individual help when needed. Finally, the teacher took the students to the school library to read books for the few minutes left in the class day.

13h00-15h00: Survey and Focus Group Interview with the SDA School Teachers (7 Teachers, 3 Guyanese, one from Holland of Surinamese background, two from Suriname and 1 from Nevis)

18h30 – 21h00: Survey and Focus Group Interview with the Primary School Boards (Lion's Den) (1 Board Member from each of the Primary Schools)

Wednesday 17 April 2013:

9h00 - 15h00: BMS School

Best Practice: Children are rotated for English and Dutch instruction.

Meeting with BMS Acting Principal: Scheduling was finalized with the BMS Acting Principal for the survey, the narrative assessment, the interviews and the observations at her school. The BMS (Methodist) school takes children from any spiritual/religious background. Dutch and mathematics get a special teacher for later grades. There are 3 teachers from the European Netherlands (who also speak English), 2 from Suriname, and 7 or so others. The Acting Principal will send the parents' questionnaires

out with all of the 150 children in the school today. The Acting Principal would like more training in Dutch, as do many other English speaking teachers.

Survey (Group 7, 15 students):

The survey session was generally successful and the students did not find it difficult.

Narrative Assessment (Group 7, 15 students):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Survey (Group 8, 21 students):

The survey session was generally successful and the students did not find it difficult. 5 students came late, because they were attending remedial Dutch reading classes for the *CITO toets*.

Narrative Assessment (Group 8, 21 students):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Observations:

Primary School Class Observation 8 (English lesson in English):

This was a relatively large class. The chairs needed to be lined up strictly into rows for a test. During the review in English, students answered questions with enthusiasm, and were eager to raise hands. The students were not afraid to make mistakes. There was no core periphery effect.

Students had a fair knowledge of the material. Students read out the directions. Their reading levels and comprehension were good. The Guyanese teacher gave individual help to students, and they responded well to her/him. She/he had the right facial expressions and body language to make the students feel comfortable. She/he was not afraid to touch them and they were not afraid to touch her/him. There were no signs of students not having their affective needs satisfied.

Most students were working hard on their tests. Some had a hard time settling down, but eventually everyone attended to the test. In general, the students were able to answer many questions on the test, even the ones who initially found it hard to sit still. The teacher gave books to the students who finished before the others to read silently. Some who finished quickly were also given other class work to do silently. Most students were able to sit quietly and read. After the test, the teacher asked the students about the reading assignment.

Primary School Class Observation 9 (Dutch lesson in Dutch):

Some students were answering, but many were acting out. The European Netherlander teacher had to discipline the students, and she/he did so in English.

Primary School Class Observation 10 (Dutch lesson in Dutch and English):

The Statian teacher tried to use mainly Dutch in this class, but she/he translated what she/he was saying when necessary. Some students could give one word answers to some simple questions in Dutch and some could fill out the spaces that they needed to fill out in their workbooks. Most students used English for longer strings of language. The teacher went around to check to see if the Students were following what she/he said in their workbooks. The students felt free to ask and answer questions.

Discipline was done in English. There was a slight core-periphery effect in this class (4 in, 5 out). The peripheral students waited for the core students to respond to the teacher with the correct answers and they wrote these answers down in their workbooks. The students were generally eager to participate and show what they knew.

Long answers to questions in Dutch or English about the reading in Dutch for the day on '*massaproductie*' were given by students in English. Here a concept that had not yet been introduced in English was being introduced first in Dutch. The teacher had to go through a long explanation in English and give a number of examples in English, to make sure that the students understood. Once the teacher gave long sentences in English, the core-periphery effect vanished and students all participated.

The teacher never actually used the term 'mass production' in English. Once the teacher began to use and read longer passages in Dutch, the core-periphery effect emerged again and the 'talking to the walls' phenomenon started. Once the teacher started speaking English and asking questions in English, the students started engaging again. Then the teacher started with longer stretches of Dutch and the students began to disengage.

After the lesson, the teacher had a chance to explain to the researcher that there is pressure on the teachers in Groups 7 and 8 to give more and more Dutch to the students, because of the Dutch language *toets* and because the students will need to cope with Dutch as the language of instruction in secondary school. The teacher also explained that the mathematics *toets* are no longer given in Dutch, but instead they are now given in English.

14h00 – 15h30: Survey and Focus Group Interview with the BMS Teachers (9 Teachers: 3 from European Netherlands, 2 Surinamese, 2 Statian, 1 Guyanese, 1 from Dominica, one teacher has been at the school for 7 years, another 5 years, another 4, another 3 years, all of the others a matter of months)

The purpose of the study and the steps followed was explained to the teachers.

16h00 – 19h00: Meeting with the Principal of the secondary school (GvP school)

Scheduling was finalized with the secondary school Principal for the survey, the narrative assessment, the interviews and the observations at the school. Arrangements were also made for the parents' meeting on Monday night.

Thursday 18 April 2013:

9h45 - 15h00: Golden Rock School

Meeting with Golden Rock Principal (Wednesday 12h00): Scheduling was finalized with the Golden Rock Principal for the survey, the narrative assessment, the interviews and the observations at the school. The Golden Rock (Catholic) school takes children from any spiritual/religious background.

Survey (Group 7, 9 students):

The survey session was generally successful and the students did not find it difficult.

Narrative Assessment (Group 7, 9 students):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Survey (Group 8, 8 students):

The survey session was generally successful and the students did not find it difficult.

Narrative Assessment (Group 8, 8 students):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Observations:

Primary School Class Observation 11 (Science Lesson in Dutch and English):

The Curaçaoan teacher used a mixture of Dutch and English, with fluent code switching. Students were eager to participate. Some answered in English and others answered in Dutch. The teacher asked the students to read a book during the lesson, but instead they started filling out the workbook game pages that she/he had given them for homework. She/he said that they love to do the fun things, but that most were not ready to do the academic things in Dutch.

Primary School Class Observation 12 (English Grammar Lesson in English):

The Statian teacher used English to teach the class. The students were all engaged and busy making charts on the basis of their English language workbooks to show the difference between ‘action verbs’ and ‘linking verbs’ in English. The teacher went around the room to check to see how the children were doing. They felt free to ask her/him questions and to respond to her/his interventions. The teacher had the language, the facial expressions, and the actions to connect with the students. When she/he corrected or scolded the students, she/he used expressions that were culturally appropriate and didn’t make the students uneasy or overly uncomfortable. The teacher made jokes with the students to make them happy to learn. She/he also used Statian English at times to make the students understand and feel comfortable.

The students were eager to carry out the task and to help one another when they could. The teacher gave the students positive feedback. All of the students raised their hands and were not afraid to make mistakes. They felt free to write on the board. The teacher broke the task down into the necessary steps. The teacher showed the students how to use the dictionary to make sure if a word is a verb or not. The students were reading with natural intonation and they knew the meaning of what they were reading. The students easily learned the tests that they can do find out if a verb is an action verb (something that you can do) or a linking verb. Students could distinguish between past and present forms of verbs.

Students were told that they needed to distinguish between Statian and School English. They paid special attention to the use of the third person present use of /-s/ and the use of present and past forms. The teacher explained the distinction between ‘the way we sometimes speak’ and ‘the way we speak and write at school’. The teacher allowed herself/himself to be corrected by the students. The teacher let the students bring experiences from outside the class, television shows, etc.

Primary School Class Observation 13 (Mathematics lesson in Dutch):

The Curaçaoan teacher was teaching a Geometry lesson in Dutch with material that had not yet been introduced in English. The teacher used facial expressions that invited the children to learn. She/he gave positive feedback to the students and tried to break down the tasks into steps. The teacher had to go into English fairly frequently and many students answered in English. When the teacher explained things in Dutch, some students just shrugged their shoulders. Students could sound out some Dutch from their mathematics books, but had a hard time understanding it.

The students needed a lot of correction in the way that they expressed themselves in Dutch, even though they might actually have had the figures right. So they didn’t get the positive feedback that they deserved, because the teacher had to correct their Dutch. As the class went on, a core-periphery dynamic developed, with only half of the students actively participating and the others looking at their desks or elsewhere, discouraged. Some students could not participate at all. The non-Statian students seemed to be doing better than the Statians. At the end of the class, the teacher and students sang a hymn in Dutch and prayed in English.

14h00 – 15h30: Survey and Focus Group Interview with with the Golden Rock Teachers (9 Teachers: 1 European Netherlander, 4 Statians, 2 Surinamese, 1 from Curaçao, 1 from the US)

18h30 – 21h00: Meeting with the Secondary School Board (GvP school) (3 Members present):

Friday 19 April 2013:

8h30 - 10h00: Survey and Focus Group Interview with Youth and Family (Youth and Family Office) (Director) The Research Team introduced themselves and the project. The Youth and Family Office Director has been working at the center for about one and a half years.

10h30 – 12h00: Survey and Interview with the Secondary School Head Teacher for Dutch and with the Department Leader of VBO (GvP School)

14h00 – 16h30: Survey and Focus Group Interview with the Language Group (Library) (5 Members present, including the School Coach) The basic task of this group is to create a learning line for Dutch language teaching in primary education in order to transition from the current program to the NVTiC (SPLIKA) program.

Saturday 20 April 2013:

9h00 – 17h00: Data Processing

Sunday 21 April 2013:

9h00 – 13h30: Data Processing

13h45 - 16h30: Radio Interview at CTC Radio Station with Former Commissioner Schmidt, announcing the meeting for parents on Monday and venues and times for filling out questionnaires.

Monday 22 April 2013:

9h00 - 16h30: Gwendoline van Putten School

Survey (*Schakelklas* A, B, and C; VMBO-B-2; HAVO-1; First Year; VMBO-K&T-1; VMBO-T-3ac; HAVO-3):

The survey sessions were generally successful and the students did not find them difficult. Some needed to have the questions read to them.

Narrative Assessment (*Schakelklas* A, B, and C; VMBO-B-2; HAVO-1; First Year; VMBO-K&T-1; VMBO-T-3ac):

From the moment when the students realized that writing in Dutch was involved, the enthusiasm of the students dwindled. The students generally wrote better stories in English than in Dutch. The students who were asked to write in Dutch before writing in English generally took a much longer time to start the task than those asked to write in English first.

Observations:

Secondary School Class Observation 14 (*Schakelklas* in Dutch):

The teacher had excellent presence and technique and conducted the entire class in Dutch. She/he was not afraid to touch the students and didn't scold the students in a harsh way. The students did not appear to be very happy or to think that the lesson was very important, but they were responding. Some were acting out, but the teacher was handling it well. The teacher was using a playful approach, insisting on eliciting the different verb forms from the students. Some students, especially those from Dutch dominant backgrounds, knew the forms. The students copied what was on the board in their books. The students interacted with one another in English.

The core-periphery effect was evident to some extent: The two students who expressed positive attitudes toward Dutch sat closest to the teacher and raised their hands the most. The teacher moved around the class in an attempt to bring the periphery in. Most students did not raise their hands, but did try to respond and to write in their books. The teacher encouraged a Spanish speaking student who just arrived in Statia. The student spoke very softly, but often got the answers right. The other student of Dominican Republic descent seemed to have learned English and seemed to have relatively little interest in the lesson, although she/he knew many of the answers. The Creole speaking student from Dominica seemed fairly lost, but still occasionally tried to answer. One Dutch dominant student was bored and acted out a lot in class. The students spelt out the words orally using English letter names.

Brief Interview with Students in this class:

Most students felt negatively toward Dutch and wanted less Dutch and more English in school, two felt all right with both Dutch and English. Some thought that Dutch was hard. 'I speak English, why are my lessons in Dutch?' No one thought that English should not be used as language of instruction.

Secondary School Class Observation 15 (*Schakelklas* in Dutch):

The teacher was really involved with the students and with the personal relations among the students. The teacher interacted strongly with the students to elicit the appropriate Dutch vocabulary to solve the problem. Interaction was over 90% in Dutch on the part of the teacher and 50% on the part of students. When students had something to say that didn't have much to do with the problem itself, they switched to English. The teacher did an excellent job of getting the students to switch back to Dutch. Dutch vocabulary seemed to be an enormous problem for these students, especially due to the context specific nature of the words used. At one point the teacher said 'And yes, because people work 40 hours a week...' The students immediately interrupted the teacher saying '60 hours , 48 hours, etc.' This shows that the teacher's frames of reference often do not match those of the students in key areas that have to do with solving of mathematical problems.

Secondary School Class Observation 16 (*Schakelklas* in Dutch):

The European descended teacher spoke very slowly, and articulated very well in Dutch. The teacher was extremely well organized. The teacher had no problem touching students. The class was slow moving, because the teacher spent a lot of time on classroom administration. In working with vocabulary, the teacher used a poster methodology. The teacher attempted to implement a contextualized methodology, using examples from Statia. The sentences were quite complex. The teacher asked the

students for examples, and usually only wrote her/his own rather complicated examples on the board, without checking whether the students understood.

The teacher would not allow students to speak in English. When some students tried to make the connection between a vocabulary word such as *het resultaat* in Dutch and *result* in English, the teacher rejected the use of English. The 5 vocabulary words which were dealt with in the class were: *het resultaat, het ideaal, de aanleiding, bedreigen, aanvaarden*. There was one European descended girl in the class, who didn't say a word. The teacher only used English to give the directions for the homework assignment.

There was a dramatic Core-Periphery effect in the class. A few girls dominated the class, especially one who had just been to the Netherlands. None of the boys participated in any meaningful way. The teacher did not attempt to check to see if they had comprehended.

Secondary School Class Observation 17 (Social Studies lesson in Dutch):

The European Netherlander teacher used mainly Dutch, but did use English when important information was being communicated. The students used more English than Dutch. The students were practicing for a test. The students seemed to know the material. The teacher had a good, positive and playful approach, was not afraid to touch the students, was moving around the room to check to see that all the students were doing their work, and was attending to students with trouble understanding.

Brief Interview with Students in this class:

The students had mixed attitudes toward Dutch. Some were negative, one or two were positive, the rest were indifferent. Most had a favorable attitude toward English, but some were indifferent to both languages.

Secondary School Class Observation 18 (Science lesson in Dutch):

The teacher used Dutch to teach, but used some English as well. The students were responding. They were also acting out a bit, but the teacher handled it well. Among themselves, they spoke in English. The students responded to questions in English. The teacher spoke mainly Dutch, the students spoke mainly English. When the teacher gave instructions in Dutch, the students sometimes asked one another what the teacher meant. One student went immediately to work on his homework, while the others spent a lot of time getting started. Eventually, all of the students settled down and began to do the assignment.

The teacher began to do the assignment with the students. The students were able to read the problems from the workbook out loud to the teacher. The students were engaged in the lesson and all worked together to solve the problem. The teacher took the students step-by-step through the problems. Not all of the students replied in Dutch. They had the correct answers, but they didn't say them in Dutch. After the workbook lesson was finished, the students went on break.

Brief Interview with Students in this class:

85% of the students clearly expressed a preference for English as a language of instruction over Dutch, but still valued Dutch as an important language to learn. They would prefer a system where they could choose which language they want to take their subjects in, according to where they would eventually like to go to do their further studies. Some were negative toward Dutch, one or two were positive, the rest were indifferent. Most had a favorable attitude toward English, but some were indifferent to both languages.

Secondary School Class Observation 19 (Mathematics lesson in Dutch):

There were hardly any stimulating visual materials in the classroom. The European Netherlander teacher had a very heavy Dutch accent. The teacher was teaching mainly in English, but using Dutch mathematics terminology from a Dutch book. The students answered only in English, except for the specific mathematics terms. The students had the impression that the class was in Dutch. The students were not encouraged to write. The class was essentially a foreign language class. Not much was accomplished in the class, except reviewing 5 terms in Dutch that the students had learned before.

Secondary School Class Observation 20 (Social Studies lesson in Dutch):

The European Netherlander teacher had limited proficiency in English, but connected very well with the students. The students helped the teacher with English and she/he helped them with Dutch, so that the languages were used in a complementary way in the class, in distinction to other classes. The students were very enthusiastic and were quite well acquainted with key concepts and terminology in English and Dutch. The teacher entrusted all of the A-V equipment to the students who meticulously set things up to view a movie, etc.

14h30 – 16h30: Survey and Focus Group Interview with the GvP Teachers (19 Teachers: 13 European Netherlanders, 6 Caribbean)

16h30-18h00: Organizing for the Parents' Meeting

18h00-21h00: Meeting for Parents (GvP school, 25 parents with children in various schools)

Tuesday 23 April 2013:

8h30 - 10h00: Survey and Focus Group Interview with Mega D Foundation (Director)

10h30 - 12h00: Survey and Focus Group Interview with Recreation (Senior) Center (16 Seniors)

13h00 – 17h00: Data Processing

Wednesday 24 April 2013:

8h30 - 9h30: Research Team Review of Results Thus Far (RCN Office) The Research Team reviewed some of the results that had been obtained during the second visit.

9h30 - 10h00: Survey and Focus Group Interview with Buzzy Bee Day Care and Pre-School (Director, Trainer, and Resource Person) (Buzzy Bee Center)

10h30 - 13h00: Survey and Focus Group Interview with Education Care Expertise Center (Director) (ECE Center)

13h30 – 14h30: Debriefing RCN (RCN Office)

The Research Team thanked the officers of the RCN Office for making their visit a great success and answered questions about the visit.

14h30 - 15h30: Survey and Focus Group Interview with EduPartners/Youth Opportunity Center (4 Officers) (EduPartners Center)

16h00 - 16h30: Survey and Focus Group Interview with School Coach (Library)

Results for the *CITO toets*: Three Minute Test (Dutch Reading)

End of Year Test 2011-2102/Mid-Year Test 2012-2013

	Statia: GdG E2011-2 /M2012-3	Statia: BMS E2011-2 /M12-3	Statia SDA: E11-2/M12-3
Group 5	35.1 / 38.1	Missing / 38.7	20.2 / 34.6
Group 6	20.4 / 27.1	missing / 27.6	47.5 / 50.1
Group 7	31.9 / 48.1	missing / 53.3	51.8 / 57.4
Group 8	39.8 / 54.5	missing / 44.2	51.2 / 61.2

16h30 – 18h00: Meeting with the State Secretary for OCW, the Director of OCW for the Caribbean, the Governor, the Commissioner for Education, and other Officials (FD Roosevelt Airport)

Thursday 25 April 2013:

8h00 - 12h00: Individual Guidance for Stakeholders who Needed Assistance in Filling Out Questionnaires (RCN Office)

8h30 - 9h30: Survey and Focus Group Interview with Probation Officer (Probation Office)

Departure: Nicholas Faraclas.

Friday 26 April 2013:

Departure Day: Eric Mijts, and Ellen Petra Kester.

3. Quotations from Interviews and Focus Group Sessions

In this section, we give the stakeholders a chance to express themselves freely and anonymously concerning issues related to language and education. To ensure anonymity, quotations are divided by the following stakeholder groups: 1) primary school teachers; 2) secondary school teachers; 3) principals, school boards and system-wide professionals; 4) parents; 5) community-based educational and social work agencies; and 6) politicians. Double quoted passages are taken verbatim from the stakeholder. Single quoted passages have been summarized to protect the identity of the stakeholder. In general, nearly all of the stakeholders were under the erroneous impression that there is only a language policy for secondary and not for primary, whereas the opposite is true. There is also the false impression that the primary schools opted for English in Cycle One then for a transition from English to Dutch in Cycle Two, and that the policy was Dutch as language of instruction in secondary school. In fact there is no written language policy for secondary school and the policy states that both cycles in primary are supposed to use English as language of instruction.

3.1 Focus Group Sessions and Interviews with Primary School Teachers. All of the teachers in these focus group meetings and interviews agreed that the goal should be both English and Dutch proficiency and that in St. Eustatius, the best way to get to academic proficiency in Dutch is to go via academic proficiency in English. All recognized that Dutch is a foreign language in St. Eustatius and the overwhelming majority thought that English should be the language of instruction in the schools. None of the teachers thought that the present situation is satisfactory.

3.1.1 Focus Group Sessions with Teachers from all four Primary Schools

‘In my more than 40 years of experience as a teacher in Statia, I have found that both primary and secondary students perform much better when English is the language of instruction.’

‘Dutch is a not a first language, but we’re teaching it as a first language. This is not fair to the students. We use a European Dutch method which is culturally inappropriate. We need a contextualized non-first language Dutch method. The present system is not serving the majority of the students. ‘Teaching these children the language (Dutch) is one thing, teaching them *in* the language is another!’ ‘Dutch cuts them off’, ‘the children must have space to blossom!’

‘In secondary school teachers are grading children on Dutch rather than the subject matter. Children need to be encouraged, not shut down. Children need to be taught in the language in which they are the most comfortable. But they should have the opportunity to learn Dutch once they get the basics in English.’

‘It is frustrating and unfair to students to have them learn new material in a language that they do not know. If you are in a foreign country you learn the language quickly, but children in Statia are not exposed to Dutch daily. Statian children are not exposed to Dutch. Spanish children in Statia are exposed to English daily and they learn it. Would more television in Dutch help? Requiring children to learn in Dutch at the secondary level is a major problem. Dutch only medium higher education is an old fashioned idea. Not all children are able to learn a second language. A lot of people work outside of

government and need no Dutch. 'First we would like to decide where we would like to be. Then we will know how to get there.'

'Society has changed. Children are much more vocal than before. They don't just accept things as adults say them. Many children say that they don't like Dutch, 'It's not my language.' Children have a negative attitude and a block toward Dutch. Some children refuse to respond to teachers in Dutch, even though their answers are correct. Teachers lack guidelines as to how to deal with students who know the material but not the language. Too many persons think that you can only get a higher education through Dutch.'

'There is a special need in Statia because the local language is not school English. Some teachers don't use standard English in school. What do we expect from the children? We as teachers need to look at our own competence in language (English and Dutch) before we look at the children's competence.'

'We face big challenges in Maths with problems which are also culturally inappropriate. Teachers try to make the materials culturally appropriate, but this is not always possible. With each level it gets harder. Assignments have to be translated word for word.'

'We need a clear cut decision. We need a clear guideline about language in the schools. A main concern has always been language policy. The language policy for the elementary schools was to make English the language of instruction with Dutch as a strong second language. Teach English first, then teach the students as much Dutch as possible. This is a long term discussion that has been ongoing in Statia for decades. The implementation has not been what we expected. Saba has decided to have English only as their language of instruction. Statia needs the same strong decision making and implementation. There should be options made available for students to opt for one language of instruction or another. There needs to be a clear decision by the government. 'We do not have to look to the [European] Netherlands for a decision!'

'Various teachers from different places come to Statia. Teachers need to be vetted for proficiency in English. Many applicants from abroad may not be aware of the language situation in Statia.'

'The *CITO toets* in English should be available for English speaking students, Dutch for Dutch speaking students. But some English students prefer to do the Maths *toets* in Dutch because they only know academic terms in Dutch. St. Martin parents can opt for either Dutch or English schools. In Statia, many students don't get academic language in either English or Dutch.'

'There is no support for teachers in terms of transition. Each teacher is on his/her own. Peer groups are useful, but there is no clear guidance and there are no tools. Readers for older learners at lower reading levels in Dutch are not interesting to them, they are too juvenile. 'We do not know how to teach this curriculum.' Language coaching is necessary. A language coach is needed for Statia. Someone pointed out that the appointment of a language coach at the secondary school has resulted in noticeable improvement, even after one single month. There is a need for Dutch second language materials appropriate to Statia.' 'I don't know how to teach Dutch anymore' 'I feel like I'm on my own' 'There are no answers, only questions.' 'Every teacher is on his own little island' 'I need more and different tools to teach Dutch.'

3.1.2 Focus Group Sessions and Interviews with Teachers from Primary School 'A'

'The basic theory of education is going from the known to the unknown. Statian children are surrounded by English in all environments, then they go to school and they are expected to perform in Dutch. This is violating this basic theory. Students are forced to wear a cap that is not comfortable on their heads in school. Many give up on school because of Dutch.'

'If we look at how people learn a language, they first have to be exposed to that language. In Statia, students are not exposed to Dutch. There is little Dutch in the children's environment. Their first language is English. Once they learn English well, they can go on to Dutch.'

'A basic question needs to be answered: Is Dutch a second language or a foreign language in Statia? Is it a language that Statians are exposed to at an early age or a language that they need to be taught later on as a foreign language?' All agree that Dutch is a foreign language for most Statian students. Most Statian children are not exposed to Dutch until they come to school. 'Some parents in Statia can speak Dutch very well, but they never speak Dutch with their children.'

'The Dutch are considered to be the 3rd best speakers of English as a foreign language in the world. This is because they come to English from a position of strength in Dutch. All we are asking here is that our children get the same chance. Then the Dutch teachers wouldn't be tearing their hair out when they try to teach our students Dutch.'

'Before any academic Dutch is introduced, it must first be introduced in English.' For example: English time telling should be introduced to the students in Group 2 before they are taught telling time in Dutch in Group 3.

'English is not considered important, especially now because Dutch language skills and mathematics skills in Dutch are being stressed for the *toets* in Dutch language and Dutch mathematics.' Everyone agrees that this emphasis exists because of the *toets*. 'The students can both understand and express themselves in English. In Dutch they can understand some, but it is very hard for them to express themselves. The students are allowed to do the mathematics *toets* in English, but the *CITO toets* in English is still structured on Dutch mathematical models, which often differ from those used in English speaking countries.'

'Students are being treated unfairly by being required to perform in school with Dutch as the language of instruction. This is expecting too much of the children.'

'Children are suffering from a confusion between English and Dutch. English should be the language of instruction, with Dutch as a strong other language, just as the policy states. When I teach in Dutch, I make sure to translate everything into English, so that the students understand. They feel very frustrated trying to express themselves in Dutch. Now the system has changed again and mathematics is being done in Dutch in Cycle 2 of primary school and Dutch being taught as a second language rather than as a foreign language, and this has really confused and frustrated the students. 'You cannot throw away English and you cannot put the English dominant teachers out of the schools.'

'I am worried about what will happen to the children when they get to secondary school with Dutch as the language of instruction.'

‘We need to acknowledge the value of Stavian English in the schools and in Stavian society in general. I have been trying to do this for many years, but it has been an uphill battle. ‘Before 2000, teachers from English speaking countries were usually not allowed to come teach in Statia. The first such teachers came from St. Kitts and Guyana. They faced some discrimination. Presently, it seems like these English dominant teachers are being made to feel that they are less qualified than the Dutch dominant European Netherlander teachers who are coming into Statia in greater numbers now.’

‘There has been much controversy on the island regarding the language of instruction. I was involved in the 2007 efforts to put into place a language policy for Statia. Some want English as medium of instruction, some want Dutch. ‘People in decision making positions need to understand that there is no language better than another language.’ ‘The transition is not being made from Stavian to Standard English in the schools, because the focus has always been on Dutch and the transition to Dutch.’ ‘There has always been a strong bias toward Dutch. The differences between Stavian English and Standard English need to be studied by the students, both in terms of form as well as in terms of the contexts where each is used. Students need to understand and master their own language, learn to read and write it, and get an academic mastery of it before they go on to Dutch.’

‘Language at the early childhood level must be fun. There was a teacher at our school who was very successful because she used *spelend onderwijs*. Immersion at this level is very important for students when they are learning Dutch as a foreign language. Students need exposure to a foreign language in order to learn it well.’

‘If English were made the language of instruction and Dutch were being taught as a foreign language, then Dutch could be taught with immersion. Immersion is not a viable strategy for Dutch as a language of instruction in school. When we teach Dutch, we need to make it playful with immersion.’

‘There is no formal orientation or training for European Netherlander teachers before we come to the island. When the School Boards do interviews in Holland or by teleconference or Skype, they give only a few bits of information about Statia to the interviewees.’

‘We have been swamped with training courses. When we came, we were told that Statia was doing Foundation Based Education (FBE). We had many, many training sessions in FBE, focused on English. In 2009, we were warned that we were no longer going to be using FBE and that the emphasis would probably move more toward Dutch. The English teachers were given some training in Dutch.’

‘In Suriname, I was not interested in any language but Dutch. When I came to Statia, I learned English from the environment. Language courses are useless without using the language in the environment. It is extremely difficult to teach Stavian students in Dutch. They need to have English as the language of instruction.’

A Guyanese teacher would have liked to have learned Dutch in St. Eustatius, but she does not hear Dutch on the island. ‘I was told that Dutch is the mother tongue of Statia, but this is not true. When students know their mother tongue well, they can make the transition to another language better.’ ‘English should be the language of instruction, with Dutch as a strong foreign language.’

‘Those in the government need to know that we need to go from the known to the unknown. It is very hard for students to succeed in secondary school because of the language barrier. Those Spanish speaking students who have a strong foundation in their own language often do very well in Dutch.’

'Statians are confused, there is still even debate about what is the first language in Statia, whether Dutch is a second language or a foreign language, etc. Fear is also a factor here. European Netherlanders are fearful of English threatening their identity. Statians are afraid of Dutch threatening their identity. Some parents believe that if their children are not 'doing Dutch;' in school, something must be wrong.'

3.1.3 Focus Group Sessions and Interviews with Teachers from Primary School 'B'

'The children are being forced to have Dutch as a language of instruction. Students are beginning to fall behind, lose interest, and adopt a negative attitude toward Dutch. It is ridiculous to use a foreign language as a language of instruction. Dutch should be taught as a foreign language. If Holland were taken over by France tomorrow, would the Dutch accept French as their language of instruction?'

'Today I was teaching about the Caribbean. The children don't even know what the Caribbean is. They were never taught their own geography, their own history. We learn all about Europe, not about ourselves. Students need to learn about their own. We need learning lines that start with where the students are, with what they know, not with Europe. We are trying to develop learning lines that start with Statia.' 'We are being made to feel that our language must be put aside in favor of another language.'

'If you master your own language first, it is much easier to master another language.'

'A language can only be truly mastered as a first or second language when it is used at home, on the media and in the general environment. This is not true for Dutch on Statia.'

'Too much pressure comes from the fact that students are expected to take their *toets* in Dutch. This sets up the students for failure and the students shut down. Students at GvP feel that they are being pressured and they get a negative attitude toward Dutch.'

'I am not happy with all of the pressure on me to use more Dutch in my classes. I am afraid that the students are beginning to feel that Dutch was being imposed on them and that they are beginning to adopt a negative attitude toward Dutch. I feel that Dutch should be taught in a way that connects with where the students are at in a positive way. 'I learned Spanish from the *telenovelas*, and I learned it well, because I enjoyed the *telenovelas* and I could understand what was being said from the visuals.'

'In my [*spelend onderwijs*] classes, the students love learning Dutch in this way. But now I feel pressure to make the students learn academic material in Dutch before they learn it in English, and many students are not yet ready to do this. When I ask the children to read an academic book in Dutch, they don't do it, but when I ask them to fill out a workbook page that involves a game in Dutch, they are happy to do it.'

We want children to love Dutch. We need to play in Dutch, but this means that Dutch cannot be used as the language of instruction. Our main goal is to take advantage of multiple intelligences. We have to approach learning from as many different directions as possible. We need to use the outside. We have all of the space outside. We should use it. The students need a change of environment.'

Statian Teacher: 'In school, Dutch was forced on us. I was OK with it, but many of my classmates fell behind.' European Netherlander Teacher: 'I agree. My students are really frustrated with Dutch. I'm trying to make the connections between English and Dutch. It is really important to make sure that students have a positive attitude toward Dutch. There is no consistent learning line for Dutch.'

'Many who go to Holland have to come back, because they are not ready. Students need a full orientation.'

'We have to pay attention as well to English. The transition from Statian English to Standard English needs attention. I got a terrible foundation in English, because we were taught in Dutch. But I never really learned Dutch here in Statia, I learned it later in the ABC Islands.'

'We speak a language that is connected to English (Statian English) and we need to use English to give our students a firm foundation in English before we teach a foreign language'

'Who is the biggest employer on the island? The children need to master the language that they need for employment. The main language of work on the island is English. So English should be the language of instruction. How many countries speak Dutch? The young people need to speak English for tourism. It is very important for students to master English first. *Spelend onderwijs* is key to teaching Dutch.'

3.1.4 Focus Group Sessions and Interviews with Teachers from Primary School 'C'

'Whatever language of instruction we use, the students need to understand what we are saying. Therefore, English is the logical language of instruction.'

'I am using first language method that is used in Holland. This is very difficult, because sometimes I have to introduce a topic that the students haven't even had in English yet. I want to go from the known to the unknown. I would like to use a foreign language method instead of a first language method. When I give a lesson, I have to translate everything into English. I am supposed to teach mathematics in Dutch, but I end up teaching it in English. The mathematics *CITO toets* is given in English.'

'Whatever method we use to teach Dutch it should be a foreign language method. It must be adapted to the Statian context.'

'For vocabulary, I draw the words first, so they can get the concepts that they already know in English and translate them into Dutch. A new method will be available for Dutch by the next school year. There will be a conference in Aruba on this next month.' Teachers: 'There have been a lot of workshops and training opportunities for teachers since 10/10/10.'

'I try to teach Statian history, but there are no textbooks. I have to make up my own materials from books that I find in the library, etc. There is no set program for any areas except language and mathematics.'

'Very little was provided in the way of orientation before my coming to Statia.' 'I was surprised by the lack of materials for Dutch and other subjects.'

‘Students need a good foundation in their own language. The issue of English has to be dealt with. The transition from Stavian English to Standard English has to be made. We are getting too much pressure from GvP and the *CITO toets* to speak more Dutch than English, but it is not working. Parents need to assist their children, but Dutch is preventing them from doing so. Students have to come back to serve Statia.’

Teacher 1: ‘In first grade, everything is in English, I only teach Dutch in Dutch classes. I start out the Dutch classes bilingually, but by the end of the year, I teach in Dutch only.’ Teacher 2: ‘In Group 6 I teach mostly in Dutch. The students go to English class with someone else.’ Teacher 3: ‘I teach everything in English.’

3.1.5 Focus Group Sessions and Interviews with Teachers from Primary School ‘D’

‘[Dutch] language and mathematics are often the only subjects being taught, because of the *CITO toets*, which mainly tests in these areas and students are being taught to the test. Very little attention is being paid to social and natural sciences. Less than satisfactory marks are hardly ever given.’

‘Students have a negative attitude toward teachers and consider teachers to be boring. Only 3 of the 19 students in my group will probably succeed, and these are all from non-typical families.’

‘It doesn’t matter which language you use, but a clear decision must be made. No mixed systems, mixed messages: either Dutch as the school language and English as a subject OR English as the main language and Dutch as a foreign language.’

‘There is no consistent plan for teaching Dutch. Each teacher seems to be doing their own thing. Teacher turnover is very high with no archive or institutional memory. The Dutch method is inappropriate and not contextualized. Teachers have to make their own materials. Students are at different levels, classes are divided. Teachers wonder if school should be preparing students for life in Statia or for further studies in the Netherlands. Teachers feel a lot of pressure.’

‘The mathematics books (all schools use *Alles telt*) and tests are in Dutch, but mathematics is taught in English. Students have major difficulties with mathematical problems in Dutch and even English.’

‘Students can read the words in Dutch but they can’t understand what they are reading. Teachers are really looking forward to the new Dutch method (SPLIKA-NVTIC).’

‘Students have a lack of coaching from parents and often from teachers.’ ‘Students need a personal relationship with teachers and this will be disrupted when the students reach secondary school, where they will move from one teacher and one classroom to another.’

‘The students think that they don’t need education to achieve their goals of becoming movie stars, sports stars, etc. Students have no realistic sense of the need for education. Some even think that one doesn’t need to have a higher education to be a lawyer. This is very different from Aruba, where the importance of education is generally recognized.’

‘If the language of instruction becomes English, what will we do with all of the European Netherlands teachers?’

‘There is absolutely no orientation for European Netherlands teachers coming to Statia. One of the teachers said that she/he came to Statia to be challenged and in fact, after 7 months, she/he has complied with all of her/his professional responsibilities (paperwork, testing, etc.) and she/he is bored. There seems to be a consistent pattern of placing European Netherlands teachers in the schools, because ‘Statians don’t have the necessary qualifications.’ ‘Dutch teachers tend to just find their own independent solutions when they find themselves in a difficult situation, so everyone ends up doing their own thing.’

3.2 Focus Group Sessions and Interviews with Secondary School Teachers

All of the teachers in these focus group meetings and interviews agreed that the goal should be both English and Dutch proficiency. The great majority agreed that in St. Eustatius, the best way to get to academic proficiency in Dutch is to go via academic proficiency in English. There was general agreement on the fact that Dutch is a foreign language in Statia. ‘It is so strange for the children.’ When asked privately, the great majority of the GvP teachers, even those from the European Netherlands, think that English should be the language of instruction at both the primary and secondary levels. ‘The students are being taught in Chinese. Everything is being taught to tests that have nothing to do with the students’ reality.’ ‘The students should not be taught in Dutch, which is a foreign language for them. They should be taught in the language that they are more familiar with: English.’ They all agreed that there were no consistent learning lines and methods, and that everyone was improvising. One teacher summed it up: ‘We know one thing for sure, that the system that we have now is not good for the students.’ There was considerable confusion among the teachers concerning the policy and practice related to the transition from English to Dutch as the language of instruction, and about the agreements made about Dutch as language of instruction at GvP. Teachers do not know when they are allowed to speak English and when they are not allowed to do so. When all of the teachers were questioned about it, they say that they use English about 50% of the time.

‘When we teach in Dutch at GvP, we are teaching to the walls.’

‘If you start off with Dutch a wall goes up right away. You have to start off in English and then throw in Dutch along the way. Students have not mastered Dutch enough to keep up. Even though I have a good background in Dutch myself, I don’t think that Dutch should be the language of instruction. The language should promote learning, not impede it. Dutch has become a major stumbling block to learning.’

‘Dutch is a foreign language in Statia, and Standard American English would be the optimal language of instruction throughout with Dutch as foreign language, with the goal of proficiency in Dutch to 2 years at secondary level in Holland. The highest level students (5 to 8 per year) should do their secondary school in the European Netherlands, or a special program should be created for them in Statia.’

‘I see so much creativity in Statian children when they arrive at school, but as the years go on, the lights begin to dim. By the time the students get to secondary school, for all but a few, the lights have gone out. In my opinion, most of my colleagues must share my optimism, otherwise, they wouldn’t be teaching. One big advantage to living on Statia is that any change we make in school can have a major impact on the entire society. But teachers have not been encouraged or rewarded for trying to go the extra mile. On the contrary, they are often punished and they stop.’

'Materials at present are based on European Netherlands. There is no relevance to Statia. Dutch materials need to be made more relevant. Students can't see themselves in the materials. Adolescents are trying to find themselves, but they can't find themselves in the materials. Even the English exam is in Dutch.' 'There is a lack of materials adapted to the Statian context. The materials are also outdated.'

'The negative attitudes toward Dutch increase as the students go on in secondary school.' 'There is a big difference between the enthusiasm for Dutch before and now. The enthusiasm has gone way down. Dutch is not understood. When we were growing up, we heard more Dutch in our environment. There is a major problem, because our results are going down. The media are mostly in English now, there is less Dutch input.'

'There is a very strong negative attitude toward Dutch people and language.' 'A big reason for the resistance to Dutch is the feeling among Statians that the Dutch are taking over. Many students transfer the resentment of their parents to the school. This fear and resentment has really increased since 10/10/10. On the talk shows all the calls are about the Dutch imposing their systems on Statia. When students hear these things at home, they bring those attitudes to school. Many students who actually have Dutch at home, do not speak Dutch when they play. They also have a negative attitude toward Dutch.'

'Students should have the right to opt for the language of education that they want. I believe that children should have a choice: opting for Dutch education or English education. English education is much more expensive than education in the European Netherlands. This system will require additional materials and teachers.'

'The focus up to now has been on what the Inspectorate wants and not on what is best for the students. Statia should demand that things should be done differently here than in the European Netherlands. I know people who went to this school years ago, and before they felt it was their school. Now, people seem not to feel part of the school in any way.' 'If there is a school function, no local parents attend, only European Netherlander parents attend. The school is not well integrated into the local community. Some parents consider the school to be a 'Dutch island' on Statia. 'Many parents therefore don't want to hear anything about the school.'

'Now more than ever, GvP is being considered a 'Dutch island' and the terrace behind the kitchen is often considered a 'Dutch space' where non-European Netherlanders do not feel comfortable. The European Netherlanders have closed ranks.'

'Many times when I speak English, I need to use academic terms in Dutch. So I never got the chance to learn these terms in my own language before I had to learn them in Dutch.'

'The mentors speak English, as do most teachers. Only the *schakelklas* is in Dutch only. Even in lower levels of *schakelklas*, some English is used. A lot of resentment has built up over the *schakelklas*. Students feel so relieved when they complete the *schakelklas*. 'Why are the students so against Dutch?' A Taalcoach comes once a month for a week from St. Martin. She just started her job. She has visited some of our classes.

‘Children who get a chance to learn first in their own language do better. Building a strong foundation in the students’ own language is important. It is hard to motivate students to read. Whatever language we choose as the language of instruction, we need to motivate the students. Why has the curriculum changed? Before, we had to read lots of books, now the students read so few. Reading should be fun, we have to be realistic. I don’t like to read. When the teacher forced me to read, I started to enjoy reading. I saw the benefit because I was forced to.

‘We are setting the students up to fail. In elementary school, students enjoy Dutch. Everything starts at home. What role are the parents playing?’

‘Teachers need to be persistent in involving parents in their children’s education. Many after school programs are starting. Whatever solution we choose, we need to do it together. We need strong leadership, not everybody just doing their own thing.

‘The children don’t have enough Dutch input to master Dutch. Primary schools are not preparing students sufficiently in Dutch. For example, a Group 6 teacher who is actually Dutch has decided to abandon using Dutch because the children don’t understand.’

‘The *Schakelklas* has some effect, but as soon as the students leave, they go back to English.’

‘All of the students will want to leave the island, and most will want to go to Holland, because it is less expensive for them. If you want to change this, you can’t do so in the school only, but it has to be a society wide change, a campaign. The highest officials in government make major mistakes in English, let alone Dutch. I have no objection to English becoming the language of instruction, but a transition will also need to be made from Stavian English to Standard English. If a shift to English as language of instruction at secondary level happens, we will have very similar problems to those now encountered with Dutch.’

‘You can’t solve the problem without a comprehensive master plan. If you start with small things, it won’t work. You must have an overall plan for the system.’ ‘You have to make zero-point departure. The transition from one language of instruction at primary to another language of instruction at secondary has proven to be a disaster and is totally unworkable. Whatever language you opt for in secondary, must also be the language of instruction at the primary level. If we still want Dutch as a language of instruction at the secondary level, Dutch should also be the language of instruction in primary as well. If we want English as the language of instruction, we would have to switch the roles of the two languages at the secondary level, with Dutch as a foreign language. It would be a positive development to get the Dutch to accept English as the language of instruction and Dutch as the foreign language, because this would show an acknowledgement and appreciation of the diversity within the Kingdom.’

‘At VMBO level, it is unrealistic to use Dutch as the language of instruction. At HAVO and VMBO-T levels, Dutch can and should be used as the language of instruction. Otherwise, English should be used as the language of instruction and Dutch should be taught as a foreign language. Students need to get a good foundation in English, with Dutch ‘walking alongside’ in a major way. For example, in secondary school the students should have English as language of instruction, with 4 hours of English and 3 hours of Dutch instruction per week until they reach class 3. Then at the beginning of class 3, they need to decide whether they want to opt for a Dutch Track, for those who want to go on to further studies in Dutch (probably with Dutch as language of instruction, and 6 hours of Dutch with 2 hours of English per

week), or an English Track for those who want to do further studies in English (with English as language of instruction, and 6 hours of English and 2 hours of Dutch per week). Those who want to study in the ABC Islands would follow the Dutch Track with an extra 2 hours per week of Papiamentu.'

'Lack of motivation and success is a main factor. The whole system must focus on attitude and motivation in education. Most students have average or above average intelligence. Focus needs to be on ambition and on why the students are here in school. Motivation is key. English vs. Dutch as language of instruction is much less important, and is a question of money. The program has to be much more motivational. Students should be allowed to do extra educational activities in place of class work.'

'I was part of a language policy team during the 1990s and 2000s. Politics and money play a big role in the lack of implementation of a realistic policy. There are some dos and don'ts coming from Holland. Teachers are not paid here as much as in the European Netherlands. Surinamese teachers don't speak English and their Dutch isn't good enough. Guyanese teachers don't speak Dutch.'

'Another factor is ambition and motivation. Dutch was not valued in primary and many got bad grades in Dutch, so they aren't motivated. Students perceive Dutch negatively because of the way the 10/10/10 transition has been handled. The older generation has not succeeded in convincing students of the importance of Dutch. For many of the older generation, it was forbidden to speak English at school. These parents can speak Dutch. You don't joke with the nuns. Students were punished for not speaking Dutch. The transition to English as the language of instruction at the primary level in the 1990s was not handled well.'

'In the higher classes, we now have a terrible method. *BV Taal*, the method that we used formerly, was much better. But success or failure depends much more on the teacher than the method. Not every teacher has the training or the ability to teach Dutch in a way that will work in the Stavian situation. The teachers know the theory, but they need to know how to do it. Teachers lack inspiration. A trainer comes from St. Martin every once in a while, but she doesn't have much experience in the region.'

'Orientation for new teachers coming from the European Netherlands is definitely insufficient. The school is putting into place some things to deal with this. New teachers are assigned a 'buddy', will be given a tour around the island, etc.'

'I advise students when they go to Holland or Curaçao, to begin at one level lower than what they have completed at GvP, so they can cope with the situation there, but they usually don't heed my advice because of pressure from their parents. There are perfectly good further education opportunities on the English-speaking islands in the region. Lately there has been a great increase in finance to study in the European Netherlands. Students can opt to study in the Caribbean region, but they get less money. The students get an extra incentive to study in the European Netherlands. Probably some 85% of the students opt to study in the European Netherlands, which is some 20 plus students per year.'

'Teachers who are not from Dutch backgrounds have a hard time relearning all of the terminology in Dutch.'

'Vocabulary levels among the students are low in both English and Dutch. 'The level of language proficiency in 4th year VMBO is equivalent to Grade 4 in primary school.' This means the students are 6 years behind the levels in the European Netherlands. The students are reportedly 3 years behind when

they leave primary school, so that they have only progressed one year during their entire secondary school career.'

'Maybe the IQ of students in Statia is lower. This is because the smart ones leave.' The Statian teachers said that this was untrue. Maybe one student left to study abroad because he/she had relatives to stay with, but this is not a general pattern. 'Because students have opportunities based on their family connections, they have less motivation to succeed in school.' 'Some students are not interested in HAVO because it involves an extra year of schooling. Some are not even interested in getting a diploma. They want to start working as soon as possible.' Others said that this had been true, but was changing.

'I use English as well as Dutch because it is their first language, but the books and test are in Dutch, so they need to get Dutch.' 'I try to insist that the students speak only Dutch in the classes, because they score low in Dutch and they need the practice. The students speak in English among themselves. VMBO-T students' Dutch is sufficient so that they can handle the material. This group is advanced but they are only advanced because they have a grasp of Dutch. At the lower levels, students have a lot more problems because their Dutch is not adequate. I teach 10 different groups, of the 10 groups, 5 have enough Dutch to grasp the material and 5 do not have enough Dutch. With the groups that don't have sufficient Dutch 'I compromise and use English. These groups don't learn as much as they should, because I have to spend a lot of time with the language.'

'The HAVO group do a little better than the VMBO students, but they often don't know the meaning of even simple Dutch words. I have fears about how they will fare on the Dutch exams. I encourage reading a lot. Some parents see the importance of Dutch. The parents know that education should be in English, but they tend to see Holland as the only alternative for further study. Parents need to motivate their children to be serious about their studies. Students are happy with a mark of 5 or a 6, but this is not good enough. This cannot change with this generation. It will have to wait for the next generation. Some parents don't even know what level their children have been placed at. In HAVO it is easy because it's just one level, but VMBO is harder.'

'Before we had more links to other Dutch speaking islands (ABC), but now we are alone in the former Dutch Windward Islands in using Dutch. I feel that there is a negative 'vibe' going around about Dutch. We should not make a decision based on that feeling. I really see the negative attitude in the way the students speak about Dutch. The students relate better to African descended teachers and respect them more than they do the European descended teachers.'

'The current Dutch only policy at GVP is not working. Only the students from Dutch speaking families get much Dutch before they come to school. But even many of those children usually answer their parents in English. When the children leave school, they don't hear Dutch again until the next day at school. Most students will go on to further education off the island.'

'Dutch is a foreign language in Statia. English should be the language of instruction at both the primary and secondary levels.'

3.3 Focus Group Sessions and Interviews with System-wide Professionals, Principals, and School Boards

3.3.1 Focus Group Sessions and Interviews with System-wide Professionals

During the interviews and Focus group sessions with educational professionals who work in all of the schools, all agreed that Dutch is a foreign language in St. Eustatius, and that English should be the language of instruction in both primary and secondary school. All also agreed that the goal should be both English and Dutch proficiency and that in St. Eustatius, the best way to get to academic proficiency in Dutch is to go via academic proficiency in English. None thought that the present situation is satisfactory.

‘For most children, Dutch is not even a second language. It’s a foreign language, and it should be taught as a foreign language.’

‘The tests and the materials are not geared toward Statian students and their reality.’

‘The idea of preparing students for studies in Holland is no longer as relevant for the great majority of the students as it might have been in the past.’

‘Research is definitely needed, because the language problem is huge in Statia. The past language policy was not based on research. Language is holding up everything else in education.’ ‘A research based report was submitted two years ago asking for a switch to English as the language of instruction in Statia. No action was taken by those responsible to follow up on this document.’

‘The secondary school is putting too much pressure on the primary schools to start Dutch earlier. People often talk about the ‘good old days’ with the nuns who insisted on Dutch. It is unreasonable for the secondary schools in Statia to expect competence in Dutch from Statian students. Many Saba teachers come from other Anglophone Caribbean islands. Statian teachers often do not speak proper English with students. One recommendation would be to keep both languages. English should be the language of instruction until students are sufficiently competent in it to take on academic Dutch. Maybe English should be also the language of instruction in secondary school. The Dutch exams are not a very reasonable option. If people would accept CXCE this would be an option. For those who want to study further in Dutch, a special program will be necessary.’

‘At the SDA school, which is the only primary school in Statia that is actually implementing the official policy to make English the main language of instruction in all of the primary grades, the results in Dutch are superior to those of the other primary schools, where Dutch is often used as language of instruction.’

‘In Saba, children are already doing better in Dutch than in Statia, with English as the main language of instruction, with Dutch *spelend onderwijs* in Group 1 as a foreign language. In primary school there is 1 hour of Dutch each day with a specialized teacher. The emphasis is on Dutch vocabulary and forming sentences (informal). In secondary school, more formal Dutch is introduced. In secondary school, students take CXCE exams but they take a Dutch exam for their Dutch subject. In Saba, there is no Dutch at all in the environment. In general, Saba also suffers from lack of learning lines. Saba children are reading better and have higher vocabulary levels than in Statia. Children have fewer negative attitudes toward Dutch than in Statia, but still are not highly motivated to learn it. Saba is more oriented

toward the US, and increasing numbers of Statian children are going to European Netherlands, where they have family who can house and protect them.'

'Saba uses English as the language of instruction and teaches Dutch as a foreign language. From observations in the primary schools on both islands, when students who speak Dutch as their first language are excluded, the results for speaking and understanding Dutch are much higher in Saba than in Statia. While there are negative attitudes toward Dutch on both islands, the attitudes are in general less negative on Saba than on Statia. The only *CITO toets* results for Dutch available are on reading speed. Unfortunately, this does not specifically test levels of comprehension in Dutch, which are generally higher in Saba than in Statia.'

'Students whose parents speak Dutch at home don't speak Dutch in school and don't reply to their parents in Dutch. Many students in Statia hate Dutch because they feel that it's been forced on them. They have a negative attitude toward Dutch. They are expected to perform at too high a level in Dutch and they fail. The children are suffering for all of this.'

'Many students have negative attitudes toward Dutch. Even children from Dutch speaking homes don't want to speak Dutch. Parents need to be involved in instruction in both English and Dutch in the home. Once policy is in place and the research has been done, a campaign needs to be organized to involve parents in education.'

'Teachers wonder what happens to the students who begin *spelend onderwijs* in Dutch in the lower grades with such enthusiasm, but end up hating Dutch by the time they reach secondary school. Students have very negative attitudes toward Dutch, including those who speak Dutch at home, perhaps because of peer pressure to speak English. Many students just give up when faced with lessons in Dutch. Some refuse to speak Dutch.'

'We are trying to teach Dutch as a first language, which does not correspond to the situation in Statia. We need to teach Dutch as a foreign language.' 'The teaching of Dutch in primary education is disorganized and in turmoil from all of the pressure being put on them by different stakeholders.' 'There is no one method, for each purpose, we use different books. There is no clear learning line for Dutch. When we teach subjects other than Dutch, these should not be taught in Dutch, but instead in English.'

'When we use English almost everyone understands. With Dutch, less than half of the students understand. Children can pick up something in a new language better if they already know it in their own language. They have to get the concepts first in English.'

'The most important thing is to teach Dutch as fun. Students don't see any sense in learning Dutch. Parents say that they can't help their children with school because they don't know Dutch. Many parents who know Dutch refuse to speak Dutch to their children. Statia is an English community, not a Dutch community. Even European Dutch teachers see the need for English first. "The Dutch and English ways of teaching collide!'

'The transitions from Statian English lexifier Creole to school English, and from *spelend Nederlands* and school English to school Dutch are key to making the current system work, but teachers feel that they don't have the support they need to manage transitions.

‘There are too many transitions: Statian to English, English to Dutch. Many children have an enormous language backlog in school. They still speak ‘slang’ . A lot of repair work is being done in the lower grades. When students get to secondary, they are not ready. Teachers have to go back to English to be sure that the children are understanding. Many teachers in groups 5-8 do not have good enough Dutch and some teachers in groups 1-3 from the European Netherlands have insufficient English. Children have insufficient levels in both languages. By the end of Group 4, students’ levels in English are not high enough to make the transition to Dutch.’

‘Policy changes are fine, but what teachers need are more concrete guidelines as to what levels are expected in students and how to achieve those levels in the classroom.’

‘Teachers feel that they are doing damage repair and that tests don’t reveal students’ true abilities, knowledge, or teachers’ true achievements. Teachers must cater to individual needs of students in terms of language. Students are from very different linguistic backgrounds and are performing at very different levels.’

‘There is no special education program in Statia, so special education children are forced to face Dutch in Group 5. For those children one language is enough. Two lines are therefore needed: one for those who need/want English and another for those who need/want both English and Dutch.’

‘In vocational education, the language of materials is Dutch. Many of these students have been out of school for some time. Motivation plays a major role. Is it realistic to expect that our children learn to perform in Dutch at the same level as European Dutch students?’

‘The *CITO toets* for Group 4 in Math used to be in Dutch. Many students gave up. The test was not measuring math skills, but the language. Next year the same test was done in English, performance was better but still not very good. Students have a challenge translating from English to numbers. ‘Math lessons become translation lessons’

In Group 7, teachers have a very difficult time because teaching is in Dutch only. Translation from English to Dutch is time consuming. Children are not used to problems but they are very good at equations. ‘

‘A lot of what the teachers are doing is damage control rather than a long term strategy. Students should get English first. It should be the only language of instruction until group 5 or 6. Dutch should be introduced as *spelend onderwijs*. Students should be allowed to change teachers, by level, by language. In Bonaire they do this: If 8-9h00 is the math hour, the students who are at level 3 in all the different groups go to one teacher, level 4s to another teacher, Papiamentu students to Papiamentu teachers, Dutch students to Dutch teachers. This avoids the presence of radically different levels and different language backgrounds in same class.

‘Children in Statia are very energetic. They are frustrated. They need more group work, more interactive learning. There is a lot of violence among students. There is not enough break time for children to play and get their pent up energy out.’

‘For many parents, there is little involvement. Many parents don’t come to meetings. Some report cards remain uncollected by parents. Parents don’t come to appointments. Because there is a school bus, many parents don’t drop their children off at school. There is a lack of parental contact with

the schools and a lack of parental involvement in their children's education. Newsletters have been published, but the problem is still not solved. Parents say 'Don't speak Dutch, speak English.'

'Students in groups 1-5 are at an age where they can easily learn languages. My students had English before, then they had a European Netherlands teacher who did not speak English. Now some of my students don't like Dutch, but others like it. One student is confused and can't figure out whether a 'letter' is in Dutch or in English.'

'There is no continuity or consistency, no consistent guidance. Each teacher is improvising. Everybody is doing their own thing. There are no guidelines, no development line. The most important thing right now is facing this challenge all the way to groups 3-4 instead of just groups 1-2. The Dutch texts that we are using are not second language texts. There is no guidance for teachers for the transition process.'

'The methods and system don't fit the *CITO toets*. There are 2 systems of teaching in Statia, you have to implement the Dutch one, and the parents expect you to do the English one. The two systems clash. Some pre-group 5 classes are being taught mostly in Dutch, but this is just damage control. Children and teachers are overwhelmed by all of the things that are expected of them.'

'Dutch speaking teachers should speak only Dutch, English speaking teachers should speak only English. It becomes confusing when one teacher tries to teach more than one language. The pupils identify the person with the language. Children should be challenged and not pushed.'

'Some Spanish speaking background children are rejecting speaking Spanish in favor of Statian Creole. The example was given of an 11 year old Spanish speaking pupil who failed in Dutch, learned limited English and forgot Spanish! He is able to read neither English nor Spanish.'

'A SPLIKA company has been asked to make new Dutch learning lines for primary and secondary schools next year. There is no direct link between this research project and SPLIKA. In Holland new learning lines are being promoted. This research may not be finished on time to influence the SPLIKA project, which aims to have all methods and materials in place by 2016.'

'There is no method in place for English, yet the Language Group has not been asked to do anything for English. Next year some schools will start using the 'Journeys' program for teaching English, but this method is not adapted to the Caribbean, and has a strong religious bias. Perhaps SPLIKA might develop a method to teach English that is compatible with SPLIKA. SPLIKA is also apparently working on a bridging method for Statia and perhaps the rest of the former Netherlands Antilles.'

'Students feel very afraid about going to GvP school. They are afraid of Dutch as language of instruction.'

'European Netherlander teachers are ill prepared and many regret coming here. They receive no orientation. Some students say that the teachers who come to Statia from the European Netherlands are garbage. Some of these teachers have a negative attitude toward Statian students and toward the island in general. These teachers call the students 'lazy' and 'stupid.'

3.3.2 Focus Group Sessions and Interviews with Principals

‘Of the 50 students who go on to Holland for studies each year, about 45 fail and have to come back and their families have to reimburse their scholarships. They need for orientation before they go. 10 week intensive mini-courses in Holland are recommended for lower level students who eventually want to go there. There should also be more opportunities and encouragement for students to study elsewhere, but most still want to study in Holland for several reasons (economic, family, etc.). The goal of education is to prepare students to take advantage of as many possibilities as they can.’

‘The children are being faced with two very difficult transitions, one from Statian English to School English, and one from English to Dutch, and neither of these transitions is being handled well. One necessary step to solving this problem is to make English the language of instruction and to teach Dutch as a required foreign language from the very beginning of primary school.’

‘We should introduce one language at a time. English is the one that we teach first. Children forget how to tell time in English when they start learning Dutch. Some quotes from the students: “Teacher, I forgot how to write ‘did’ in English” “Teacher, you are turning us into Dutch freaks!” There is an influx of Spanish speaking students to the Public School, who are faced with having to learn English and Dutch, especially when they enter the system at higher elementary levels.’

‘Statia people speak a ‘dialect’ (Statian English lexifier Creole), which is based on English. This is our mother tongue. The first challenge is moving from dialect to standard. Children need to know the difference between dialect and English. Even when we get together we use dialect. When we get into formal situations we use standard English. There is no clear cut decision as to how to deal with dialect. English schooling does not deal with this necessarily. We need to be proud of where we came from. We can start with Dutch at an early age with *spelend onderwijs*. The kids get a more positive attitude toward Dutch when we use the playful method.’

‘Dialect is the basis of my being!’ Orality is very important in Statia. Storytelling is important for us. Our old folks used to tell us great stories. Many children today don’t like reading. Parents need to be supported to help the schools. The community needs to get involved. In our youth, we respected our parents, we didn’t answer back. Society has changed because the community is breaking down. ‘When I went to the US, I couldn’t cope with the English tests, because my academic skills were in Dutch. We start with English.’

‘In practice there are no consistent policies about language in the primary schools, and where these might exist, they are not being consistently implemented. There is no consistent practice, no system, no coaching, no training, materials, etc. Principals are not taking responsibility for this. Major problems are caused by situations at home. These are hard for the schools to deal with.’

In one primary school: ‘In group 1-4 English is the language of instruction, in 5-8 both languages are used side by side, with concepts translated from English to Dutch. In groups 1-3 Dutch is introduced through *spelend onderwijs*. In group 4, the systematic transition to Dutch begins. *CITO toets* are given in English in Groups 1-7, Dutch in Group 8. The Principal is spending a lot of time in classrooms to give teachers the training and guidance to implement the new system based on the *CITO toets*. The *CITO toets* is generally not Caribbean oriented.’ In another primary school: ‘Group 5 is still in English, the transition to Dutch happens in Group 6. At first, groups 7 and 8 took the *CITO toets* in Dutch, and the other groups took the tests in English, but now all groups 3-8 take the *CITO toets* in English.’ In the other primary schools: ‘Dutch background students take the *CITO toets* in Dutch, English background students

take the *CITO toets* in English. Students tend to do better on the *CITO toets* in English. The teachers are given vocabulary tests etc. to teach to the *CITO toets*. To do this, the teachers go from English vocabulary to Dutch vocabulary.'

'The problem is how the transition happens from English to Dutch in secondary school. The book for the traffic exam given in Group 7 used to be in English, while the traffic test is in Dutch. When the traffic test was changed to English, the percentage passing increased. A secondary student wanted help in economics. The principal read the Dutch book, and explained it to the student in English and the student immediately understood. When students are given the chance to get the material in English first, they can grasp it. The best way to get the students to Dutch is via English, and the best way to learn Dutch culture is via our own culture. Some feel that the *schakelklas* at the secondary school should use more English for transition.'

'There is a problem with turnover for European Netherlands teachers, who usually come to St. Eustatius for 3 year contracts. As soon as the teachers are oriented, it's time to go. There needs to be an orientation program for these teachers. They should know more English and should be more aware of Statian culture. They have expressed a desire to know more. There is a need to promote Statian teachers. There is a need for incentives for them. Salaries are lower in Statia than in the European Netherlands.'

'There are not too many students who should be in secondary school who are still in primary. Secondary school aged children are not usually made to remain in primary, unless psychological tests indicate that they have specific problems. Some older children who arrive in Statia from Spanish speaking backgrounds go to Grade 6 with special coaching when they first arrive in Statia, so they can get used to English and Dutch before they go to secondary school. Sometimes it is not wise to make children repeat grades in groups 5-8. Only children in lower groups repeat. 'We try to address problems early.' Internal guidance officers have helped here. Children from Spanish speaking backgrounds often excel, they are very eager to learn. Principals attribute this to higher motivation among immigrants. 'They are more motivated, and less used to getting everything that they want.'

'The students need to know their history. Outreach to parents and grandparents is very important, parents need to be on board. It is important to make students realize that you are there for them. Many children need confidential attention. Children need to know that you love them. When they leave you, you need to maintain contact with them.'

'The inspectors are open-minded and they maintain good channels of communication. The inspectors are based in the European Netherlands and they speak both English and Dutch. In general, the inspectors don't give much advice on language of instruction. They concentrate more on the teacher-student relationship and school management. 'Inspection is just some form of advice.' 'Inspection did not impose a threshold on us'

'According to official policy, by 2016 student performance in the European Netherlands and the Caribbean Netherlands need to be on par. 'Judgments of performance must be in the hands of individual schools.' 'It will be impossible to reach par by 2016, although we can try to approximate levels in European Netherlands.' Another policy states that by 2015, Caribbean Netherlands students should have reached 'acceptable levels.'

‘We have little advice from outside about how to approach language and education. There seem to be no experts around. Principals go to other principals to get advice and help. ‘We have no back up, but we do have each other.’

‘Dutch is important for those who want to go on to study in Holland (at many different levels) Dutch is important for career purposes also. Most higher level government posts require high levels of Dutch.’

‘The HAVO class only has about 10 in it, but probably not all of these would have qualified for HAVO in the European Netherlands. A lot of incorrect assignment is being done based on testing which is made too easy for the students. Many of the students who are in VMBO-T should actually be at less theoretically oriented levels of VMBO. ‘No failing grades were given to the students who were actually failing.’ All of these issues need to be addressed.’

‘There is a very ‘floating population’ in Statia. People come and go all the time. Right now it is estimated that 20% of the people on the island use Spanish at home.’

‘The sentiment now is anti-Netherlands and more and more anti-Dutch language, which should not be the same. ‘In 2015, the status of the island is to be reviewed, with some people talking about independence.’

‘The school should be Dutch with English as an important focus as well. I want to avoid questions about identity and to concentrate on what is practical. ‘Identity is based on choices.’ ‘The language policy on Statia and the rest of the former Netherlands Antilles was at one point influenced by identity politics.’

‘The *Schakelklas* was created to help compensate for the deficiencies that result from problems in the implementation of language policy in the primary schools. This is the main cause of the current problems with language in education. Students in VMBO take an average of 6 years when normally they should take 4. In the end, the *Schakelklas* might save students some time in finishing their studies.’ ‘In the first year, there was a lot of opposition to the *Schakelklas*. The next year, there were a lot fewer questions. By next August, there will be a permanent language coach in Statia, teaching teachers how to teach in Dutch.’

‘Statian students will be expected to be assessed against the same average score (corresponding to 5,5 in the *Centraal Schriftelijk Eindexamen*) as European Netherlands students as of 2016. Right now some of these exams come from Curaçao, but by 2016, Statian students will have to take the same end exams as students in the Netherlands.’

3.3.3 Focus Group Sessions and Interviews with School Boards.

‘Some adults want Dutch only. When I first became part of the School Board, I thought that the school should be completely in Dutch. But now, I have changed my mind. I realized that this approach to Dutch is making people dislike Dutch. This is particularly serious in the secondary school. Now I think that we should build on what the students already know to build second language competence.’

‘The use of Dutch is excluding the children from Dutch society, rather than including them. The Curaçaoans had to fight for the recognition of Papiamentu. It is now Statia’s turn. If you are strong in your own language, you will have the best chances to master Dutch.’

‘All of the Primary School Board members present agree that Dutch is a foreign language for most people on Statia. For older generations, Dutch may have been a second language, but not for the present generation. ‘When teachers teach in Dutch, they are teaching to the walls.’

‘The students’ identity is being lost. They need to learn about their own language and culture. How can you be proud of yourself when you don’t know who you are? In Suriname, all of the history books were changed to be relevant to Suriname. In Statia, we are always learning about someone else’s language, culture, history. People don’t know who they are. If our youth cannot find themselves or see themselves in their schooling, they will turn to drugs and other escapes from their pain.’

‘Statians have a submissive attitude toward foreigners and foreign things. Are the teachers expecting the students to accommodate to them, or are they accommodating the students?’

‘The argument that you have to have Dutch as language of instruction or as a second language to give students a chance to study in Holland is misleading. Even our students who go to Holland to study are opting for English language universities once they get to Holland. The students need intensive preparation if they want to go to Holland or if they want to go to the US or another English speaking country. Right now students are required to have 7 hours per week in Dutch and 2, 3, or 4 hours of English. The first two years of secondary school can be general studies and the last two years can be intensive preparation for further studies.’

‘Children are on average 3 years behind in Maths and Dutch. More instruments and more expertise are needed to bridge the gap. The effects of the system are particularly felt at the secondary level. Much of the damage is already been done at the primary level. It is not easy to meet the challenge, but it is not impossible.’

‘Constant reforms and changes in the educational program are a major problem, especially in terms of language policy. The decision was made for English to be the language of instruction in Cycle One, Dutch in Cycle Two. This is pedagogically sound. This transition was not very well managed. The students’ Dutch is weaker because they have had fewer years of Dutch. If children have to go to the European Netherlands or Curaçao, they will need Dutch. The teachers don’t have the materials or the training and backup to manage the transition from English to Dutch. Children prefer English. It’s easier for them. It’s hard for parents to help their children when the lessons are in Dutch. Children tend not to opt for schooling in US, because most of their academic concepts are in Dutch.’

‘Children have to get academic English. English must be the main language of instruction. But Dutch should be the second language of instruction, not replacing English, but alongside English. ‘We need to meet the children with what is close to their heart. Language is emotion.’ English needs to be strengthened. Academic English has to be taught more and more systematically. The English exam is in Dutch! This is a paradigmatic example of the problem. Why are Spanish speaking children able to cope with English and Dutch? It’s because they have a firm foundation in their own language. ‘We are hurting the children’

‘Some teachers see teaching as just a source for pay. They just say that the program must be in Dutch and that’s it. Teachers need to go the extra mile to meet the children where they actually are, instead of where they want them to be. Frustration is building up and children develop a very negative attitude towards the Dutch language. ‘We miss Caribbean teachers’

‘Teachers are lacking opportunities for inservice and other training. Teachers are stuck in old ways of thinking. Teachers don’t have coaching, backup, training, etc. Training that is available is sometimes not appropriate for Statia. There is a lot of local expertise in the Caribbean, but Statia has no links with other islands here, mainly because Statia can only bring in Dutch certified trainers. Non-European Dutch trainers can be used, but many may not be aware of this. Regional trainers who speak English will be able to connect better to Statian students. The advertisements for teachers in Statia are in Dutch and probably many English speaking teachers do not apply.’

‘Since 10/10/10, more funding is available from the Dutch government (Lump Sum) than before. School Boards are being counseled by a coach who stresses that School Boards need to concentrate on budgeting and policy. New training is now being made available in classroom management. It has really made a difference. Twice a week extra Dutch and Maths tutoring is now available.’

‘At GvP school, many Dutch teachers are concerned about their jobs if English becomes language of instruction. ‘But whatever we do, the focus should be on the students. Even the highest level students in GvP want English to be the language of instruction. We need to listen to the children. They are capable of participating in making the decision.’

‘One Spanish teacher has decided to replace the Dutch-Spanish text with an English-Spanish text. The teacher who is still using the Dutch-Spanish text has much lower results than the teacher using the English-Spanish text. It is important that the children understand the materials. For example: The students from the medical University came in and explained a Dutch text on anatomy in English, and all the students scored more than 7 on the *toets*.’

‘Language in education is one of the main issues in Statia: Where did all the confusion start? In my opinion, the confusion started when the FBE started. We have definitely seen a trend after the introduction of the FBE and the Minister in Curaçao decided that English should be the language of instruction in Statia. To me, you need to look further back into the history of language in education in Statia. Before, we had a high success rate. After the introduction of FBE, the success rates went down. This was because the students entering GvP were not prepared well enough in Dutch.’ ‘Before, we had people going to Holland, now we hardly have anyone going on to Holland. Look at the elites from the former Netherlands Antilles: They studied in Holland and became great scholars.’

‘We also have to look at the teachers. For years we had no *Inspektie*, now we do. During those years, maybe the quality of the teachers went down. We are trying to get school coaches and other forms of support for our teachers. We have told our teachers, especially those that come from Holland, that they need to speak Dutch. But almost all of the teachers are speaking English. We have a problem with teachers from the English speaking countries. They don’t know our Dutch system. They don’t know any Dutch.’

3.4 Focus Group Sessions and Interviews with Parents.

The parents present at the parents' focus group meeting all agreed that Dutch is a foreign language for the majority of students in St. Eustatius, and that the goal of primary and secondary education on the island should be adequate proficiency in both English and Dutch to allow students to go on to further education in either English or Dutch speaking countries overseas. They complained that students were being 'bombarded with Dutch' at the end of primary school and secondary school before they had adequate preparation to handle it. They agreed that the distinction between Stavian English and Standard English in terms of form and appropriate context for use should be made from the earliest years of education, with Standard English being used in the schools. The role of pre-school education was also stressed in introducing children to Standard English as a second language and Dutch as a foreign language. Parents sometimes struggle in helping their children with their assignments when they are given in Dutch, and requested that things be done to bring the school and the students closer to the parents, instead of pushing them apart. They suggested that classes in Dutch be offered for parents.

Many of the people attending the meeting were very worried about the number of consultants who come to St. Eustatius and make recommendations without consulting the population of the island and the relevant stakeholders. Parents were also concerned about how the recommendations made by the Research Team will be implemented, because in the past, educational reforms have not been implemented very effectively, particularly in the area of coaching teachers and institutions. People were very concerned that the report will be completely ignored by the government and that the voices of the people of St. Eustatius will not be listened to. One member of a primary school board who was in attendance was extremely concerned about how any transition would be made if a new policy were implemented. Concern was raised about the number of parents in attendance at the meeting, but the Research Team made the people at the meeting aware that a high percentage of parents had actually filled out the questionnaire before the meeting.

According to one parent, a survey was carried out in St. Eustatius in 1984 on the language of instruction. The outcome of the survey was that the majority was in favor of Dutch as language of instruction, because people wanted their children to go on to Holland to study. The results of Dutch as language of instruction are seen by this parent as a failure, because according to her, by 1999 there were only 5 Stavians with higher education working in the government. 'Dutch means failure in education.' Parents are very concerned about the *CITO toets* because they feel helpless to assist their children.

'My daughter loved Dutch in the primary school, but when she got to the moment that Dutch was imposed in school as a language of instruction, my daughter's grades in Dutch dropped and she began to refuse to speak Dutch with me. When she got to secondary school where the language of instruction is in Dutch, she began writing her answers in English. Now she avoids Dutch. The secondary school has nothing on paper concerning language policy.'

'My nephew opted to take his *CITO toets* in mathematics in English, but couldn't cope with the test, because he had never been taught the key concepts in English. There needs to be consistency in the system. I think that Dutch is important, but it needs to be a strong foreign language. My children are learning some Dutch. As a parent, when children are given home work in Dutch, there is a problem because the parents are used to speaking English, even those who have lived in Holland. This cuts children off from their parents, even from Dutch speaking parents.'

'My child did extremely well in primary school, but when he got to secondary school, he was put in a *Schakelklas*, and he started feeling like a failure and totally lost interest in Dutch. 'He now has no interest in studying for the *Schakelklas*, because no matter how hard he tries to study, he always gets a failing mark. For example: he tried hard to learn his 20 vocabulary words per week (often without having

the meaning of the words clearly explained). He learned *betalen*, then when he got the *toets* on Friday, he knew which sentence to put the word in but he was also expected to conjugate the verb, which he did not know how to do, so he failed the test.'

'My son is terrified of going to the secondary school. He is shutting down. He is begging to get out of Statia. His biggest fear is going to secondary school and not being able to express himself in Dutch.'

'Once my son began his education in Dutch and he stopped doing FBE, he lost confidence and he began to resent Dutch. You could see it in his body language. I can help my child, I can give him the assistance that he needs. But what about the majority of Statian students? Students who once enjoyed learning, now have negative attitudes. When you are judged based on how well you use Dutch, when children begin to fail, when children see that the teacher does not approve of their level of performance, it is not right. Is the school doing its job? I'm having to consider working less hours in order to do the work that GvP is not doing, but should be doing, with my son. If I can't give my son all that he needs, image a parent who doesn't have all of the advantages that we have.'

'My son is in Group 5, but he seems to have materials that are used at Group 3 level in the European Netherlands. My son is getting his lessons in English from a non-Dutch speaking teacher, with Dutch as a subject. He has another teacher for Dutch and another teacher for Math. The American way of doing Math is different from the Dutch way. When the child goes home, the parents will teach the child in the way that they learned it. My point of view is a minority point of view. Most parents want English, because it's easier for them since they don't master Dutch.'

'Many people have criticized me for speaking Dutch with my children here in Statia, but I want them to be able to cope with Dutch in Holland. My older son is an *echte Nederlander* and he wants to go back to the European Netherlands. But when he is in school, he speaks Dutch very softly, because he doesn't want to stand out. He is not proud of it. I tell him to be proud of speaking Dutch. In Holland, he was afraid to speak English because of peer pressure. My younger son is speaking more English now. A minority of Statian parents are also trying to stimulate Dutch in their homes with their children. Many students get good grades in Dutch in primary, but do badly in Dutch at secondary level, so they begin to lose interest in Dutch.'

'My child has a very challenging teacher at the secondary school, who requires that all reports be written in Dutch. To meet these requirements, my child has to write all reports in English and then use 'Google Translate' to translate them into Dutch. She/he receives high marks on the reports that she/he translates this way, whereas she/he gets lower marks on reports that she/he tries to write in Dutch from the very start.'

'My child had an oral presentation to make in Dutch at the secondary school. She/he asked her/his teacher if she/he could talk about African history, including the slave trade, Marcus Garvey, Martin Luther King, Harriet Tubman, Rosa Parks, and end the presentation with Obama. She/he practiced many times, and she/he had the presentation down fluently. After presenting the report, she/he came home and told me that: 'A Dutch student talked about her/his bicycle, and she/he left many things out of his/her report, but she/he got an 8, and I got a 7. The teacher said that my report was not about African history.' But this theme is one that is actually taught to the students in Group 8 in some schools as 'Black History'.

'My daughter is in Group 4 with a European Dutch teacher. She gets Dutch in school and now she's teaching her father. Children pick up languages so quickly and they love it. The students are also singing songs in Papiamentu. The children even pick up Papiamentu 'attitude'. But eventually, the excitement disappears. As they go on, the excitement and enthusiasm wane. Why? One reason is that there is no Dutch in the environment to reinforce the Dutch learned in school.'

'I speak Dutch with my children. I don't agree that for the first four years English is given as the language of instruction. Before, teachers used to speak only Dutch, and we were not allowed to speak English. So now students don't get enough Dutch at the primary level. My children won't answer me in Dutch any more. They are not as fluent as before. They conjugate the verbs wrong. English is not taught properly. Spanish children come here with a strong base in their language, a strong foundation and they succeed. Children need more training in proper English.'

'Dutch is going over the heads of the students. I was always of the opinion that in order for Dutch to work, you need to start as early as possible. I have a 7 year old son, he is just learning the sounds. He is also starting Dutch. Seeing him trying to master reading in Dutch before he has mastered reading in English, I see where the problem lies. Because our students can go on to further education in either English or Dutch, we should give parents a choice: two primary schools in English, two in Dutch, with two tracks at secondary school. There are challenges with sending students to study in English because it's less expensive to study in the European Netherlands.'

'I speak English with my children. It's good to get *spelend onderwijs* in Dutch. It's easy for me to talk with my children in English. My 'love language' with my children is English. Children need more training in 'proper' English. Guyanese teachers are very strong in 'proper' English. The problem with Guyanese teachers is that they don't know Dutch. They aren't familiar with the Dutch approach to Math. The materials from the US use periods and commas in the opposite way from Dutch when denoting quantities in money. This results in even more confusion.'

'The only solution that is left [for parents] is to pay for private tutoring in Dutch. My child had a whole year of a Guyanese teacher teaching him in Math. That whole year I had to pay a private tutor in Math. There are even differences between the English handwriting and the Dutch handwriting. There is no consistency. There are no specific methods and learning lines in place. There are not enough assistant teachers to help, only 3 per school. Once you put a system in place, you have to take the financial constraints into consideration.'

'Another problem is the report cards of the children. You get a bunch of papers, but there is no overview, with averages. Now it's hard to get a general picture of how your child is doing.'

'Parents need to assist. They need to speak more Dutch at home and go to the library. The language of instruction should be English at the beginning with Dutch as a second language from Kindergarten. Everyone wants the children to excel in both languages and in school in general. Youth wants everything fast. Many don't want to do longer term studies. Statia has produced doctors, lawyers, nurses, all careers that involve long term study. Our children give up. They don't have the push, they don't stand up and fight. Before we used to leave the island at 12 years old, we had to fight and struggle. The language barrier makes students give up. Statia is not producing enough professionals.'

'Because my son has a good foundation in English, he has no problem learning Dutch, even though we don't speak Dutch at home.'

3.5 Focus Group Sessions and Interviews with Community-Based Educational and Social Work Agencies.

Focus group sessions and interviews were held with stakeholders in the following Educational and Social Work Agencies which provide key services to primary and secondary students in the school system on Statia:

EduCenter: This agency has a Youth Opportunities Program with a vocational emphasis and links to the secondary school, with a total of 21 18-24 year old mainly female students. The educational component uses English as medium of instruction with Dutch as a foreign language. Half of the participants are Statian, half are immigrants. Follow up is provided for 6-12 months. The students of the EduCenter program are not proficient in Dutch, the ones that do know some Dutch speak only basic Dutch.

Mega D Youth Foundation: The Mega D Youth Foundation helps students with homework and involves them in other projects. Open to 17h00, the Mega D Youth Center after school program includes socializing, games, homework, extra lessons, study skills, music, rap, and editing music on the laptop. The Mega D sponsored basketball team trains several times a week. Mega D involves youth in planning events such as talent shows. It keeps students busy during the summer. Certain subjects which are not available at the secondary school are provided by Mega D, such as engineering, graphic designing, writing lyrics, etc. MegaD aims to motivate youth in different ways, using play station games, dominos, etc. to teach Maths. Through expression, students get to know themselves more, and increase their self confidence and self esteem. The center has become a second home for some students. An average of 20 students are regularly coming from the secondary school with about 15 students coming in every day. Last year, Mega D had some activities for primary students. But now primary schools have their own after school homework programs at the schools themselves. Mega D Center currently needs more funding. They are looking for more support to expand activities.

Educational Care Excellence Center(ECE): ECE tries to make parents aware of what resources are available and that they have the right to ask for help with their children's special educational needs. At first, parents were wary of testing, etc. Now people are feeling more confident. ECE is dealing with a lot of social motivational issues. Many students come to ECE because of low performance in school, but their problems are social-motivational at root. There is a need for counseling, therapy, parenting skills, quality time with children, and speaking with children instead of speaking down to them. There is a need to give parents the confidence to ask for help. ECE promotes awareness of children's rights. ECE is organizing a seminar on the quality of education. All stakeholders will make an inventory of problems and solutions. ECE has organized a workshop on child safety and domestic violence, in coordination with other agencies.

Center for Youth and Family: This is a community center, providing counseling to families and children, and activities for children. Counseling is done on both a voluntary basis, where families come to solicit services, and by court order. A baby clinic is also located in the center. Activities for parents are also planned for the future. The center helps provide training in social skills at the secondary school. Activities include art training courses, modules on 'girls' stuff' (adolescent female sexuality), etc. The center uses the Positive Parenting method. The center staff develops modules with the teachers at GvP. The teachers are enthusiastic about it. Children set their own rules in the classroom, which basically coincide with the rules that the school wants. The center talks about feelings and identity.

Buzzy Bee Early Childhood Education Center: The Buzzy Bee Center provides child care from 7h00 to 18h00 (primary school is from 7h00 to 13h00). Because day care does not fall under the Department of Education, there are a lot of missed opportunities for coordinating with the primary schools. The Education Center for Excellence has been doing its best to involve Early Childhood Education as much as possible with its work at other levels. For some time, Buzzy Bee was trying to introduce basic Dutch. But the Dutch teacher no longer works at Buzzy Bee, so the Dutch lessons are no longer given. Of 106 students in the school, there are no more than 10 Dutch first language students, 4-5 Spanish first language students, and few Dutch second language students. The center has 27 staff. About 90% of the children on the island come through the center. There is a waiting list, but it is not too long. Some parents find it hard to pay (0-2 years \$150/month full day; \$80 per month half day; 3-4 years old \$125 full day; \$75 half day – all including food). Parents get no help from the government. The government does support salaries. The majority of children come from single parent families, many live with extended family members. English is the main language used at the center. The center has students that speak Spanish, Papiamentu, and some Dutch, and those teachers who have some knowledge of these languages do their best to use these languages with these non-English speaking students.

Probation Office: This office provides followup services to youth and others who have been processed through the criminal justice system.

Senior Recreation Center: This center is a lively venue for daytime activities and interaction among the senior citizens of St. Eustatius, who are not only the grandparents and great grandparents of today's students, but who also represent a living memory bank of experience with education in St. Eustatius over the past century.

Quotations from focus groups meetings and interviews held with personnel and stakeholders in these seven agencies are listed below in random order, with each agency assigned a letter to protect anonymity. The focus groups and interviewees were all of the opinion that the current situation in terms of language and education is not satisfactory, that Dutch is a foreign language in St. Eustatius, and that the goal of education on the island should be full academic competence in both English and Dutch.

3.5.1 Focus Group Sessions and Interviews at Agency 'A':

'Not letting the children have their home language as their language of instruction is considered by people from the United Nations as a form of child abuse.'

'A major reason for underperformance in students is the language. A major problem on Statia is that children lack self esteem. Their language and culture are demeaned. They feel bad about themselves. Saba students are achieving higher levels in school because they use English in the classroom.'

'There is a big brain drain from Statia. People with higher education stay off island. Therefore, we need to import professionals. But when they come here, they often have a negative attitude toward Statia. In Saba, the teachers are from English speaking countries in the Caribbean and elsewhere.'

'Expatriates and expatriate teachers tend to adopt a negative attitude toward Statia and by extension to their students. The highest quality teachers from overseas do not come to Statia. Many come to Statia to escape their problems in the European Netherlands. There is no orientation for European Netherlander teachers before or after they come. There is a danger that there will soon be

educational apartheid on Statia. Two European Dutch teachers were trying to start their own school for their children. 'Statian people are open people, but has this openness been taken advantage of?'

'Expatriates started to put their children in Statia Terminal School. The ministry stopped this: now the school is only for Terminal workers. ECE must cater to all students on Statia. Teachers are being forbidden to use English in secondary school class. Before, children learned to move between languages and cultures. They had a stronger foundation. Too many times, Statians have just let things happen to them. They haven't taken control over their destiny. Things are changing rapidly. Students' needs are different. We haven't changed to meet these needs.'

'Students don't only want to know what is in the book, they want to know what's behind the book, how do we apply what's in the book. In our days, we learned about what was happening in the European Netherlands, without asking about its relevance to Statia. Now young people are asking about what that has to do with them here. A project centered approach has been shown to have a positive impact. Some teachers needed coaching about the project approach.'

'Teachers need to start from where the students are, not from the teacher's comfort zone. Policy is one thing and practice is another. Much else is needed, such as backup and follow up. The secondary school has tried to integrate all kinds of new structures, but the results have not changed. What is missing? No one is asking the children what they need. An example of the problem: Spanish is being taught from a Dutch textbook!'

'We are hopeful that the language issue will be resolved: 'This is the last chance that we have to really get it right. For the first time, we are hearing that the decision doesn't have to be either English or Dutch. The debate has been so bitter and polarized. Now we realize that we can make our children competent in both English and Dutch. We have lived this. We know what's going on Most of the consultants who come assume that we don't know anything. I've seen so many consultants and so many reports. The last 3 or 4 years has been even more consultant-intensive. But we don't know who is coordinating the process, the research, the implementation...?'

'Children are not being given the educational opportunities that they deserve. They have the intelligence and capacity to excel, but the system is failing them. At the pre-school level, the parents' meetings are full of parents. At primary, there are fewer, at secondary, almost none. Parents need to be allowed to sit in on classes.'

'Caribbean teachers are better integrated into the local community. They go to church, etc. Some Dutch teachers have lived on Statia for a long time and they have been integrated into the community and they treat parents better. The GvP is supposed to give the students a choice of profiles, but there are not enough subjects offered to students to really give them a choice. They are limiting our children more and more. A lot of people from overseas do not believe that Statia should have HAVO.'

'People in Statia need to become more aware of the need for people with special challenges to find a place in society. In the SDA school, the students in the first cycle get Dutch only as a foreign language subject given by a special Dutch teacher. The SDA school has Guyanese teachers, who are giving the children a firm foundation in English. In Saba, the students get their lessons in English as language of instruction. You can see it in their high levels of performance and confidence.'

'There needs to be a proper orientation for teachers coming from the European Netherlands. We used a buddy system. You could see their faces lose their enthusiasm their first year in September and October. Teachers from Holland need to have less pressure during their first years. But they have to admit that they need help first. Many teachers who come to Statia from Holland are running away from problems there.'

'The GvP Vice Principal's strength is the students, but she is not being allowed to do this any more, because she has so many administrative tasks. The GvP Vice Principal is having a very hard time. She is bypassed in decision making. Every year, more and more Dutch teachers are being brought in and the local teachers feel more and more to be a minority. Local teachers seem to get a European Netherlander teacher assigned to monitor them.'

'The *Schakelklas* had a discriminatory concept behind it. The sentences that the students practice sometimes put the European Netherlands in a positive light and Statia in a negative light. When they finally introduced English at GVP, they said that Statian English was bad. So the students continued to have their identity under attack. Many Dutch teachers are being very disrespectful.'

3.5.2 Focus Group Sessions and Interviews at Agency 'B':

'Creole is the spoken language in Statia. School English is not mastered by students. English is best as the language of instruction. Proficiency in English is the basis for proficiency in Dutch. We need to know how the transition is being made in Saba. We need to know how to manage the transition from English to Dutch in Statia. Perhaps we should have English as the medium of instruction with intensive Dutch classes.'

'Students should be given a foundation in their own language before they are expected to perform in a foreign language.' 'Students are getting a negative attitude toward Dutch. 'Teachers from Holland are expecting the students to perform in Dutch as L1 or L2, not as FL. Most of these teachers aren't trained to teach Dutch as a FL. When the students don't perform, the teachers tell them 'You should know that.' The students feel like failures, because they are foreign language learners of Dutch, not L1 or L2 learners.'

'It is important to start with Dutch as foreign language very early. *Schakelklas* would not be needed if the *spelend onderwijs* is done properly. Submersion is not working. Students don't like it. Cycle 2 of primary school should work more closely with the secondary school. Dutch is being taught as if it were a first language, it should be taught as a second language. A stakeholder who just recently returned to Statia after many years in the European Netherlands thinks Dutch is the best medium of instruction for secondary school, another stakeholder thinks English would be best. 'If you don't speak the Dutch, you gonna be in trouble!' 'How can you master another language if you don't know your own?'

The transition to *schakelklas* is too sudden. If a switch is made to English in secondary, the system has to change. Government has to make sure that government as an employer does not insist on high levels of spoken and written Dutch. Right now, if you want to work as a teacher or a social worker, you have to be proficient in Dutch *and* English.

'There is a problem with the *CITO toets*. Parents on Statia don't have the resources that European Dutch parents have to train their children to take the *CITO toets*. The test comes from the

European Netherlands and is not adapted to Statia. Students are being pressured by the *CITO toets*. They are not prepared for the *CITO toets* and they fear it. It's difficult for parents to help their children with all of the changes in the curriculum. The *toets* was introduced without a curriculum. The students can't succeed in such a system. It's almost as if the system was designed for the children to fail. We the parents are not allowed to know what is on the *toets*. So we can't help our students.'

'Teachers from Holland get no orientation before they come to Statia. The school boards should address this problem. Often, teachers from Holland don't know how to relate to Caribbean students.' Before, school was fun. Even the Dutch teachers mixed with us. When you went to school, you could expect a touch and a kiss and a hug. People shared the food that they cooked, everything. Since 10/10/10, the teachers from Holland do not mix with Statians. They stick to their own group. As a parent, I am really concerned about having my child attend GvP. The teachers from Holland separate themselves, use their own beach, etc.'

'The school management is not providing leadership. They don't sell the vision of the school to all of the stakeholders. If everyone is not on board, the vision can't be implemented. There is no chance for parents to get a meeting with the teacher. The teachers' programs are too tight. As soon as the teacher thinks that she has a free moment, the management comes along with a last minute meeting or workshop or something else. Space has to be left for parents who want to visit the school. I am a Statian. When I look at the Boards of many organizations on the island, they don't have the experience or the training to take on their responsibilities and provide leadership and management.'

'Primary schools need to come together as one to develop learning lines and methods for teaching the subjects. There should be a separate department that links up all of the school boards, to coordinate their programs. Too many times personal interests get in the way of the best interests of the children. All of the schools should be aware of what one another is doing. They need a central coordinating body that can get out to the schools to make sure that everyone is doing what they need to do. There needs to be a clear policy and people need to know what the policy is and be committed to implementing it. There needs to be a system of rewards (and penalties?) involved for implementing a policy.'

3.5.3 Focus Group Sessions and Interviews at Agency 'C':

'Since 10/10/10 there are increasingly negative attitudes towards Dutch.'

'Right now, there is a major problem in the schools. The Dutch teachers are separating themselves from the Caribbean teachers. The Dutch teachers are afraid of the students. The teachers see students fighting and touching one another in an inappropriate way, but they don't correct them. The teachers are not keeping track of which students are coming to school and which students are not coming to school. The major problem at the moment is respect.'

'There are still many students going to Holland to study. Many think that they will be able to get by with English in the European Netherlands. I tell the students that they need to speak Dutch in Holland. They are still very fearful of speaking Dutch. I tell students that it is a great advantage to speak more than one language, not a burden.'

'Students are always complaining that there is nothing to do on the island. I tell them that they can create things to do. I tell the students that if they don't understand what they are being taught in

school, they aren't trying hard enough. I tell them that they have to put more energy into making the best of what they have.' 'Students really need rules. They need to know the boundaries.'

'In Statia and Saba until 1982, there was no secondary school. The parents who stayed behind never learned to cope with adolescents. When secondary schools were finally built, people did not know how to cope with adolescents.'

'In Saba, people are very proud and fight for their youth. You can't go to Saba and tell the people that they are doing something wrong. There is a lot of bias between Sabans of European and African descent. But Sabans do not bring these problems out in public. This is not so true in Statia.'

'When TV and the internet arrived in Statia, the young people were exposed to a lifestyle that depends on having a lot of money, so they want to get rich quickly. So, they begin to get into negative activities to make quick money.'

'You cannot pressure a child. You have to wait until they themselves see what they need to do. I never forced my children to read books. My children saw me read a lot of books followed my example.'

'Most parents are just existing, living from day to day. Last year, we had 14 girls pregnant under the age 18 with most of the fathers over the age of 30. In Saba, the rate is not so high. The home environment is not giving the right messages to the young people. Before, parents went to school in order to discipline their children in front of the teacher. Now, parents come to school to discipline the teacher in front of their children.'

3.5.4 Focus Group Sessions and Interviews at Agency 'D':

'In the ABC islands, Dutch is more important than in Statia, because here English caters to peoples' needs. Maybe students can be split up into those who want to school abroad in English and those who want to school abroad in Dutch. Of course, in the European Netherlands, many university courses and textbooks are in English. People are reacting against the perceived imposition of Dutch since 10/10/10. Most students give up or resist learning Dutch. There is a need to have English as a basis before going to Dutch. It would be better to introduce Dutch as a foreign language subject, but as a special foreign language subject that starts at *kleuterschool* as *spelend onderwijs*.'

'There are two options, either get rid of Dutch or start Dutch from the beginning. There is a need to start Dutch from *kleuterschool*. English as the main language is probably the best option. Dutch should be taught as a foreign language. Just like in the European Netherlands, Statian children need to get a good foundation in their mother tongue (English) first. 'I went to an English only school, with Dutch as a foreign language subject. This worked for me but I don't have enough Dutch to perform in certain jobs. Many of my fellow students from the same English only school actually went on to succeed in Dutch. Some had to repeat grades, but they finally mastered Dutch. Maybe there should be advanced courses at the end of secondary education for those who want to go to the European Netherlands, say 2 years of intensive Dutch and cultural orientation.'

'Dutch is a foreign language and the goal in Statia should be to get students academically competent in both English and Dutch. 'If a student does not want to go on to study in a Dutch speaking country, they should be able to get their subjects in English, with English as language of instruction and Dutch as a subject.'

‘Right now many Statian students don’t even master English. They need to get a good foundation in English before they go on to Dutch. Right now, the system is not working for the majority of the students. The system has to change in a structural way (hardware, not software). There is too much pressure on students to learn Dutch. If students’ Dutch is not good enough, they just give up.’

‘Because of the way that the system is set up, a lot of students see further studies in the European Netherlands as the only alternative. Fewer and fewer students are considering the ABC Islands for further studies. Students are more and more motivated to study in the US or the US Virgin Islands. But in the schools, the European Netherlands is being promoted for further studies.’

‘There is too much pressure on students to learn Dutch. If they can’t cope with Dutch, they fail. We have a student from the Terminal School here who is 8 years old, he gets all of his subjects in English. He is already studying things that GvP students are learning and he gets more homework than GvP students. He has English as language of instruction and Dutch as a subject. At the SDA school, the students get a lot of English, and they do better than at other schools.’

‘There is a big group that comes to us from *Schakelklas*. Many of them request extra Dutch lessons. The SDA school starts Dutch later than the other schools, but their students are more advanced in Dutch than the students from the other schools. Many of the students who come to us come because they can’t cope with Dutch. Many try to use translation programs on the internet.’

‘With 10/10/10 there has been more Dutch influence at different levels, and people are reacting more negatively toward the European Netherlands and Dutch as a language. Once when I went to address a class at GvP, I was forced to speak Dutch. This made me nervous. I had to make sure that I didn’t make a mistake. Stadians often feel nervous speaking Dutch, even if they speak Dutch well. People feel that the European Netherlands is coming to take over Statia.’

‘Local people are upset that the European Netherlanders have established separate spaces on the island, for example Mazinga on the Bay and the terrace at GvP school. Non European Netherlanders feel very reluctant to come into these spaces.’

‘Many Stadians told me that they would not attend 10/10/10 event because it was nothing to celebrate. These political tensions affect the schools. New rules and policies that have come into effect since 10/10/10 have made peoples’ attitudes more negative. When a Statian goes to St. Martin, they are waived right through immigration, but when Stadians come home, they are made to wait in line to check their passports. The new duties on things that we buy for personal use are not fair. For people on the island, there is no way to get these things except for off island.’

‘GvP is not the same as it used to be. There is a lot more tension. There is a lot more hating between the students, between the teachers. We used to have outings, basketball, we would go to the beach. There was a lot of music in school. But now, school has become a ‘stress point’ for a lot of students. Before school was fun, we wanted to go to school. Before, parents were more strict, so the only time we had to meet others was in school. Parents have no time for their children now and children sometimes don’t listen to their parents. They come to me and say, ‘Take care of my child, I can’t.’

‘The spoken language for youth in Statia is ‘street English’ they speak very little Dutch. ‘Statian English has no place in school and that students need to be trained in School English. Students address each other in Statian English.’

‘Teachers at the primary level speak English, many cannot speak enough Dutch (even those from Suriname). Secondary students can’t cope with Dutch. Transition class has improved students’ Dutch. But the *schakelklas* produces negative attitudes, because it is not compulsory for all students. Selection for the *schakelklas* is sometimes experienced as a personal failure and it extends secondary education for an extra year.’

‘Most teachers don’t speak Dutch. We can’t expect students to perform in Dutch if teachers don’t have adequate levels in Dutch. In the secondary school, teachers have to give lessons in English, even in Dutch classes, because students don’t have the necessary levels in Dutch. Parents who know Dutch don’t speak Dutch to their children. Older people speak Dutch better, because Dutch was a more important language before. A few families speak Dutch at home. These are normally more highly educated parents or European Netherlands mixed marriages, etc. Television and everything else is in English. There is no Dutch in the Statian environment, even less than before. There is a need for Dutch children’s programs on TV and radio, but it is doubtful that the young people will be willing to tune in to such programs. ‘The young people need more exposure to Dutch. Maybe there should be exchange programs with students from the European Netherlands and more entertainment programs from the European Netherlands. Previously, the HAVO 5 class would take a trip to the European Netherlands. That was good. Summer camps in Holland would be good. Students need more orientation to prepare them for going abroad.’

‘Teachers from the European Netherlands experience much difficulty upon arrival in Statia. They need more solid preparation, at least to make them aware of cultural differences and the special variety of English spoken on the island.’

3.5.5 Focus Group Sessions and Interviews at Agency ‘E’:

‘The way that language is being handled in the schools today is unsatisfactory and creates a lot of resistance. Maybe only 5% of the children will be able to do anything in Dutch in their lives. More children should go to neighboring islands for further education. There is a general resistance to the Dutch and Dutch language, because people feel that it is being imposed on them. People here have a history of people telling them what to do. People speak of ‘Statian identity’ but in fact the island has an incredibly diverse and mobile population. For many on the island, the church perhaps provides a sense of identity.’

‘Dutch is a foreign language on Statia. There is no consistent informal input in Dutch for the average Statian child. The children should get a foundation in Statian English/Standard English before they are expected to perform in Dutch. At GvP students are forced to learn Dutch. Some children like learning Dutch.’

‘65% of the people in Statia have reading levels that permit them to read newspaper headlines, but little else.’ ‘Before, there were not a lot of Dutch teachers at the primary level, but now this has changed.’

‘Because of peer pressure, the students reject Dutch in favor of Stavian English, even students who come from the European Netherlands. People should have a choice in terms of language in education. If children had the choice, they would feel more natural in their school work.’

‘Children coming from primary school feel lost at the secondary level, there is bullying, etc.’

‘Sometimes there is tension between GvP and us over which language we should use in the classroom there. We prefer English, but GvP insists on Dutch. ‘I think that if you want to achieve something with these students, they need to be able to express themselves in their own language. I tend to agree with the local teachers in this area. It is unreasonable to expect the children to interact in Dutch at GvP. The students do not master Standard English either.’ ‘The Surinamese and the local teachers often use English, but some of the Dutch teachers are insistent on using Dutch at all times.’

‘It is hard for the students to express themselves in Dutch. The children don’t know who they are, they have emotional and verbal deficiencies, low self esteem. When they excel in school, it is often not reinforced. Peers might even criticize it.’

‘Society has changed. Before, children had to leave the island at the age of 12 to go on to further education. This they had to do on their own. Perhaps it helped them to get a fresh start and to learn to manage on their own and get the confidence they need to cope. Now that the secondary school is on the island, they don’t have this opportunity, and they tend to get stuck in negative patterns. Students need to take advantage of opportunities for further education after secondary on neighboring islands, rather than in the European Netherlands. 8 or 9 students go to the European Netherlands from Statia each year. It is very hard for them there, and many fail.’

‘There is no orientation for people coming from the European Netherlands. I had no orientation. Stavians who I employ feel a lot of pressure, because everyone knows their history and they feel a lot of pressure to fit in. You have to be strong and secure in your own identity. Everyone has enormous social struggles here, both European Netherlands and Stavians.’ ‘Some say that Statia is the most stressed out island in the Caribbean. Everyone is unhappy.’

‘We face the challenge of trying to implement a project that is part of the Dutch government, but because of our experience, we have to constantly find ways around the system, to make it work here. We should be able to get the support that I need to work in a different way in this very different situation.’

‘Many people criticize Stavians. They call the people of Statia ‘lazy’. But traditionally Stavians have been very self-reliant. A lot of Stavians have many jobs. Many people have their paid jobs, but also they have many other community responsibilities, many of which are actually more important to keeping the community together than their paid jobs. I really admire how readily people have taken on many of these functions. Many people actually come to work to rest, because they are doing so much unpaid community work outside of work.’

‘There is a real danger of severe loss of social cohesion on Statia in the near future. Fewer young people are going to church. The people who hold society together are now in their 50s and 60s. Those in their 30s and 40s are working in offices such as this. But I don’t know if the youth today will be prepared to take on these tasks.’ ‘Children do not want to work with their hands, they want office jobs. Children want to work for money, not for self- or community- development.’

It is not difficult to work with children here. They are less ‘hardened’ than Dutch children. Children have a lack of stimulation. Children are not *talked with*, but *talked to* at the primary level. Children are automatically promoted from one grade to another at the primary level, even if they cannot read or write. GvP inherits these and other problems from the primary schools.’

‘Society has become more difficult for children now. We have tried to organize identity-affirming events for Black History Month, etc, but very few students attend, because they are distracted by the media, the internet, etc. Maybe 70% of families have challenges that impact the children. Perhaps 90% of children have some challenge or another. We have many children who are depressed, suicidal, lacking in terms of identity, etc.’

‘Before 10/10/10, there were few rules and regulations. Now there are so many rules and regulations, that people don’t know what to do with them. For example, there is a lot of poverty on Statia, but only 14 people are on welfare, even though some don’t have enough to eat. Because people are poorly equipped to deal with all of the new post 10/10/10 rules and bureaucracy and because they are ashamed to admit it, they don’t apply.’

‘One element that needs to change to solve these problems, is to change the language in school so that it corresponds to the language that the children bring from their homes. But this is only a small part of the solution. Parental responsibility needs to be cultivated and this has to be done among the youth.’

‘The language situation is difficult. I went to the European Netherlands for 15 years, but arrived back in Statia from Holland one year ago, and I speak mostly Dutch and some English to my children. ‘I can’t stand Yankin’, I use English when I am angry with my children.’ When students reach the European Netherlands, they need remedial Dutch. ‘Here in Statia, not enough Dutch is given to equip students going to the European Netherlands. Many teachers in Statia cannot handle Dutch. Before, there was more concentration on Dutch. I was better prepared with Dutch when I went to Holland. Before, we started Dutch in Group 3. Teachers were more competent in Dutch. English is our home language. Especially in secondary school, the teachers want the students to be proficient in Dutch, but they are not prepared to do so. Teachers cannot expect the students to express themselves in Dutch.’

‘Teachers should understand that the European Netherlands is Dutch, but Statia has a lot of English. There is a need for more Dutch courses for parents and teachers. Dutch should be Statia’s number one language. Statia’s first language used to be Dutch, but no longer. In the future it should once again be Dutch. In the end, the children should master both languages.

‘The secondary school insisted that we do our modules in Dutch. They said this is a Dutch school, a Dutch island, etc. I told them that the children do not have enough Dutch to express themselves freely. The children need to feel comfortable expressing themselves. We had a confrontation with the secondary school that day. We can stimulate Dutch, but we need to give the students the space to express themselves in English. It’s hard for the students to express their feelings in Dutch. During the sessions, we used English, but we picked out those children who speak Dutch to translate for them into Dutch. But those children don’t want to use Dutch. They want to identify with the other English speaking children. Children don’t like to speak Dutch. Whenever we do counseling, we speak English only. When a European Netherlander counselor tries to understand Statian, it is very

difficult. The European Dutch counselor needs a translation. The children master neither Dutch nor English.'

'The bilingualism of Statia should be used to its advantage. Most Statian students go to the European Netherlands for higher education, but most Saba students go to the US. The secondary school *schakelklas* (two classes for VMBO and one for HAVO) students are not allowed to speak English. This has brought about a lot of resistance. The students really don't like the *schakelklas*. They see it as being put back one year. A secondary school teacher told me that because the students have to do everything in Dutch, it makes it seem that they are less intelligent than they actually are. The students have to do their exams in Dutch. It is difficult to assess students' levels and to track them because of the language issue. The *schakelklas* is seen as a year to make sure that the students are tracked more accurately.'

3.5.6 Focus Group Sessions and Interviews at Agency 'F':

'Dutch is like icing today in Statia, you really don't need it. You eat your cake, and if you have icing, so much the better. The only time you need it is at school. '

'We should always go from the known to the unknown. Repetition is important for students. Children need to learn to use language naturally and fluently. Everything should be done through play, so education is a positive experience, going from success to success. Even in the higher grades and with adults, education should be fun.'

'Dutch has been introduced too late. It needs to be introduced earlier at the pre-school level.' 'There was a teacher who was teaching Dutch at the pre-school but the teacher left. There are financial limitations and difficulties finding someone willing to teach Dutch at the pre-school. The teacher will only be part-time, teaching 20 minutes per class. Most people want a full time job. They will have to be either part-time or combine it with something else. It would be optimal if a Dutch teacher could be found who could share their time between the pre-school and the primary school.'

'Dutch needs to be taught in a fun way. The Dutch teacher has to teach through play. It is not easy to find a person who can do that.' 'The Dutch materials available at the pre-school are first language materials.'

'Dutch should play a bigger role at home, but the parents don't speak it. There are no regular Dutch classes for parents. Many cannot afford them.'

3.5.7 Focus Group Sessions and Interviews at Agency 'G':

'Children's parents can't help their children with school, because they don't speak Dutch. Children get a complex about speaking Statian, the language that they are most comfortable with.'

'The dumbest Dutchman here on Statia thinks that he is smarter than the smartest Statian. The stupider they are the smarter they feel. I can count on one hand people from the European Netherlands who I can speak with as an equal. Stadians have a hard time expressing how they feel about this.'

'Before, in group 6 and 7 children had to speak Dutch. The teachers were European Dutch. It was hard for the students to cope with Dutch. In those days grade 6 was the highest [that most students completed]. Only certain students were chosen to go to Curaçao and Aruba to continue. Those who

stayed back in Statia could go on another year. In grammar class, we learned about proper English. In some classes Dutch was enforced, in others no, even in grade 6. Children now have more freedom, many just skip classes. Before there was a strict separation between girls and boys.' 'Dutch is more important for children than English, because children need to go to the European Netherlands and there they will need Dutch.'

'When we were going to school, we were much more disciplined in studying. Now children don't have a high regard for teachers. Before teachers had better connections to our families. Now if children complain, their parents might come and cuss out the teacher. It was much more difficult to get a scholarship before, now it's too easy, so students are no longer trying.' Maybe Dutch isn't the best as a language of instruction, because students need to understand their lessons. But Dutch must be a strong second language subject. Students can learn to be fluent in Dutch in the European Netherlands if they go there. I had a hard time learning in Dutch. It had negative effects on my motivation and attitude.'

'Now young people are less motivated, especially Statia-born children. Spanish speaking immigrants do better because they are more motivated. Men in Statia are motivated to speak Spanish, because they like Spanish speaking women. Many children are motivated today, but many others just don't want to learn. You have to have it in your head that you want to do it, you have to be motivated. It has to start with the parents. You can't wait until the children get big. You have to start young. Parents do not attend meetings. The ones that come are the ones who don't need it. Maybe more social services are needed to address the situation in the home. People who have problems don't want to go to public places to discuss their problems. Social services need to go to the homes of the people who need their services. Many people won't allow social workers into their homes. They see this as getting into their business.'

'Many teachers are frustrated with the students' and parents' attitudes. Teachers are being disrespected, and therefore they lose motivation. Some people like teaching, they're not just doing it for the salary. They're doing it from the heart. When they don't get encouragement, they feel abused.'

The young ones who don't want to learn, are the ones who drop out and have children, so that the negative dynamics are perpetuated over the generations. The children who do succeed leave Statia and they don't come back. Government is not making it attractive. Many are told when they come back that they are overqualified. So those who don't want to learn stay on the island and pass their lack of motivation to their children who also stay on the island. The ones who are motivated leave the island and don't come back.

'What are the opportunities for adult education in English and Dutch to help the parents to help their children in their studies? To tackle this problem there has to be a lifelong learning approach, from early childhood all the way to adult education. There was an attempt to get Netherlands Dutch teachers from the schools to give Dutch lessons to adults, and people enjoyed it, but the teachers couldn't keep it up. This was done with the approval of the Education Department. A group of civil servants organized themselves to perfect their Dutch, but the funding ran out.'

'Right now the teachers come here from the European Netherlands with no idea of how life is in Statia. A lot of European Netherlands come here and see Statia as a 'backward place in Africa.' European Netherlands are shocked to see people driving in cars. They think that they are coming to 'help these poor natives.' They have the best intentions, but the wrong ideas. They come like the missionaries before. Some European Netherlands who were here before, come back and still think

that things are as they were before. Maybe a six year contract would be better than a three year contract for expatriate teachers.'

A stakeholder from the Dominican Republic pointed out that the Spanish speaking community needs Dutch courses as well to obtain the Dutch nationality, to help their children with their homework and to become integrated members of the society. 'Because Statia is part of the Netherlands, you need to know Dutch.'

3.6 Focus Group Sessions and Interviews with Politicians.

'[In government employment, no knowledge of Dutch would be a handicap, but for 90% of government positions, there are equal opportunities for those who only master English. On the other hand, Dutch is the only language used for all official government documents, unless the information is strictly local.

'Children today master neither Dutch nor English, especially in writing. Some feel that lessons should be in English, then everything should be translated into Dutch. Learning should be contextualized. English should be the language of instruction and Dutch as the second language. Right now Dutch lessons are translated back to English. That is backwards, we should be going from English to Dutch. Dutch should be obligatory. Because we speak English, we have to start with English. We need to master our own language.'

'Government needs to have more input into how scholarships are allocated, to make sure that Statians study to meet the island's needs and come back to Statia ready to contribute to the island. Some students without Dutch nationality succeed in finishing school at 16 and can't get a scholarship until 18.'

'Some students get a scholarship, go to the European Netherlands and then fail the entrance exams and have to come home. Many people's children are experiencing this, and the parents end up having to reimburse the scholarship money. More local options within the Caribbean would give students a chance to stay closer to home and to avoid the extreme culture shock of going straight to the European Netherlands. Some of these problems could be avoided by giving instruction in English, the administration of intake exams on Statia, better language preparation, stronger student orientation, stronger counseling about further education, etc.'

'We need more data on desertion and repeating. Statistics are not readily available. The situation since 10/10/10 has made the situation more complex and less easily assessed. Repeaters and deserters need to have input into the research process.'

'Some teachers give up on the children.'

5. Recommendations

In terms of language policy in Sint Eustatius, the general results from all of the modules of the present research project (including the Attitude and use survey, the Narrative proficiency test, the Classroom observations, the stakeholder Interviews and the Literature research) have provided us with the solid and cross-verified empirical evidence necessary to draw the following conclusions:

- 1) All stakeholders share a common goal: Maximal proficiency in both English and Dutch for all St. Eustatian students. There is a common misperception, however, that teaching a foreign language such as Dutch in St. Eustatius as a first or second language, or using Dutch as a medium of instruction or initial literacy will automatically yield better results than teaching Dutch as a foreign language.
- 2) Because English is a first or second language of the majority of students and is a language widely used in daily life in St. Eustatius, maximal academic proficiency in English has been shown to be best achieved when it has been used as the language of instruction in the schools of St. Eustatius, and not simply taught as a language subject.
- 3) Because Dutch is a foreign language for the majority of students and is a language rarely used in daily life in St. Eustatius outside of school, maximal informal and academic proficiency in Dutch have been best achieved when Dutch has been taught as a foreign language in the schools of St. Eustatius and when Dutch has not been used as the language of instruction (see the results from the primary schools in the sections below).
- 4) Transitions in Primary Education from one language of instruction (English) to another (Dutch) have proven to be difficult and counterproductive in the schools of St. Eustatius.
- 5) The use of Dutch rather than English as language of instruction in St. Eustatian schools has had a negative impact on students' academic performance in all subjects (including Dutch) and has effectively excluded the majority of them from access to quality education, as observed by teachers, parents, schoolboards and other stakeholders interviewed in this study.
- 6) The use of Dutch as language of instruction and of Euro-centric approaches, methods and materials has alienated St. Eustatian students from their own language, culture, and community, with increasingly corrosive effects on their self-esteem at the individual level as well as on St. Eustatian society as a whole, with St. Eustatian students adopting an increasingly hostile attitude toward Dutch language and all things Dutch, as pointed out time and time again during our interviews with students, parents, teachers in both primary and secondary education and other stakeholders.
- 7) Although the Schakelklas may have a positive effect in terms of the student's attitudes towards Dutch, teachers observed that many students would be doing better if they were being taught in English.
- 8) Basic pedagogical principles, such as: 1) using what students already know to introduce what they do not yet know; 2) establishing a solid foundation in academic competence in English based on their informal competence in that language; 3) building on this first language academic competence in English as well as on a carefully cultivated informal competence in Dutch to eventually establish an academic competence in Dutch; and 4) the introduction of key concepts in mathematics, the social and natural sciences and other subjects in a language known to the students before introducing these concepts to them in a language that they do not know, have often been violated in the schools of St. Eustatius, with predictably frustrating results for the

meaningful participation of students, teachers, parents, and other stakeholders in the educational process.

Based on all of the evidence and these conclusions, we advance the following language policy options for achieving maximal informal and academic competence in both English and Dutch in the schools of St. Eustatius:

Option 1:

- Standard/school English as the only language of instruction and as the language of initial literacy in the pre-primary, primary, and secondary schools, with attention paid to the transition from Stavian English to Standard/school English during the first years. Dutch should be taught consistently and systematically as a foreign language at all of these levels.
- Foreign language instruction in Dutch should follow a strategy of *spelend onderwijs* at the pre-primary level and during the first years of primary school, to ensure that all students gain a sufficient informal competence in Dutch to allow them to begin to acquire an academic competence in Dutch.
- Literacy in English should begin to be taught in the first years of primary school, while literacy in Dutch should not be introduced until a solid foundation has been established in reading and writing English (probably in *groep 5* of primary school).
- Thereafter, academic competence in Dutch can be further consolidated on the basis of students' academic competence in English. This means that, in general, academic concepts should be taught in English first before they are introduced in Dutch.

Option 2:

- Standard/school English as the only language of instruction and as the language of initial literacy in the pre-primary, primary, and secondary schools, with attention paid to the transition from Stavian English to Standard/school English during the first years. Dutch should be taught consistently and systematically as a foreign language at all of these levels.
- Foreign language instruction in Dutch should follow a strategy of *spelend onderwijs* at the pre-primary level and during the first years of primary school, to ensure that all students gain a sufficient informal competence in Dutch to allow them to begin to acquire an academic competence in Dutch.
- Literacy in English should begin to be taught in the first years of primary school, while literacy in Dutch should not be introduced until a solid foundation has been established in reading and writing English (probably in *groep 5* of primary school).
- Thereafter, academic competence in Dutch can be further consolidated on the basis of students' academic competence in English. This means that, in general, academic concepts should be taught in English first before they are introduced in Dutch.
- At the end of the second year of secondary school students can opt:
 - 1) to continue on an academic, professional, or practical track with English as the language of instruction and Dutch as a foreign language; or
 - 2) to shift to a HAVO or VMBO track with Dutch as the language of instruction if they plan on further studies in the European Netherlands or the ABC islands (in which

case, they will receive some additional hours of instruction in Papiamentu/o as a foreign language).

The successful implementation of either of these options will depend on the following:

- 1) Teachers should have systematic and dependable support in terms of training, coaching, supervision, and networking with other teachers.
- 2) Teacher placement should be very carefully done, to ensure that no monolingual Dutch teachers are placed anywhere except in Dutch foreign language classes, or (if Option 2 is selected) in the HAVO and/or VMBO classes of the final two years of secondary school.
- 3) More attempts should be made to recruit teachers from St. Eustatius and the rest of the Caribbean region.
- 4) Teachers recruited from the European Netherlands and elsewhere outside of St. Eustatius should be able use English as a language of instruction. They should first undergo a comprehensive orientation program before they arrive in St. Eustatius, and then be assigned a 'buddy' to help them to successfully adapt once they arrive on the island. Teachers should be encouraged to integrate into St. Eustatian society, rather than separating themselves from it. Teachers who integrate well should be offered contracts of longer duration than the standard three year contract.
- 5) Relatively uniform but generally flexible learning lines which reflect best practices should be established with maximal input from the teachers themselves.
- 6) Culturally appropriate English first language materials should be acquired and/or developed for the teaching of all subjects at all levels (but especially at the pre-primary and lower primary levels), except for Dutch as a foreign language and the subjects of the HAVO and VMBO tracks in the last two years of secondary education (if Option 2 is selected).
- 7) Linkages between the pre-primary and primary schools should be strengthened, with the goal of ensuring that *spelend onderwijs* begins in Dutch as early as possible. Caribbean-adapted Dutch foreign language materials and culturally sensitive Dutch foreign language teachers should play a crucial role at the pre-primary level in laying the foundation for informal and academic competency in Dutch at the higher levels.
- 8) A system should be put into place to identify, acknowledge, reward, publicize, and disseminate best practice by teachers, administrators, and other stakeholders.
- 9) Secondary school students should have easy access to counselors and regularly scheduled individual and group appointments with them, to make sure that they are fully aware of their options in terms of tracking within secondary education and further study after graduation.
- 10) More opportunities should be made available for further study in the Caribbean region (e.g. by creating agreements and exchange programs with Caribbean tertiary institutions), where students can stay and feel closer to home. Currently, there is a strong focus on the European Netherlands as the only possible venue for further studies. Counseling should play a key role here during the first years of secondary education. More opportunities should be made available to graduates to return and make a living in St. Eustatius.
- 11) Students intending to pursue further studies should be made aware of options for study as geographically and culturally close to St. Eustatius as possible. Any student with plans to study off island should undergo a thorough orientation process. Whenever possible intake and other tertiary entrance examinations should be taken and passed by students while they are still on St. Eustatius.

- 12) Stronger linkages should be forged with support agencies such as Edu Partners, the Mega D Foundation, the Education Care Expertise Center, the Youth and Family Office to provide counseling, study skills, and other services to complement those provided in the schools.
- 13) Parents should be reintegrated into their children's learning process and more time should be made available for parent-teacher meetings. Report cards should be made more user friendly to give a clearer overall picture of students' performance, parents should be allowed to sit in on classes and participate whenever possible. Dutch classes should be organized for adults/parents.
- 14) More attractive opportunities should be made available to students to use Dutch outside of school and to cultivate an appreciation for the language. Perhaps the system of summer camps in the European Netherlands could be revived. The secondary school should make further attempts to reconnect with the surrounding community.
- 15) Special attention should be paid to the particular needs of the high percentage of students who were not born in St. Eustatius and/or are not Dutch citizens. These needs may be twofold: scholarships for secondary education students (between the ages of 16-18) who are not Dutch citizens and special attention for students from Spanish speaking and other backgrounds who may not wish to pursue their studies in the European Netherlands.
- 16) All standardized national testing should be in English, except for: 1) tests for competence in Dutch as a foreign language (here '*Profiel Taalvaardigheid Hoger Onderwijs*' or '*Certificaat Nederlands als Vreemde Taal*' can be utilized as a guide); 2) tests in the HAVO and VMBO tracks (if Option 2 is selected); 3) any students who opt to be tested in Dutch. Some experimentation could be done whereby the Dutch exams could be translated *both* linguistically (into English) *and* culturally to suit the St. Eustatian context.
- 17) The appropriate legal framework should be identified for the use of English as language of instruction.
- 18) Where there are questions and stumbling blocks in the implementation of a system with English as the language of instruction and Dutch as a foreign language, reference can be made to the school system on Saba which generally follows the British (CXCE) system and to the St. Eustatius Terminal School which generally follows the US (College Board) system, to determine the optimal solution for the schools on St. Eustatius.
- 19) Stavian English: At all levels, teachers should normally use Standard English rather than Stavian English in their classes, and expect students to do the same. Whenever Stavian English is used by students in class, teachers should immediately take advantage of the moment to demonstrate to students how the same thing is said in Standard English, gently and non-judgmentally reminding the students of the contexts where Standard English is the preferred form, such as at school.
- 20) Dutch should be taught as a Foreign Language, as the vast majority of the students are non-speakers of Dutch with very limited access to Dutch outside the school system. Crucially, Dutch cannot be taught as first or second language. Foreign language education to foreign language speakers can be demonstrated to be more effective than first or even second language instruction to foreign language speakers (i.e. non-speakers) of Dutch or any other language. Models of Bilingual Education (Dutch-English) in Holland cannot be adapted to Sint Eustatius, because of the different status of the two languages in the two parts of the Kingdom. English is increasingly becoming a second language in the European Netherlands. Students in Holland have massive access to English through the media, fostering high comprehension levels on a daily basis from early on, which facilitates the use of English as a language of instruction in the European Netherlands within a model of bilingual education.. The same is not true for Dutch in Sint Eustatius, where English is the dominant language and Dutch does not play a significant role in most peoples' daily lives, apart from school and governance.

21) Number of hours per week for Dutch as a foreign language: An example of how Dutch could be included in the curriculum as a foreign language could include the following: at least 3 hours of ***spelend onderwijs in Dutch per week in all years of pre-primary education***, at least 4 hours per week of Dutch as a foreign language in all of the primary school years, and at least 4 hours per week of Dutch as a foreign language during the first two years of secondary school. During the final two years of secondary school, the number of hours of Dutch as a foreign language would vary based on the orientation of the track.

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Appendices

Appendix 1.1 Questionnaire for pupils in primary schools

Questions for pupils in primary schools

Your name will not be written on this paper and no one will know what your answers are.

Please use a cross (x) to show whether you agree or disagree with the following statements

Yes = this is true about me

No = this is not true about me

Neutral = this is neither true nor untrue about me

		Yes	No	Neutral
1.	I think of myself as a Statian			
2.	I feel strong ties with the Netherlands			
3.	I am happy to be Statian			
4.	I feel close to other people from Statia			
5.	If I have children, I would want them to speak both English and Dutch			
6.	I like speaking standard/school English			
7.	I think Dutch is a difficult language to learn			
8.	I think that school should teach me to read and write in English			
9.	I think that school should teach me to read and write in Dutch			
10.	I like to hear people speak Dutch			
11.	I think Statian English is important for the people in Statia			
12.	I think it is a waste of time to learn Dutch			
13.	When I am older I would like to study overseas in a country where people speak English			
14.	When I am older I would like to study overseas in a country where people speak Dutch			
15.	I would like to know English better			
16.	I would like to know Dutch better			
17.	In classes where the teacher speaks Dutch, I feel free to express myself			
18.	When my homework is in Dutch, my parents have trouble helping me			
19.	I feel comfortable speaking English in my classes.			
20.	The textbooks we use in school have little to do with our life in Statia			
21.	I am unhappy with my results in school			
22.	I feel uncomfortable speaking Dutch in my classes			
23.	When classes are not in English I sometimes get mad and act out			
24.	I would like to have my teachers to speak English more in class			
25.	I like textbooks in English			
26.	I like textbooks in Dutch			
27.	I want my teacher to speak English and Dutch in my classes			

Please, put a cross (X) in the box that fits your answer.

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
28.	making friends				
29.	earning money & getting a job				
30.	reading & writing				
31.	watching TV				
32.	using the internet				
33.	talking on the phone				
34.	being liked				
35.	living in Statia				
36.	raising children				
37.	passing tests				

Mark the language with a cross, you can mark more than one language.

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language:
38.	your mother					
39.	your father					
40.	your brothers and sisters					
41.	your friends					
42.	your teachers					
43.	your class mates					
44.	strangers					

Please, fill out the correct information or mark it by means of a circle.

45. Age: _____
46. Sex: boy girl
47. I was born: in Statia Outside Statia, in: _____
48. My mother was born: in Statia Outside Statia, in: _____
49. My father was born: in Statia Outside Statia, in: _____
50. Group/grade: 7 8

Thank you for your help!

Appendix 1.2 Questionnaire for students of the Gwendoline van Putten School

Questionnaire for students of the Gwendoline van Putten School

This questionnaire is anonymous and all replies will be held securely and confidentially

Please indicate whether you agree or disagree with the following statements marking your answer by means of a cross.

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I think of myself as a Statian					
2.	I feel strong ties with the Netherlands					
3.	I am happy to be Statian					
4.	I feel close to other people from Statia					
5.	If I have children, I would want them to speak both English and Dutch					
6.	I like speaking standard/school English					
7.	I think Dutch is a difficult language to learn					
8.	I think that school should teach me to read and write in English					
9.	I think that school should teach me to read and write in Dutch					
10.	I like to hear people speak Dutch					
11.	I think Statian English is important for the people in Statia					
12.	I think it is a waste of time to learn Dutch					
13.	When I am older I would like to study overseas in a country where people speak English					
14.	When I am older I would like to study overseas in a country where people speak Dutch					
15.	I would like to know English better					
16.	I would like to know Dutch better					
17.	In classes where the teacher speaks Dutch, I feel free to express myself					
18.	When my homework is in Dutch, my parents have trouble helping me					
19.	I feel comfortable speaking English in my classes.					
20.	The textbooks we use in school have little to do with our life in Statia					
21.	I am unhappy with my results in school					
22.	I feel uncomfortable speaking Dutch in my classes					
23.	When classes are not in English I sometimes get mad and act out					
24.	I would like to have my teachers speak English more in class					
25.	I like textbooks in English					
26.	I like textbooks in Dutch					
27.	I want my teacher to speak English and Dutch in my classes					

Please, put a cross (X) in the box that fits your answer.

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
28.	making friends				
29.	earning money & getting a job				
30.	reading & writing				
31.	watching TV				
32.	using the internet				
33.	talking on the phone				
34.	being liked				
35.	living in Statia				
36.	raising children				
37.	passing tests				

Mark the language with a cross, you can mark more than one language.

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language:
38.	your mother					
39.	your father					
40.	your brothers and sisters					
41.	your friends					
42.	your teachers					
43.	your class mates					
44.	Strangers					

Please, fill out the correct information or mark it by means of a circle.

45. Age: _____
46. Sex: male female
47. I was born: in Statia Outside Statia, in: _____
48. My mother was born: in Statia Outside Statia, in: _____
49. My father was born: in Statia Outside Statia, in: _____
50. Stream: PrO VMBO-b VMBO-k VMBO-t HAVO
51. Year/grade: _____

Thank you for your help!

Appendix 1.3 Questionnaire for Teachers

Questionnaire for teachers

This questionnaire is anonymous and all replies will be held securely and confidentially.

Please indicate whether you agree or disagree with the following statements by marking your answer with a cross (x).

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I consider myself to be Statian					
2.	I feel strong ties with the Netherlands					
3.	I am happy to be Statian					
4.	I value my Dutch citizenship					
5.	I identify with other Stadians					
6.	I am critical about the Netherlands					
7.	Statian schools prepare students for a future life in Statia					
8.	I like speaking standard/school English					
9.	Dutch is a difficult language to learn					
10.	I think Statian schools should teach students to read and write in English					
11.	I think Statian schools should teach students to read and write in Dutch					
12.	I like hearing Dutch spoken					
13.	We need to preserve Statian English					
14.	It is a waste of time to learn Dutch					
15.	I would encourage my students to study abroad in an English speaking country					
16.	I would encourage my students to study abroad in a Dutch speaking country					
17.	I would like to improve my skills in English					
18.	I would like to improve my skills in Dutch					
19.	When I speak Dutch in class, the students feel free to express themselves					
20.	When homework is in Dutch, the parents have trouble helping the students					
21.	The textbooks we use in school have little to do with life in Statia					
22.	I am unhappy with the results of my students					
23.	Students want teachers to speak more English in class					
24.	Students like textbooks in English					
25.	Students like textbooks in Dutch					
26.	Students want teachers to speak English and Dutch in class					

How important do you think Dutch is for people in Statia to carry out certain activities? Please indicate your answer by marking the appropriate box with a cross (x).

		Important	Rather important	Less important	Not important
27.	making friends				
28.	earning money & getting a job				
29.	reading & writing				
30.	watching TV				
31.	using the internet				
32.	talking on the phone				
33.	being liked				
34.	living in Statia				
35.	raising children				
36.	passing tests				

Which language(s) do you use daily when you talk to ... (Mark the language with a cross, you can mark several languages in one single situation)

		Statian English	Standard /school English	Dutch	Spanish	Another language:
37.	your mother					
38.	your father					
39.	your brothers and sisters					
40.	your friends					
41.	your colleagues in school					
42.	your colleagues outside school					
43.	your students in the classroom					
44.	your students outside the classroom					
45.	strangers					

46. I was born: in Statia Outside Statia, in: _____

If you have comments, please write them here:

Thank you for your cooperation!

Appendix 1.4 Questionnaire for parents and the general public

Questionnaire for parents and the general public

This questionnaire is anonymous and all replies will be held securely and confidentially.

Please indicate whether you agree or disagree with the following statements by marking your answer with a cross (x).

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I consider myself to be Statian					
2.	I feel strong ties with the Netherlands					
3.	I am happy to be Statian					
4.	I identify with other Stadians					
5.	I am critical about the Netherlands					
6.	Statian schools prepare students for a future life in Statia					
7.	I like speaking standard/school English					
8.	Dutch is a difficult language to learn					
9.	I think Statian schools should teach students to read and write in English					
10.	I think Statian schools should teach students to read and write in Dutch					
11.	I like hearing Dutch spoken					
12.	We need to preserve Statian English					
13.	It is a waste of time to learn Dutch					
14.	I would encourage students to study abroad in an English speaking country					
15.	I would encourage students to study abroad in a Dutch speaking country					
16.	I would like to improve my skills in English					
17.	I would like to improve my skills in Dutch					
18.	When teachers speak Dutch in class, the students feel free to express themselves					
19.	When homework is in Dutch, the parents have trouble helping the students					
20.	The textbooks used in school have little to do with life in Statia					
21.	I am unhappy with the results of Statian students					
22.	Students want teachers to speak more English in class					
23.	Students like textbooks in English					
24.	Students like textbooks in Dutch					
25.	Students want teachers to speak English and Dutch in class					

How important do you think Dutch is for people in Statia to carry out certain activities? Please indicate your answer by marking the appropriate box with a cross (x).

		Important	Rather important	Less important	Not important
26.	making friends				
27.	earning money & getting a job				
28.	reading & writing				
29.	watching TV				
30.	using the internet				
31.	talking on the phone				
32.	being liked				
33.	living in Statia				
34.	raising children				
35.	passing tests				

Which language(s) do you use daily when you talk to ... (Mark the language with a cross, you can mark several languages in one single situation)

		Statian English	Standard /school English	Dutch	Spanish	Another language:
36.	your mother					
37.	your father					
38.	your brothers and sisters					
39.	your friends					
40.	your colleagues at work					
41.	your colleagues outside of work					
42.	strangers					

43. Year of birth _____

44. I was born: in Statia Outside Statia, in: _____

45. Education: Primary Education PrO VMBO MAVO HAVO VWO MBO
HBO WO ULO MULO MMS HBS

If you have comments, please write them here:

Appendix 1.5 Cover letter Gwendoline van Putten School

Gwendoline van Putten School



Fiscal z/n
P.O. Box 190
Sint Eustatius CN
Tel/Fax(00599-)318 2129
E-Mail: gypschoo1@yahoo.com
Website: www.public.gypschoo1.com

To: The Parents / Guardians

St. Eustatius April 17, 2013

Subject: Report Cards/SE-cards and Language research meeting

Dear Parents/Guardians:

You are hereby informed that on Thursday April 18, 2013 the Report Cards and SE-cards will be handed out.

Handing out of the report cards/SE-cards will start from 5:30 to 7:00 p.m.

We encourage all parents to come out and retrieve their child's report/SE- card.

We also would like to make use of this opportunity to invite all parents to a meeting with the language research team which will take place on Monday April 22 between 6:00 and 9:00 p.m.

This team is currently on Statia carrying out an official study on language and education. The results of this study will be used to advise government and school boards on the development of language and education on Statia.

This meeting is a chance for you to pose questions and give your opinion on language and education on the island. As parents you will also be able to contribute to this research by filling in a questionnaire.

We are kindly asking you to bring this questionnaire along with you and hand it to the mentor or Vice-Principal when picking up your child's report.

Sincerely yours,


Mrs. J. Lopez-Albertoe
Vice Principal

Appendix 2.1 Results of the questionnaires: Students in primary education

1.1 Attitudes toward Statian language and identity

		Yes	Neutral	No
1.	I think of myself as a Statian	56,3 %	17,7 %	26,0 %
3.	I am happy to be Statian	69,5 %	17,9 %	12,6 %
4.	I feel close to other people from Statia	75,0 %	17,4 %	7,6 %
11.	I think Statian English is important for the people in Statia	65,6 %	16,7 %	17,7 %
20.	The textbooks we use in school have little to do with our life in Statia	57,9 %	28,4 %	13,7 %

1.2 Attitudes toward Dutch language and identity

		Yes	Neutral	No
2.	I feel strong ties with the Netherlands	38,7 %	37,6 %	23,7 %
7.	I think Dutch is a difficult language to learn	43,8 %	18,8 %	37,5 %
10.	I like to hear people speak Dutch	53,1 %	26,0 %	20,8 %
12.	I think it is a waste of time to learn Dutch	8,4 %	7,4 %	84,2 %
16.	I would like to know Dutch better	82,3 %	9,4 %	8,3 %

1.3 Attitudes toward school English

		Yes	Neutral	No
6.	I like speaking standard/school English	40,6 %	33,3 %	26,0 %
15.	I would like to know English better	59,4 %	8,3 %	32,3 %
19.	I feel comfortable speaking English in my classes.	90,4 %	5,3 %	4,3 %

1.4 Attitudes toward bilingualism

		Yes	Neutral	No
5.	If I have children, I would want them to speak both English and Dutch	81,4 %	12,4 %	6,2 %
27.	I want my teacher to speak English and Dutch in my classes	75,3 %	9,3 %	15,5 %

1.5 Attitudes toward education in English

		Yes	Neutral	No
8.	I think that school should teach me to read and write in English	69,8 %	11,5 %	18,8 %
13.	When I am older I would like to study overseas in a country where people speak English	60,6 %	21,3 %	18,1 %
24.	I would like to have my teachers to speak English more in class	39,6 %	21,9 %	38,5 %
25.	I like textbooks in English	76,0 %	13,5 %	10,4 %

1.6 Attitudes toward education in Dutch

		Yes	Neutral	No
9.	I think that school should teach me to read and write in Dutch	82,3 %	6,3 %	11,5 %
14.	When I am older I would like to study overseas in a country where people speak Dutch	53,7 %	18,9 %	27,4 %
17.	In classes where the teacher speaks Dutch, I feel free to express myself	39,4 %	28,7 %	31,9 %
18.	When my homework is in Dutch, my parents have trouble helping me	27,8 %	20,6 %	51,5 %
22.	I feel uncomfortable speaking Dutch in my classes	38,5 %	14,6 %	46,9 %
23.	When classes are not in English I sometimes get mad and act out	21,9 %	19,8 %	58,3 %
26.	I like textbooks in Dutch	46,9 %	22,9 %	30,2 %

1.7 General behaviour/well-being

		Yes	Neutral	No
21.	I am unhappy with my results in school	35,1 %	25,5 %	39,4 %

1.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
28.	making friends	31,3 %	16,7 %	21,9 %	30,2 %
29.	earning money & getting a job	84,4 %	6,3 %	3,1 %	6,3 %
30.	reading & writing	70,2 %	21,3 %	4,3 %	4,3 %
31.	watching TV	10,6 %	16,0 %	26,6 %	46,8 %
32.	using the internet	26,6 %	22,3 %	14,9 %	36,2 %
33.	talking on the phone	23,7 %	12,9 %	23,7 %	39,8 %
34.	being liked	27,1 %	16,7 %	18,8 %	37,5 %
35.	living in Statia	35,1 %	25,8 %	16,5 %	22,7 %
36.	raising children	51,0 %	21,9 %	9,4 %	17,7 %
37.	passing tests	90,7 %	6,2 %	1,0 %	2,1 %

1.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
38.	your mother	73,2 %	26,8 %	33,0 %	23,7 %	12,4 %
39.	your father	74,2 %	21,6 %	15,5 %	20,6 %	12,4 %
40.	your brothers and sisters	83,5 %	21,6 %	17,5 %	15,5 %	7,2 %
41.	your friends	88,7 %	20,6 %	23,7 %	17,5 %	10,3 %
42.	your teachers	44,3 %	52,6 %	66,0 %	8,2 %	4,1 %
43.	your class mates	86,6 %	22,7 %	13,4 %	8,2 %	3,1 %
44.	Strangers	64,9 %	29,9 %	16,5 %	11,3 %	14,4 %

Note: Participants were able to give multiple answers for each conversation partner, therefore the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

Appendix 2.2 Results of the questionnaires: Students in secondary education

2.1 Overall results (all 98 students)

2.1.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I think of myself as a Statian	37,8 %	20,4 %	17,3 %	10,2 %	14,3 %
3.	I am happy to be Statian	34,4 %	26,0 %	19,8 %	8,3 %	11,5 %
4.	I feel close to other people from Statia	31,2 %	32,3 %	29,0 %	6,5 %	1,1 %
11.	I think Statian English is important for the people in Statia	24,2 %	24,2 %	30,3 %	13,1 %	8,1 %
20.	The textbooks we use in school have little to do with our life in Statia	42,7 %	24,0 %	16,7 %	6,3 %	10,4 %

2.1.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	7,3 %	20,8 %	51,0 %	14,6 %	6,3 %
7.	I think Dutch is a difficult language to learn	16,1 %	17,2 %	25,8 %	21,5 %	19,4 %
10.	I like to hear people speak Dutch	11,7 %	18,1 %	37,2 %	23,4 %	9,6 %
12.	I think it is a waste of time to learn Dutch	7,3 %	6,3 %	18,8 %	30,2 %	37,5 %
16.	I would like to know Dutch better	34,0 %	35,1 %	18,6 %	4,1 %	8,2 %

2.1.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6.	I like speaking standard/school English	25,8 %	39,2 %	17,5 %	10,3 %	7,2 %
15.	I would like to know English better	40,8 %	36,7 %	16,3 %	5,1 %	1,0 %
19.	I feel comfortable speaking English in my classes.	58,3 %	28,1 %	6,3 %	3,1 %	4,2 %

2.1.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5.	If I have children, I would want them to speak both English and Dutch	33,7 %	37,9 %	16,8 %	7,4 %	4,2 %
27.	I want my teacher to speak English and Dutch in my classes	42,7 %	37,5 %	12,5 %	3,1 %	4,2 %

2.1.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8.	I think that school should teach me to read and write in English	34,7 %	28,6 %	23,5 %	10,2 %	3,1 %
13.	When I am older I would like to study overseas in a country where people speak English	35,1 %	23,7 %	25,8 %	11,3 %	4,1 %
24.	I would like to have my teachers to speak English more in class	33,0 %	25,8 %	25,8 %	10,3 %	5,2 %
25.	I like textbooks in English	42,3 %	38,1 %	17,5 %	1,0 %	1,0 %

2.1.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.	I think that school should teach me to read and write in Dutch	28,1 %	31,3 %	24,0 %	7,3 %	9,4 %
14.	When I am older I would like to study overseas in a country where people speak Dutch	5,1 %	22,4 %	45,9 %	14,3 %	12,2 %
17.	In classes where the teacher speaks Dutch, I feel free to express myself	13,3 %	19,4 %	35,7 %	19,4 %	12,2 %
18.	When my homework is in Dutch, my parents have trouble helping me	18,6 %	8,2 %	12,4 %	22,7 %	38,1 %
22.	I feel uncomfortable speaking Dutch in my classes	11,2 %	14,3 %	30,6 %	21,4 %	22,4 %
23.	When classes are not in English I sometimes get mad and act out	7,3 %	9,4 %	20,8 %	22,9 %	39,6 %
26.	I like textbooks in Dutch	12,6 %	25,3 %	36,8 %	11,6 %	13,7 %

2.1.7 General behavior/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with my results in school	13,5 %	18,8 %	36,5 %	16,7 %	14,6 %

2.1.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
28.	making friends	9,3 %	25,8 %	32,0 %	33,0 %
29.	earning money & getting a job	76,8 %	20,0 %	3,2 %	0 %
30.	reading & writing	61,1 %	27,4 %	8,4 %	3,2 %
31.	watching TV	8,2 %	17,3 %	41,8 %	32,7 %
32.	using the internet	21,6 %	21,6 %	29,9 %	26,8 %
33.	talking on the phone	14,4 %	21,6 %	34,0 %	29,9 %
34.	being liked	10,2 %	13,3 %	31,6 %	44,9 %
35.	living in Statia	18,4 %	29,6 %	22,4 %	29,6 %
36.	raising children	27,6 %	30,6 %	16,3 %	25,5 %
37.	passing tests	86,7 %	12,2 %	1,0 %	0 %

2.1.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
38.	your mother	66,3 %	19,4 %	33,7 %	29,6 %	10,2 %
39.	your father	65,3 %	20,4 %	22,4 %	20,4 %	10,2 %
40.	your brothers and sisters	83,7 %	15,3 %	22,4 %	19,4 %	6,1 %
41.	your friends	88,8 %	9,2 %	12,2 %	14,3 %	8,2 %
42.	your teachers	44,9 %	41,8 %	69,4 %	11,2 %	3,1 %
43.	your class mates	90,8 %	14,3 %	19,4 %	9,2 %	5,1 %
44.	strangers	60,2 %	42,9 %	29,6 %	13,3 %	9,2 %

Note: Participants were able to give multiple answers for each conversation partner, therefor the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

2.2 Schakelklas (n = 32)

2.2.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I think of myself as a Statian	34,4 %	15,6 %	21,9 %	15,6 %	12,5 %
3.	I am happy to be Statian	25,0 %	31,3 %	34,4 %	6,3 %	3,1 %
4.	I feel close to other people from Statia	34,5 %	41,4 %	20,7 %	3,4 %	0 %
11.	I think Statian English is important for the people in Statia	22,6 %	29,0 %	29,0 %	12,9 %	6,5 %
20.	The textbooks we use in school have little to do with our life in Statia	48,4 %	9,7 %	25,8 %	9,7 %	6,5 %

2.2.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	3,1 %	31,3 %	46,9 %	15,6 %	3,1 %
7.	I think Dutch is a difficult language to learn	6,5 %	16,1 %	32,3 %	22,6 %	22,6 %
10.	I like to hear people speak Dutch	10,0 %	23,3 %	40,0 %	23,3 %	3,3 %
12.	I think it is a waste of time to learn Dutch	3,3 %	6,7 %	13,3 %	36,7 %	40,0 %
16.	I would like to know Dutch better	45,2 %	45,2 %	16,1 %	3,2 %	0 %

2.2.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6.	I like speaking standard/school English	21,9 %	28,1 %	21,9 %	18,8 %	9,4 %
15.	I would like to know English better	43,8 %	43,8 %	3,1 %	6,3 %	3,1 %
19.	I feel comfortable speaking English in my classes.	67,7 %	29 %	3,2 %	0 %	0 %

2.2.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5.	If I have children, I would want them to speak both English and Dutch	38,7 %	41,9 %	12,9 %	6,5 %	0 %
27.	I want my teacher to speak English and Dutch in my classes	53,1 %	31,3 %	12,5 %	3,1 %	0 %

2.2.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8.	I think that school should teach me to read and write in English	31,3 %	31,3 %	21,9 %	9,4 %	6,3 %
13.	When I am older I would like to study overseas in a country where people speak English	46,9 %	18,8 %	18,8 %	12,5 %	3,1 %
24.	I would like to have my teachers to speak English more in class	31,3 %	21,9 %	28,1 %	9,4 %	9,4 %
25.	I like textbooks in English	53,1 %	34,4 %	12,5 %	0 %	0 %

2.2.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.	I think that school should teach me to read and write in Dutch	33,3 %	43,3 %	13,3 %	6,7 %	3,3 %
14.	When I am older I would like to study overseas in a country where people speak Dutch	6,3 %	28,1 %	46,9 %	9,4 %	9,4 %
17.	In classes where the teacher speaks Dutch, I feel free to express myself	15,6 %	21,9 %	43,8 %	12,5 %	6,3 %
18.	When my homework is in Dutch, my parents have trouble helping me	22,6 %	12,9 %	3,2 %	19,4 %	41,9 %
22.	I feel uncomfortable speaking Dutch in my classes	6,3 %	15,6 %	21,9 %	28,1 %	28,1 %
23.	When classes are not in English I sometimes get mad and act out	3,1 %	9,4 %	18,8 %	25,0 %	43,8 %
26.	I like textbooks in Dutch	18,8 %	28,1 %	37,5 %	9,4 %	6,3 %

2.2.7 General behavior/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with my results in school	16,1 %	25,8 %	22,6 %	16,1 %	19,4 %

2.2.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
28.	making friends	12,5 %	34,4 %	28,1 %	25 %
29.	earning money & getting a job	83,9 %	16,1 %	0 %	0 %
30.	reading & writing	59,4 %	37,5 %	0 %	3,1 %
31.	watching TV	12,5 %	15,6 %	37,5 %	34,4 %
32.	using the internet	22,6 %	22,6 %	29 %	25,8 %
33.	talking on the phone	22,6 %	19,4 %	25,8 %	32,3 %
34.	being liked	15,6 %	9,4 %	40,6 %	34,4 %
35.	living in Statia	18,8 %	40,6 %	9,4 %	31,3 %
36.	raising children	40,6 %	25 %	3,1 %	31,3 %
37.	passing tests	87,5 %	12,5 %	0 %	0 %

2.2.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
38.	your mother	59,4 %	21,9 %	40,6 %	31,3 %	15,6 %
39.	your father	62,5 %	21,9 %	18,8 %	18,8 %	12,5 %
40.	your brothers and sisters	75 %	21,9 %	28,1 %	25 %	9,4 %
41.	your friends	90,6 %	12,5 %	21,9 %	21,9 %	12,5 %
42.	your teachers	40,6 %	37,5 %	90,6 %	0 %	3,1 %
43.	your class mates	93,8 %	15,6 %	15,6 %	9,4 %	12,5 %
44.	strangers	68,8 %	34,4 %	43,8 %	25 %	3,1 %

Note: Participants were able to give multiple answers for each conversation partner, therefor the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

2.3 First year (n = 33)

2.3.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I think of myself as a Statian	48,5 %	21,2 %	6,1 %	6,1 %	18,2 %
3.	I am happy to be Statian	50,0 %	12,5 %	12,5 %	9,4 %	15,6 %
4.	I feel close to other people from Statia	43,8 %	18,8 %	25,0 %	9,4 %	3,1 %
11.	I think Statian English is important for the people in Statia	36,4 %	12,1 %	24,2 %	9,1 %	18,2 %
20.	The textbooks we use in school have little to do with our life in Statia	33,3 %	42,4 %	12,1 %	0 %	12,1 %

2.3.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	15,2 %	21,2 %	51,5 %	9,1 %	3,0 %
7.	I think Dutch is a difficult language to learn	13,3 %	10,0 %	10,0 %	33,3 %	33,3 %
10.	I like to hear people speak Dutch	16,1 %	25,8 %	38,7 %	16,1 %	3,2 %
12.	I think it is a waste of time to learn Dutch	9,1 %	3,0 %	18,2 %	27,3 %	42,4 %
16.	I would like to know Dutch better	36,4 %	36,4 %	21,2 %	0 %	6,1 %

2.3.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6.	I like speaking standard/school English	15,2 %	48,5 %	24,2 %	6,1 %	6,1 %
15.	I would like to know English better	39,4 %	34,4 %	21,2 %	3,0 %	0 %
19.	I feel comfortable speaking English in my classes.	48,5 %	30,3 %	9,1 %	6,1 %	6,1 %

2.3.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5.	If I have children, I would want them to speak both English and Dutch	56,3 %	25,0 %	12,5 %	6,3 %	0 %
27.	I want my teacher to speak English and Dutch in my classes	42,4 %	42,4 %	6,1 %	6,1 %	3,0 %

2.3.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8.	I think that school should teach me to read and write in English	36,4 %	30,3 %	18,2 %	12, 1 %	3,0 %
13.	When I am older I would like to study overseas in a country where people speak English	21,9 %	31,3 %	28,1 %	12,5 %	6,3 %
24.	I would like to have my teachers to speak English more in class	27,3 %	24,2 %	27,3 %	18,2 %	3,0 %
25.	I like textbooks in English	37,5 %	40,6 %	18,8 %	3,1 %	0 %

2.3.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.	I think that school should teach me to read and write in Dutch	33,3 %	36,4 %	24,2 %	0 %	6,1 %
14.	When I am older I would like to study overseas in a country where people speak Dutch	6,1 %	27,3 %	36,4 %	18,2 %	12,1 %
17.	In classes where the teacher speaks Dutch, I feel free to express myself	21,2 %	30,3 %	21,2 %	18,2 %	9,1 %
18.	When my homework is in Dutch, my parents have trouble helping me	6,1 %	9,1 %	12,1 %	15,2 %	57,6 %
22.	I feel uncomfortable speaking Dutch in my classes	15,2 %	15,2 %	27,3 %	15,2 %	27,3 %
23.	When classes are not in English I sometimes get mad and act out	9,1 %	6,1 %	15,2 %	21,2 %	48,5 %
26.	I like textbooks in Dutch	15,6 %	34,4 %	34,4 %	6,3 %	9,4 %

2.3.7 General behavior/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with my results in school	12,5 %	12,5 %	46,9 %	18,8 %	9,4 %

2.3.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
28.	making friends	6,1 %	24,2 %	42,4 %	27,3 %
29.	earning money & getting a job	71,9 %	25 %	3,1 %	0 %
30.	reading & writing	62,5 %	21,9 %	12,5 %	3,1 %
31.	watching TV	6,1 %	15,2 %	51,5 %	27,3 %
32.	using the internet	9,1 %	21,2 %	42,4 %	27,3 %
33.	talking on the phone	6,1 %	30,3 %	39,4 %	24,2 %
34.	being liked	6,1 %	15,2 %	33,3 %	45,5 %
35.	living in Statia	15,2 %	15,2 %	36,4 %	33,3 %
36.	raising children	27,3 %	30,3 %	18,2 %	24,2 %
37.	passing tests	87,9 %	12,1 %	0 %	0 %

2.3.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
38.	your mother	63,6 %	21,2 %	42,4 %	27,3 %	9,1 %
39.	your father	60,6 %	27,3 %	39,4 %	15,2 %	9,1 %
40.	your brothers and sisters	78,8 %	15,2 %	33,3 %	18,2 %	3 %
41.	your friends	84,8 %	15,2 %	9,1 %	15,2 %	6,1 %
42.	your teachers	45,5 %	51,5 %	54,5 %	18,2 %	3 %
43.	your class mates	84,8 %	21,2 %	30,3 %	12,1 %	3 %
44.	strangers	54,5 %	54,5 %	24,2 %	6,1 %	12,1 %

Note: Participants were able to give multiple answers for each conversation partner, therefor the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

2.4 Combined second & third year (n = 33)

2.4.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I think of myself as a Statian	30,3%	24,2%	24,2%	9,1%	12,1%
3.	I am happy to be Statian	28,1%	34,4%	12,5%	9,4%	15,6%
4.	I feel close to other people from Statia	15,6%	37,5%	40,6%	6,3%	0%
11.	I think Statian English is important for the people in Statia	16,1%	22,6%	41,9%	19,4%	0%
20.	The textbooks we use in school have little to do with our life in Statia	12,5%	9,4%	12,5%	18,8%	46,9%

2.4.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	3,2%	9,7%	54,8%	19,4%	12,9%
7.	I think Dutch is a difficult language to learn	3,1%	9,4%	34,4%	25,0%	28,1%
10.	I like to hear people speak Dutch	9,1%	6,1%	33,3%	30,3%	21,2%
12.	I think it is a waste of time to learn Dutch	30,3%	27,3%	24,2%	9,1%	9,1%
16.	I would like to know Dutch better	21,2%	33,3%	18,2%	9,1%	18,2%

2.4.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6.	I like speaking standard/school English	40,6%	40,6%	6,3%	6,3%	6,3%
15.	I would like to know English better	39,4%	30,3%	24,2%	6,1%	0%
19.	I feel comfortable speaking English in my classes.	59,4%	25,0%	6,3%	3,1%	6,3%

2.4.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5.	If I have children, I would want them to speak both English and Dutch	6,3%	46,9%	25,0%	9,4%	12,5%
27.	I want my teacher to speak English and Dutch in my classes	32,3%	38,7%	19,4%	0%	9,7%

2.4.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8.	I think that school should teach me to read and write in English	36,4%	24,2%	30,3%	9,1%	0%
13.	When I am older I would like to study overseas in a country where people speak English	36,4%	21,2%	30,3%	9,1%	3,0%
24.	I would like to have my teachers to speak English more in class	40,6%	31,3%	21,9%	3,1%	3,1%
25.	I like textbooks in English	36,4%	39,4%	21,2%	0%	3,0%

2.4.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.	I think that school should teach me to read and write in Dutch	18,2%	15,2%	33,3%	15,2%	18,2%
14.	When I am older I would like to study overseas in a country where people speak Dutch	3,0%	12,1%	54,5%	15,2%	15,2%
17.	In classes where the teacher speaks Dutch, I feel free to express myself	3,0%	6,1%	42,4%	27,3%	21,2%
18.	When my homework is in Dutch, my parents have trouble helping me	15,2%	33,3%	21,2%	3,0%	27,3%
22.	I feel uncomfortable speaking Dutch in my classes	12,1%	21,2%	42,4%	12,1%	12,1%
23.	When classes are not in English I sometimes get mad and act out	25,8%	22,6%	29,0%	12,9%	9,7%
26.	I like textbooks in Dutch	3,2%	12,9%	38,7%	19,4%	25,8%

2.4.7 General behavior/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with my results in school	15,2%	15,2%	39,4%	18,2%	12,1%

2.4.8 The importance of Dutch for carrying out certain activities

	How important do you think Dutch is for people in Statia for ...	Important	Rather important	Less important	Not important
28.	making friends	9,4%	18,8%	25,0%	46,9%
29.	earning money & getting a job	75,0%	18,8%	6,3%	0%
30.	reading & writing	61,3%	22,6%	12,9%	3,2%
31.	watching TV	6,1%	21,2%	36,4%	36,4%
32.	using the internet	33,3%	21,2%	18,2%	27,3%
33.	talking on the phone	15,2%	15,2%	36,4%	33,3%
34.	being liked	9,1%	15,2%	21,2%	54,5%
35.	living in Statia	21,2%	33,3%	21,2%	24,2%
36.	raising children	15,2%	36,4%	27,3%	21,2%
37.	passing tests	84,8%	12,1%	3,0%	0%

2.4.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
38.	your mother	75,8%	15,2%	18,2%	30,3%	6,1%
39.	your father	72,7%	12,1%	9,1%	27,3%	9,1%
40.	your brothers and sisters	97,0%	9,1%	6,1%	15,2%	6,1%
41.	your friends	90,9%	0%	6,1%	6,1%	6,1%
42.	your teachers	48,5%	36,4%	63,6%	15,2%	3,0%
43.	your class mates	93,9%	6,1%	12,1%	6,1%	0%
44.	strangers	57,6%	39,4%	21,2%	9,1%	12,1%

Note: Participants were able to give multiple answers for each conversation partner, therefor the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

Appendix 2.3 Results of the questionnaires: Parents of students in primary education

3.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I consider myself to be Statian	51,8%	31,6%	7,9%	7,0%	1,8%
3.	I am happy to be Statian	49,1%	33,6%	11,8%	5,5%	0,0%
4.	I identify with other Statiens	34,0%	34,0%	27,4%	3,8%	,9%
6.	Statian schools prepare students for future life in Statia	13,8%	34,9%	14,7%	29,4%	7,3%
12.	We need to preserve Statian English	18,9%	34,0%	25,5%	17,0%	4,7%
20.	The textbooks used in school have little to do with life in Statia	28,7%	30,4%	29,6%	9,6%	1,7%

3.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	12,3%	32,1%	29,2%	18,9%	7,5%
5.	I am critical about the Netherlands	11,4%	25,7%	38,1%	21,9%	2,9%
8.	Dutch is a difficult language to learn	13,1%	29,9%	6,5%	40,2%	10,3%
11.	I like hearing Dutch spoken	15,5%	48,2%	28,2%	6,4%	1,8%
13.	It is a waste of time to learn Dutch	2,7%	1,8%	8,9%	48,2%	38,4%
17.	I would like to improve my skills in Dutch	28,1%	51,8%	14,9%	3,5%	1,8%

3.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.	I like speaking standard/school English	30,8%	46,7%	12,1%	10,3%	0,0%
16.	I would like to improve my skills in English	21,4%	51,8%	16,1%	9,8%	0,9%

3.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25.	Students want teachers to speak English and Dutch in class	43,5%	40,9%	11,3%	3,5%	0,9%

3.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.	I think Statian schools should teach students to read and write in English	31,9%	46,0%	10,6%	8,0%	3,5%
14.	I would encourage students to study abroad in an English speaking country	10,0%	27,3%	22,7%	30,9%	9,1%
22.	Students want teachers to speak more English in class	14,3%	39,3%	23,2%	21,4%	1,8%
23.	Students like textbooks in English	13,8%	53,2%	27,5%	5,5%	0,0%

3.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10.	I think Statian schools should teach students to read and write in Dutch	45,2%	45,2%	6,1%	,9%	2,6%
15.	would encourage students to study abroad in a Dutch speaking country	15,7%	45,2%	26,1%	10,4%	2,6%
18.	When teachers speak Dutch in class students feel free to express themselves	8,8%	32,5%	33,3%	16,7%	8,8%
19.	When homework is in Dutch the parents have trouble helping the students	21,2%	36,3%	18,6%	19,5%	4,4%
24.	Students like textbooks in Dutch	7,4%	25,9%	42,6%	19,4%	4,6%

3.7 General behaviour/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with the results of Statian students	18,4%	40,4%	24,6%	14,9%	1,8%

3.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
26.	making friends	34,3%	12,4%	20,0%	33,3%
27.	earning money & getting a job	63,6%	23,6%	10,9%	1,8%
28.	reading & writing	63,0%	23,1%	3,7%	10,2%
29.	watching TV	14,8%	20,4%	38,0%	26,9%
30.	using the internet	36,7%	12,8%	22,0%	28,4%
31.	talking on the phone	16,7%	19,4%	35,2%	28,7%
32.	being liked	15,4%	11,5%	29,8%	43,3%
33.	living in Statia	42,1%	16,8%	20,6%	20,6%
34.	raising children	49,5%	22,9%	11,9%	15,6%
35.	passing tests	70,3%	24,3%	1,8%	3,6%

3.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
36.	your mother	56,6%	31,9%	18,6%	13,3%	10,6%
37.	your father	50,4%	29,2%	15,0%	8,0%	8,8%
38.	your brothers and sisters	63,7%	31,0%	14,2%	8,8%	9,7%
39.	your friends	67,3%	36,3%	25,7%	13,3%	19,5%
40.	your colleagues at work	53,1%	45,1%	27,4%	13,3%	15,0%
41.	your colleagues outside work	52,2%	34,5%	20,4%	11,5%	15,9%
42.	strangers	38,1%	62,8%	27,4%	16,8%	14,2%

Note: Participants were able to give multiple answers for each conversation partner, therefore the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

Appendix 2.4 Results of the questionnaires: Parents of students in secondary education

4.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I consider myself to be Statian	51,1%	38,3%	4,3%	6,4%	0,0%
3.	I am happy to be Statian	47,8%	41,3%	10,9%	0,0%	0,0%
4.	I identify with other Stadians	34,8%	39,1%	21,7%	4,3%	0,0%
6.	Statian schools prepare students for future life in Statia	11,9%	28,6%	14,3%	40,5%	4,8%
12.	We need to preserve Statian English	21,7%	45,7%	13,0%	13,0%	6,5%
20.	The textbooks used in school have little to do with life in Statia	48,9%	36,2%	10,6%	4,3%	0,0%

4.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	8,7%	30,4%	34,8%	19,6%	6,5%
5.	I am critical about the Netherlands	28,9%	33,3%	20,0%	15,6%	2,2%
8.	Dutch is a difficult language to learn	13,3%	37,8%	13,3%	22,2%	13,3%
11.	I like hearing Dutch spoken	8,7%	39,1%	37,0%	10,9%	4,3%
13.	It is a waste of time to learn Dutch	2,1%	0,0%	19,1%	46,8%	31,9%
17.	I would like to improve my skills in Dutch	17,4%	60,9%	8,7%	10,9%	2,2%

4.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.	I like speaking standard/school English	28,9%	55,6%	6,7%	6,7%	2,2%
16.	I would like to improve my skills in English	22,9%	56,3%	8,3%	8,3%	4,2%

4.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25.	Students want teachers to speak English and Dutch in class	28,9%	46,7%	15,6%	6,7%	2,2%

4.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.	I think Statian schools should teach students to read and write in English	43,8%	39,6%	8,3%	8,3%	0,0%
14.	I would encourage students to study abroad in an English speaking country	19,1%	29,8%	27,7%	19,1%	4,3%
22.	Students want teachers to speak more English in class	17,8%	46,7%	24,4%	6,7%	4,4%
23.	Students like textbooks in English	19,6%	54,3%	21,7%	4,3%	0,0%

4.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10.	I think Statian schools should teach students to read and write in Dutch	25,5%	61,7%	6,4%	4,3%	2,1%
15.	would encourage students to study abroad in a Dutch speaking country	0,0%	34,8%	41,3%	21,7%	2,2%
18.	When teachers speak Dutch in class students feel free to express themselves	4,4%	17,8%	20,0%	44,4%	13,3%
19.	When homework is in Dutch the parents have trouble helping the students	25,0%	35,4%	16,7%	18,8%	4,2%
24.	Students like textbooks in Dutch	0,0%	26,7%	46,7%	26,7%	0,0%

4.7 General behaviour/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with the results of Statian students	20,8%	41,7%	31,3%	4,2%	2,1%

4.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
26.	making friends	19,1%	8,5%	27,7%	44,7%
27.	earning money & getting a job	40,4%	27,7%	21,3%	10,6%
28.	reading & writing	48,9%	21,3%	27,7%	2,1%
29.	watching TV	10,9%	10,9%	39,1%	39,1%
30.	using the internet	17,4%	13,0%	30,4%	39,1%
31.	talking on the phone	4,4%	11,1%	51,1%	33,3%
32.	being liked	8,9%	13,3%	31,1%	46,7%
33.	living in Statia	14,9%	17,0%	36,2%	31,9%
34.	raising children	31,9%	21,3%	27,7%	19,1%
35.	passing tests	66,0%	25,5%	8,5%	0,0%

4.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
36.	your mother	54,2%	39,6%	10,4%	12,5%	8,3%
37.	your father	41,7%	33,3%	8,3%	10,4%	10,4%
38.	your brothers and sisters	64,6%	29,2%	12,5%	6,3%	12,5%
39.	your friends	72,9%	47,9%	12,5%	16,7%	8,3%
40.	your colleagues at work	50,0%	58,3%	29,2%	8,3%	10,4%
41.	your colleagues outside work	47,9%	47,9%	25,0%	14,6%	12,5%
42.	strangers	31,3%	70,8%	29,2%	20,8%	14,6%

Note: Participants were able to give multiple answers for each conversation partner, therefore the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

Appendix 2.5 Results of the questionnaires: Teachers

5.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I consider myself to be Statian	25,6%	12,8%	20,5%	23,1%	17,9%
3.	I am happy to be Statian	28,9%	21,1%	34,2%	5,3%	10,5%
5.	I identify with other Stadians	20,5%	38,5%	23,1%	15,4%	2,6%
7.	Statian schools prepare students for future life in Statia	7,7%	41,0%	23,1%	25,6%	2,6%
13.	We need to preserve Statian English	10,0%	25,0%	37,5%	22,5%	5,0%
21.	The textbooks used in school have little to do with life in Statia	43,6%	35,9%	7,7%	12,8%	0,0%

5.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	17,9%	30,8%	38,5%	7,7%	5,1%
4.	I value my Dutch citizenship	43,6%	35,9%	17,9%	2,6%	0,0%
6.	I am critical about the Netherlands	7,9%	52,6%	23,7%	10,5%	5,3%
9.	Dutch is a difficult language to learn	0,0%	32,5%	20,0%	42,5%	5,0%
12.	I like hearing Dutch spoken	17,5%	65,0%	17,5%	0,0%	0,0%
14.	It is a waste of time to learn Dutch	2,5%	2,5%	0,0%	42,5%	52,5%
18.	I would like to improve my skills in Dutch	32,4%	29,7%	18,9%	16,2%	2,7%

5.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
8.	I like speaking standard/school English	18,4%	55,3%	15,8%	10,5%	0,0%
17.	I would like to improve my skills in English	20,5%	51,3%	17,9%	10,3%	0,0%

5.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
26.	Students want teachers to speak English and Dutch in class	20,0%	52,5%	20,0%	7,5%	0,0%

5.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10.	I think Statian schools should teach students to read and write in English	35,9%	48,7%	7,7%	5,1%	2,6%
15.	I would encourage students to study abroad in an English speaking country	5,0%	22,5%	45,0%	25,0%	2,5%
23.	Students want teachers to speak more English in class	23,1%	43,6%	17,9%	15,4%	0,0%
24.	Students like textbooks in English	22,5%	52,5%	20,0%	5,0%	0,0%

5.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11.	I think Statian schools should teach students to read and write in Dutch	27,0%	62,2%	5,4%	2,7%	2,7%
16.	I would encourage students to study abroad in a Dutch speaking country	7,7%	51,3%	35,9%	5,1%	0,0%
19.	When I speak Dutch in class students feel free to express themselves	8,1%	35,1%	24,3%	24,3%	8,1%
20.	When homework is in Dutch the parents have trouble helping the students	16,2%	43,2%	21,6%	18,9%	0,0%
25.	Students like textbooks in Dutch	0,0%	15,4%	35,9%	41,0%	7,7%

5.7 General behaviour/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with the results of my students	15,8%	31,6%	13,2%	34,2%	5,3%

5.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
26.	making friends	10,0%	12,5%	37,5%	40,0%
27.	earning money & getting a job	40,0%	40,0%	15,0%	5,0%
28.	reading & writing	41,0%	30,8%	23,1%	5,1%
29.	watching TV	10,3%	5,1%	43,6%	41,0%
30.	using the internet	5,3%	2,6%	50,0%	42,1%
31.	talking on the phone	10,5%	10,5%	52,6%	26,3%
32.	being liked	10,5%	7,9%	36,8%	44,7%
33.	living in Statia	10,5%	28,9%	28,9%	31,6%
34.	raising children	25,6%	28,2%	25,6%	20,5%
35.	passing tests	71,1%	15,8%	7,9%	5,3%

5.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
36.	your mother	22,5%	20,0%	55,0%	0,0%	7,5%
37.	your father	17,5%	17,5%	52,5%	0,0%	2,5%
38.	your brothers and sisters	20,0%	25,0%	57,5%	5,0%	7,5%
39.	your friends	27,5%	45,0%	62,5%	7,5%	10,0%
40.	your colleagues in school	20,0%	67,5%	67,5%	2,5%	2,5%
41.	your colleagues outside school	22,5%	67,5%	62,5%	5,0%	5,0%
42.	your students in the classroom	15,0%	72,5%	52,5%	2,5%	0,0%
43.	your students outside the classroom	25,0%	75,0%	40,0%	2,5%	0,0%
44.	strangers	12,5%	87,5%	35,0%	7,5%	7,5%

Note: Participants were able to give multiple answers for each conversation partner, therefor the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

Appendix 2.6 Results of the questionnaires: Members of the general public

6.1 Attitudes toward Statian language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I consider myself to be Statian	56,7%	20,0%	6,7%	6,7%	10,0%
3.	I am happy to be Statian	51,7%	24,1%	10,3%	10,3%	3,4%
4.	I identify with other Stadians	31,0%	34,5%	20,7%	13,8%	0,0%
6.	Statian schools prepare students for future life in Statia	34,4%	18,8%	15,6%	25,0%	6,3%
12.	We need to preserve Statian English	24,1%	20,7%	34,5%	6,9%	13,8%
20.	The textbooks used in school have little to do with life in Statia	46,4%	21,4%	25,0%	0,0%	7,1%

6.2 Attitudes toward Dutch language and identity

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	I feel strong ties with the Netherlands	6,7%	43,3%	20,0%	20,0%	10,0%
5.	I am critical about the Netherlands	14,8%	44,4%	29,6%	0,0%	11,1%
8.	Dutch is a difficult language to learn	10,0%	36,7%	6,7%	36,7%	10,0%
11.	I like hearing Dutch spoken	25,8%	41,9%	22,6%	6,5%	3,2%
13.	It is a waste of time to learn Dutch	10,3%	10,3%	6,9%	34,5%	37,9%
17.	I would like to improve my skills in Dutch	46,9%	43,8%	0,0%	6,3%	3,1%

6.3 Attitudes toward school English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.	I like speaking standard/school English	42,9%	39,3%	10,7%	3,6%	3,6%
16.	I would like to improve my skills in English	43,8%	46,9%	3,1%	0,0%	6,3%

6.4 Attitudes toward bilingualism

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
25.	Students want teachers to speak English and Dutch in class	35,5%	48,4%	12,9%	3,2%	0,0%

6.5 Attitudes toward education in English

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9.	I think Statian schools should teach students to read and write in English	50,0%	34,4%	6,3%	9,4%	0,0%
14.	I would encourage students to study abroad in an English speaking country	18,8%	37,5%	25,0%	15,6%	3,1%
22.	Students want teachers to speak more English in class	30,0%	30,0%	30,0%	3,3%	6,7%
23.	Students like textbooks in English	29,0%	48,4%	19,4%	3,2%	0,0%

6.6 Attitudes toward education in Dutch

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10.	I think Statian schools should teach students to read and write in Dutch	58,1%	35,5%	3,2%	0,0%	3,2%
15.	would encourage students to study abroad in a Dutch speaking country	22,6%	38,7%	29,0%	6,5%	3,2%
18.	When teachers speak Dutch in class students feel free to express themselves	16,7%	13,3%	36,7%	30,0%	3,3%
19.	When homework is in Dutch the parents have trouble helping the students	40,0%	30,0%	13,3%	6,7%	10,0%
24.	Students like textbooks in Dutch	10,0%	20,0%	43,3%	23,3%	3,3%

6.7 General behaviour/well-being

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21.	I am unhappy with the results of Statian students	34,4%	18,8%	18,8%	21,9%	6,3%

6.8 The importance of Dutch for carrying out certain activities

	<i>How important do you think Dutch is for people in Statia for ...</i>	Important	Rather important	Less important	Not important
26.	making friends	40,6%	12,5%	21,9%	25,0%
27.	earning money & getting a job	64,5%	19,4%	16,1%	0,0%
28.	reading & writing	70,0%	16,7%	6,7%	6,7%
29.	watching TV	30,0%	23,3%	26,7%	20,0%
30.	using the internet	30,0%	20,0%	33,3%	16,7%
31.	talking on the phone	32,3%	25,8%	29,0%	12,9%
32.	being liked	23,3%	16,7%	26,7%	33,3%
33.	living in Statia	35,5%	22,6%	25,8%	16,1%
34.	raising children	41,9%	32,3%	12,9%	12,9%
35.	passing tests	84,4%	12,5%	0,0%	3,1%

6.9 The daily use of the main languages spoken in St. Eustatius

	<i>Which language(s) do you use every day when you talk to...</i>	Statian English	Standard /school English	Dutch	Spanish	Another language: ...
36.	your mother	51,5%	36,4%	18,2%	24,2%	24,2%
37.	your father	54,4%	27,3%	12,1%	21,2%	12,1%
38.	your brothers and sisters	66,7%	27,3%	18,2%	24,2%	15,2%
39.	your friends	81,8%	27,3%	39,4%	18,2%	21,2%
40.	your colleagues at work	48,5%	27,3%	39,4%	9,1%	18,2%
41.	your colleagues outside work	48,5%	30,3%	21,2%	12,1%	24,2%
42.	strangers	51,5%	39,4%	18,2%	18,2%	15,2%

Note: Participants were able to give multiple answers for each conversation partner, therefore the percentages in each cell represent the percentage of participants who answered 'yes' for the use of this particular language and person.

Appendix 2.7 Comments added to the questionnaires

Teachers primary education

- English is the language that is spoken everywhere on the island. Now that the Dutch is here, everything is in Dutch, which makes it difficult and frustrating for everyone on the island. The Dutch came in and began testing the children on Holland standards which is not fair, seeing that we are an English island, surrounded by English islands. (4.1)
- I feel both Dutch and English are equally important for Statia. (4.2)
- I think we have to use both languages to give the children more opportunities (6.2)
- Dutch is here a foreign language. Children from cycle 2 don't understand the Dutch. When you would have a good foundation in your own language you can better learn a new language. It is also important to look at the approach and the method. The children don't like the Dutch, but if they would start young, it would maybe more comfortable for the children. Other things should change too, like tv/media etc. (8.1)

Teachers secondary education

- Ik denk we er goed over moeten nadenken wat de taal van instructie wordt. (10.3)
- It is my belief that a disservice is being done to the students by forcing them to study in a language that they don't comprehend. For most of the students Dutch is like Chinese for me. The Dutch foundation is lacking in our students in the VMBO. There is too much emphasis on Dutch. Dutch is the main criteria for evaluating whether a child is term successful/ intelligent, this wrong. The situation is deteriorating. (10.6)
- Textbooks may have little to do with life in Statia, but that doesn't mean in class we don't talk or read about the island or use living here in examples. (10.7)
- The multiple languages on Statia can easily co-exist. The issue at the moment is that Dutch should be spoken in the classroom, since it is determined so by BES-law. As teachers we should commit to this task, as well as making strong and honest tests and exams that are at the correct level-since that needs improvement as well. (10.8)
- Je ontnemt leerlingen (MBO) veel kansen als je geen Nederlandstalig onderwijs meer verzorgd. De afgelopen decennia is gebleken dat de huidige methode (PO Engels + beetje NL/VO richting NL - examen) niet werkt. (10.9)
- Als docente Nederlands heb ik (natuurlijk) een andere visie op de taal dan andere docenten. Voor mij is geen taal beter, ik denk ook dat de taal op zich niet het probleem is, maar de houding van velen ten opzichte van Nederlanders. Daarnaast zien veel Statianen niet dat ze ook veel te leren hebben als het om Standard English gaat. (10.10)

Parents primary education

- Phrasing of questionnaire isn't (always) quite clear. (13.6)
- I want what is best for the children. (13.7)
- I went to school with two languages and I feel both of the languages are important for our community. (14.14)
- When will we know about the chosen language? (14.18)
- Well, I would like for Holland to encourage students to study more. (14.47)
- Dutch should be the first language in school, because children learn English at home and in there social environment that surrounds them. (15.7)
- Thanks for the opportunity for the survey. (15.12)
- I believe the questionnaire did not truly reflect the problems facing our children here on the island. Statian English is not the focus. (15.13)
- Add to the second set or questions [about the importance of Dutch]: 35.a Verify the law 35.b Check on government 35.c Understand the history of Statia. (15.19)
- Concerning the form: 'Neutral' + 'I don't know' should be two separate columns. Concerning the language of ed. [education]: I managed to do it (and my two sisters) with no help from my parent who could not speak Dutch. There should be more emphasis on Dutch in the younger kids and then high school won't be so difficult. The teens need to put more effort into learning Dutch with or without parents' help. (15.27)
- I think Dutch should be spoken too from the daycare centre. It's very important and also when going secondary schools you know a lot more that makes the work for them more easier to understand, they grasp quickly and we will have a higher rate in MAVO & HAVO students at the end of the 6th grade. (15.29)
- The person who wrote this questionnaire need to learn better English. (17.8)
- Students have to learn Dutch at school, Statia is now part of the Netherlands. Nevertheless, English should not be abandoned, it is a major language also. It is so easy for young children to learn several languages; Statia should not miss that opportunity! (17.11)
- Children are able to study (learn) several languages at the same time. It's a unique gift to speak different languages. Statia's culture should be preserved as well. Therefore, children should be encouraged to speak "Statia English" outside the classroom. At school, teachers should teach them "proper" English and Dutch. (17.12)
- My daughter's teacher is teaching/ talking both English and Dutch in class, which works fine. Both English speaking kids and Dutch speaking kids learn the other language. (17.15)

- The schools in Statia need to prepare the students for life outside of Statia as well. I strongly believe that since Statia is part of the Dutch Kingdom, the education system needs to start teaching Dutch from the preschool to high school, so that the students can start learning it from a tender age. I also strongly believe that both English and Dutch languages should be taught in the schools. (17.18)
- Het is belangrijk dat de kinderen tweetalig worden opgevoed! De basis is heel belangrijk welke taal ook. (17.23)

Parents secondary education

- Our children are struggling too much where Dutch is concerned and to only concentrate on a foreign language as language of instruction (geen moedertaal) is forcing and limiting them. English is more wide-spread around the world than Dutch will ever be so let them do English on a high level and Dutch as “keuzevak”. We now have children who later in life will be “jack(s) of all trades (English and Dutch), but master of none.” (11.2)'
- If persons on the GvP school had “open minds” education on Statia will be on a higher level. We tend to lower the level of education and give it a label! Education is not a language! The world is round, not flat. How can you test a student to find out what level they are in a language they do not understand. Als de kat verdrongen is dempt men de put. (11.3)
- Dutch should be thought, but should not be primary language. (11.4)
- In my opinion the language of instruction in school should be English and Dutch should be taught so it could be a strong second language. Stadians should be able to study in English or in Dutch. The way Dutch is taught in school is very important. Children should be instructed in standard English. Statia English is just for past time and fun and cultural expression. Standard English is for the real world of business and work. Students are not comfortable with teachers speaking Dutch because they have never been taught Dutch in an appropriate way. Dutch needs to be taught next to English from kindergarten. Only kids with learning disabilities should be exempted from learning Dutch as a second language. (11.8)
- There is not such a thing as Statian English and Statian Dutch, cause we Stadians are no less than the Dutch. So if anything say English or Dutch. (11.14)
- Some of the questions cannot be answered correctly because it is based on the people you are dealing with. We deal with each person differently. (11.15)
- Both English and Dutch is important. (11.24)
- I feel English should be top and Dutch a subject. (11.26)
- Statia English certainly is not proper English. When students are taught in English, the problem stays the same and you'll have to find teachers who are able to talk and read and write Standard English but qualified to teach in Dutch school systems. (11.27)
- I think it's significant for the introduction of English as the language of instruction with Dutch as a strong second language. Children in Statia grow up speaking English or Statia English and suddenly

are confronted with testing from NL for examinations. If the exams were in English the results would be better. (11.28)

- The Dutch language is important for students seeking higher education in the Netherlands. It broadens study possibilities for students. Don't limit the Dutch language, please! Please don't promote anything called Statia English that is street talk , let's focus on proper English. (11.30)
- Dutch is important for the students but the way it is being taught is the problem for the students. And this may be the problem for students in other subjects. (11.32)
- If you start at the kindergarten, it will be easier. (11.36)
- Some years ago, the language of instruction was changed to English (FBE). Now for the majority of students the abrupt change back to Dutch was during their exam year which made it very difficult. Children became confused. Not mastering the English or Dutch language. Both languages are important seeing that we are of Dutch origin. But educators must also understand the children will think in their language which is English. (11.39)
- Too general. (11.41)
- In my opinion there is no such thing as Statian English, what would you call the Dutch that is spoken by the locals, then, Statian Dutch? What is Standard English, is that American or British English? I believe Dutch should remain the language of instruction and American English should be taught as we are mostly influenced by the Americans (books, internet and television). (11.43)
- Our language is our identity, so it is important that one learns the language that you grow up speaking and things about your country (History). Know who you are and where you come from. Teach Dutch in school, but books must be in English, so our children have a better chance. (11.45)
- Our children should have the opportunity to choose where they would like to further their studies. There should be more grants offered to study in the region. We just have to facilitate them in this choice. A firm language foundation is here the key. (11.46)

General public

- Start Dutch from early in schools. (12.4)
- Some children like class start at 8:00AM. (12.10)
- We should learn to speak Dutch even if we don't like it. (16.2)
- I believe that English instruction will make it easier for our children, but the question is why are we trying to make it easier for them. Our children need to "put out"; they need to make an effort too; they need to strive too. We did it and we are all better off for it. Let the instruction remain "Dutch". (16.6)

Appendix 3.1 Vocabulary needed to describe images in narrative proficiency test

English (the numbers beside each word indicate its frequency range in English)

woman (200-300) /lady (400-500)/girl (300-400)
man (0-100)/boy (300-400)/thief (4200-4300) /guy (4500-4600)
steal (4000 – 4100)/take (100-200)
purse(3900-4000)/bag (2800-2900)
hat (1000-1100)
run(500-600)/walk(700-800) (away)
police (2100-2200)/guard(1300-1400)/man(0-100)
run (500-600) after/pursue(2400-2500)/follow(400-500)/chase (3900-4000)
stop(700 – 800)/catch (1600-1700)/take (100-200)(by the arm)
happy (500-600)/glad (600-700)/smile(600-700)

Dutch (<1001) means that the word is on the list of 1001 Dutch words which are expected to be mastered by non-native Dutch speakers who want to enter the Dutch primary education system⁵. All of the words below occur in the *Basis woordenlijst Nederlands*.

Vrouw(<1001)/mevrouw (<1001)/meisje (<1001)
man(<1001)/jongen (<1001)/boef(<1001)/dief
pak(<1001)/neem (<1001)/ steel
tas(<1001)/handtas
hoed(<1001)
ren(<1001)/loop(<1001) (weg)
politie (<1001) man (<1001)/bewaker
volg/achtervolg/achterna (<1000) gaan (<1000)
stop(<1001)/vang(<1001)/pakt(<1001)
blij(<1001)/gelukkig(<1001)/lachen(<1001)

⁵ S. Bacchini *ea*, Duizend-en-een-woorden; De allereerste Nederlandse woorden voor anderstalige peuters en kleuters. SLO, Enschede, 2005

Appendix 3.2: Inventory of narrative proficiency assessments

94 participants from the 4 primary schools on the island:

Bethel Methodist School	<i>groep 7</i>	15
	<i>groep 8</i>	20
Golden Rock School	<i>groep 7</i>	9
	<i>groep 8</i>	8
SDA School	<i>groep 7</i>	12
	<i>groep 8</i>	15
G. de Graaf School	<i>groep 7</i>	10
	<i>groep 8</i>	5

83 participants from the Gwendoline Van Putten secondary school:

<i>Schakelklas A</i>	12
<i>Schakelklas B</i>	9
<i>Schakelklas C</i>	9
HAVO 1	20
1 VMBO K&T	13
B1	8
T3AC	12

Appendix 3.3 Narrative proficiency test sample texts

(DE refers to stories written by students who were expected to write in Dutch first and English second; while ED refers to stories written by students who were expected to write in English first and Dutch second; MT = mother tongue; GvP = Gwendoline van Putten secondary school)

DE1: GvP 14 yr old girl in class VMBO K&T 1, MT: Spanish

Dutch:

Een vrouw tas was gestolen van een man. De man is rennen, de politie zien hem. Hij chase aan hem caught hem en geeft de tas terug naar de vrouw.

English:

A woman purse got stolen. The thief with the purse run, the police saw him. And chase after him, caught him, and arrest him. He return the purse to its rightful owner

DE2: GvP 13 yr old girl in class VMBO K&T 1, MT English

Dutch:

dutch

een man heeft een vrouws handtas gepakt en heeft om te beginnen met rennen.

Hij heeft op straat het het om te rennen dan heeft de politie hem gezien en dan, de politie heeft achter hem aan het renner.

Dan heeft de politie hem “caught”. Dan heeft de politie de vrouw haar handtas terug gegeven.”

English:

English

A man stole a woman’s purse and he started to ran towards the streets and the policeman saw him then the policeman ran after him.

After awhile the policeman finally caught him.

And then after he gave the woman her purse back.

THE END

DE3: GvP 14yr old boy in class VMBO K&T1, MT English

Dutch:

man steelt tas rent weg politie
gezien en anchtenna gegaan opgepakt
tas terug geleverd

English:

thief took bag and ran away police
caught sight and started a chase
caught him and returned the bag

DE4: GvP 14yr old girl MT Papiamento VMBO K&T 1

Dutch:

Een vrouw was aan de strand met een tasje in ze hand,
dan heeft een stomme dief zijn tasje gestolen.
darna heeft een politie de man gezien, hij was achter de
man rennen en hij heeft de dieg gepakt en de tas weer
naar de vrouw geven.

English:

a woman was walking on the road than a thief
took her bag and started running a cop saw him
and started chasing him the cop catch him
and gave the woman back the bag

DE5: GvP 13yr old girl MT English *Schakel B*

Dutch:

1. Een vrouw loopt en een man heeft haar tas
gepakt, en rent weg van haar. Een de politie
man heeft de man met de tas gezien. Denken
dat het is zijn tas. Dan "Help! Help!" roep de
vrouw tot de politie man. "Hij heeft mijn tas gepakt."
Dan heeft de politie de dief gevang. De dief maakt

heel veel lawaai als en meisje. Dan de vrouw was heel heel blij. The End.

English:

A lady walks & the a man takes her bag, & runs away. The police saw the man thinking that it was his purse. Then “Help! Help!” yellende the lady. “He has my purse.” Then the police caught the thief. The man made alot of noise like a girl. Then the woman was really really happy.

DE6: 13 yr old Boy in *Schakel B MT* English and Dutch

Dutch:

Ze was een vrouw ze loopt naar de winkel daar komt een man en de man heb de vrouw tas gepakt en hij ren weg. Een politie man heb de man met de tas gezien hij ren naar om de tas te pakken. Dan de polite heb de man gepakt daan griig Hij de tas terug aan de vrouw zo de vrouw was heel blijk dat ze de tas terug heb. De vrouw heb de dief geslaam in ze hoofh ze zegt Fout Dief Fout Dief Fout Dief ze zegt aan de polite he moet weg sturden. de dief

English:

There was a ladie that was going to the shop woth a purse in het hands then a thief took it and started to run away. He ran past an police officer then the police officer began to chace him then the police return the bag to the lady the she was very happy.

DE7: 15 yr old Boy/Girl T3ac MT English

Dutch:

“Op drie, Januari een man naam John hebt een tas van een vrouw, Jane, gestolen. In het zelfde tijd John rent

het politie was achter hem. Het politie hebt hem gevang
en ze geeft het tas terug naar Jane”

English:

On January 3rd, a man name John stoled a bag from
a lady name Jane. While John ran but the police was behind
him. The police caught him and gave the bag back to Jane.

DE8: 15 yr old boy in T3AC MT Spanish

Dutch:

De man heb gestolen de tas van de meisje. Ze ren boven
de straat. De politie zie de man rennen met de tas.
De meisje bel de politie en zeg aan de politie dat de man
gaat met haar tas. De politie ren achter de man. De
politie neemt de man en breng de man naar
de meisje en ze geeft de tas terug.

English:

The man steal the lady bag. He run's up
the road. The police saw de man running with
the bag. The lady called the police and told the
police that the man got her bag. The police run
after the man. The police caught the man and
bring him back to the lady and she got her
bag back.

DE9: 16 yr old Boy in T3AC MT English

Dutch:

Dit verhaal gaat over een jonge wie hebt een meisje tas gestolen
en hij rent op straat en de politie hebt hem gezien en hij rent achter hem
om de jongen en de gevangen nis te zetten de politie heeft de jonge gevang
en hij geeft the vrouw zijn tas terug

English:

This story is going about a boy who stole a purse from a lady
and was running on de road to get away and the police spotted
him and ran after him he caught him and gave the purse back
to the lady

DE10: 10 yr old Boy in *groep 7* BMS MT English

Dutch:

Dief Dem

De bief stole de vrouw tas dan hij rent op de
straar and the the politie zegt jij bent jong
den de politier rent naar de dief en zchopt
him and then ze geef the vrouw zijn tas

English:

first the thief stole the woman's purse and then
he ran away the the police say you ar short
and then he rant away and then the police
cach him and he make hime give the lady her purse

DE11: 11yr old boy *groep 7* BMS MT English

Dutch:

mouw en een man the man dief tas en ren
allong de roed de police see de dief en de police
start to chish de dief en de dief get catch
en de mouw heeft haar tas teurk

English:

the woman and the man tief her bag
and run along the road and the police see
hem and started to chas hem and he catch
hem and the woman get her bag back,

DE12: 10 yr old boy *groep 7* BMS MT English

Dutch:

op een dag heb ik gezien een dief hebt een dames tas en dan hebt hij
gerennen en renen dan heeft de politie naar hem gerent en dan de politie
(caught) hij en ze hebt de tas aan de dame gegeven en ze was (happy)

English:

one day I saw a gay stealing a ?womans? purse and then he ran away

nd he wan and then a police officer ran behind after him and chased him down and took him too jail and returned the purse too the lady and she was happy.

DE 13: 11 yr old boy *groep 7* BMS MT English

Dutch

~~the~~ de dief teft the mashe pers end the man ran down
~~the~~ de roed and de ~~politie~~ poletie ran ~~er~~ after de man
en de pilitie ran de man end the politie carry
back de pers and that's the End

English:

~~the tefe~~ a tef tick a woman pers and he ran down
the road and the polece see him and the police
ran after him and they catch him and carry back
the pers and she was happy the end

DE14: 12 yr old Girl *groep 8* BMS MT English, Papiamentu

Dutch

De dame heeft een tas. Daar was en dief! Hij dief het dame
tas; De politie kom op het (scene), de politie ziet het dief.
De politie vangt de dief en hij brengt de tas tot de
dame en de dame was blij. Ik denk dat de dame zegt
Dank u! De dame was dansen in de straat en dat
(mean) zij was blij. (When) de dief (thief) haar tas
ze was bang nu (since) het politie heeft haar tas van
de dief zij was blij. Deze dame heeft spullen in
haar tas en geld. Deze dame (was) ~~bag~~ bang dat
de dief (thief) (~~it~~) het geld. ~~Waar~~ Wie is en dief?
Een dief is en persoon wie (thiefs) spullen.

English

The ~~the~~ lady have a bag. "There was a thief." ~~The~~ He thief
the lady bag. The police came on the scene, the police
see the thief and the police catch the thief and he
bring the lady bag. And the lady was happy, I think
that the lady said "Thank you". The lady was dancing
in the street and that means she was really happy. When

the thief, thief her bag she was scared and now since the police has her bag from the thief she was happy. The lady had stuff in her bag and money. The lady was scared that the thief, thief her money. Who is a thief? A thief is a person who thiefs stuff.

DE15: 16yr old boy in T3AC MT English

Dutch:

1. ik ben een shonge jonge die is heel leuk met meisjes.
2. ik ren op ~~de~~ straat
3. politie ren me
4. ik ren naar huis
5. politie pakt mijn hand
6. de mevrouw is blij, ze heeft haar tas terug gekregen

English:

stole the womans bag and I'm Running away with it. The police notice that i have stolen a lady's bag and run's after to me to get back the bag. The catches me and locks me up and once again the lady is Happy again, because she get's back her bag.

DE16: 13yr old boy in *Schakelklas* C MT English

English:

An xorrow I dot not now Dot.
a womn gat rod and ran de
tes cros de rod and her de
poles and de poles run as ?tror? de
tef and the ~~p~~ poles cak de tef
and de tef hav de nan dag in his
han and the poles gav gak ~~de~~
~~da~~ de to de v.o ~~ne~~ womon.

DE17: 13 yr old Girl in B1 GvP MT English

Dutch:

een man het een mevrouw tas gepakt en de man rent

dan heeft de politie heeft de man gezien en hij rent achter die man. hij heeft de man gepakt en he trekt de tas van de mevrouw en geeft het terug.

English:

a man stole a bag from a lady and ran with it and de police saw him and he ran after the man and caught him and took the bag from him and gave it back to the lady

DE1814 yr old girl in B1 GvP MT ?

Dutch:

De man stole een vrouw tas en hij ren en de politie see him en de politie ren achter hem en get him en geeft ze terug haar tas

English:

The ~~take~~ man took a woman purse and run and the police see him and the police ran after him and caught him and give the woman her purse.

DE 19: 14yr old boy in B1 GvP MT?

I don't the dutch

A man stole a woman purse and the he run. The police saw him and chase him nd caught him and she got her purse

DE20: 13 yr old boy in *Schakelklas A* MT EN & SP

Dutch:

Een vrouw was aan te lopen en een dief pakt haar tas en rent weg. En police officer heeft hem ~~gen~~ gezien en rent achter hem until he catch and gave ~~her~~ the lady her bag back.

English:

A Lady was walking and a thief and stole her bag while he was running a police officer saw him and run after him until he catch the thief and return the bag to the lady

DE21: 13yr old girl in Schakelklas A MT Dutch

Dutch:

Er was een mevrouw die aan het wandelen was. Opeens pakt iemand haar tas af. Hij rent zo hard, maar hij word achtervolgd door de politie. Hij rent als hard als hij kan, maar hij is niet snel genoeg. De politie pakt hem en geeft de mevrouw haar tas terug. Ze is zo blij. De politie brengt hem naar de gevangenis.

English:

There was a lady who was walking. All of a sudden her bag got stolen. The police was chasing him. He had to run so fast, but he was too slow. The police gave the bag to the lady. She was so happy. The thief was brought to jail.

DE22: 11yr old Girl groep 7 GdG MT?

Dutch:

De dief ga met de dama tas de dief ga met de tas op de straat en de politie ga rennen voor de dief de politie catch de dief en de dama got her tas back

English:

there was a lady and a thief so the thief went running with the lady purse on the road then the police see him so he chase

him and he was running in the back of the thief and the police catch him and the lady got back her purse

DE23: 10 yr old boy *groep 7* GdG MT Dutch

Dutch:

Er was een vrouw die liep op de weg, er kwam een dief. hey! mijn tas! Hahaha! zei de dief, hij rende weg. Toen zag een politie hem en zij: dief! hij rende achter de dief aan, na een kwartier zij hij, ik heb je te pakken! Hij hield de dief aan en gaf de tas aan de vrouw.

English:

Once upon a time there was a thief, the thief liked to steal things. He saw a woman and said: Haha! I got your purse! He ran away over a road. Then a cop saw him and said: thief! he ran behind the thief and after 15 minutes he said I got you! He hold the thief and gave the purse to the girl

DE24: 10 yr old Boy *groep 7* GdG MT?

English:

One day a lady was talking on her phone and a thief took her purse yelled for help and policeman heard her yelling he came and she told him about the thief and which way he went the policeman saw the thief and he chased him and caught the thief and he returned the purse to the lady.

Dutch:

één dag een mevrouws tas was bij een dief the dief had de tas en een politicien had de dief jail and de mevrouw har tas

DE25: 12yr old boy *groep* 8 GdG MT Dutch

Dutch

De man steal de vrouw tas en hij rent away
en de polite rent achter de stealer en ze vannen hem en
brengt de tas van de stealer en geef ze de tas terug.

English

The man take de pers from the lady and run
away and the police see him and the police
run after him and they caught him and take
the pers and give it back to the lady.

DE26: 12 yr old Boy *groep* 7 SDA MT English

Dutch:

de yogen stold de meds tas and weg
yogen
Lop

English:

the man stold the woman pers and ran a way
but the polic case him and cacht him and the woman get
her pers back

DE 27: 11 yr old girl *groep* 7 SDA MT English and Spanish

Dutch:

op en dag en vrouw loopt aan de weg. Het was stil en
goed. Ze kijkt niet achterin waar ze loopt zo een dief
heb gekomen en heeft ze tas (steal). Ze rent achter de man
en de man rent op de weg. De man heeft voorin de
politie rennen en de vrouw zegt aan de politie dat de man
heeft ze tas. Zo de politie ~~has~~ rent achter de man
en hij hebt de man knappen. De vrouw was zijn tas
gehad (again) en ze was zo blij.

English:

One day a woman was walking on the road. It was
quiet and good. She was not looking at the back of

her where she was walking. So a thief came and stole her purse. She ran after the man and heran up the road. He ran infront of a police and the woman told the police that he had her purse. So the police ran after the man and he caught him. The woman had her bag again and she was very very happy.

DE28: 13yr old girl in HAVO 1 GvP MT?

Dutch:

Een jongen had een meisje handtasje gestolen en hij heeft weg gerennen en de politie had hem gezien en de politie heeft achter de jongen gerennen en wanneer de politie de man (catched) had de vrouw haar handtasje terug gekrijg

English

A boy stole a girl perse and ran away with it and the police saw him and ran behind him and when the police caught-catched him the lady girl got het perse back.

DE29: 13yr old girl in HAVO 1 GvP MT English

Dutch:

Er was een meisje niet vrolijk en een man vrolijk en de man ging op weg. De politie ging na hem rennen en heeft hem gepakt en de vrouw was Wee vrolijk.

English

There was a lady upset and a man happy and the police came after him and catched him and the girl was happy

DE30: 13yr old girl in HAVO1 GvP MT English

English:

The lady got rob and the thief ran away. The officer saw him, cased him and coath him, then return the lady's bag.

Dutch:

De vrouw was gestollen en de dief rende weg. De officer zag hem, was achter hem te rennen en had ze gevangen dn de vrouw tas terug gegeven

DE31: 12yr old boy in groep 8 SDA MT English

Dutch:

”Hey” zegt de juffrouw, “geeft mij mijn handbag! Politie hulp!”
“He He He” de theif zegt “ik had de jufs handbag gestollen nu ik heb meer geld.” “stop Rechts daar” zegt de politieagent. De tweede mensen had rent alrond de heel city. “Ha!, IK heb je nu geeft mij de handbag” Daan de jufvrouw was zo veel blij dat ze heb de handbag. De Theif zegt hij was sorry vor wat hij had doen, daan de politieagent zegt dat zij moet heb een goedemiddag daan de jufvrouw en de politieagent were blij.

English:

“hey” Said the woman, “Give me my purse back! Police help!”
“He He He” said the thief “I stole the womens purse and now I have the more money.” “stop right there” said the police-officer the two men chased eachother around the whole city.
“Ha! I have you now give me the purse.” Then the woman was so happy that she had the purse, the thief said he was sorry for what he had done the police-agent wished her a good afternoon then they were both happy.

ED1: 12 yr old Girl in *Schakelklas* B MT English

English:

I See a man he thief the woman purse the he run

off with it. He run up the road then the police see him then the police start running after him. Then he catch him and give the woman back her purse.

Dutch:

Ik heb een man gezien stiekem de mevrouw tas te pakken. Dan heeft hij gerennen dan heeft hij de politie gezien. Dan heeft de politie hem gerennen dan heeft hij de man ge pakt. Dan geeft hij de tas aan de vrouw.

ED2: 12 yr old girl in *Schakelklas* B MT English

English

English

A Man (thief) stole a woman's bag. He ran down the street with her bag. Then a police man was there and saw everything and when the thief past the policeman and kicked him in his head then the policeman ran behind the thief and cathed him then luckily the woman got her bag back.

Dutch:

Dutch

Een dief had een mevrouw's tas gestolen. De dief had de straat gerennen. Een politie was in de straat. De dief had de politie gestoten. Dan kregt de mevrouw haar tas terug.

ED 3: 16 yr old boy T3AC MT English

English:

The boy that is running from girls because he is afraid of them and he might be gay and he stole the handbag. So he continue runnin so then the police

is running behind of him and then the police and the boy become friends

Dutch

Het jongen is aan het rennen van het meisje omdat hij het tas heeft gestolen en de politie rent achter hem aan en vangt de die en geeft de tas weer terug aan het mevrouw

ED 4: 11 yr old boy *groep 7* BMS MT English

English/Dutch?

The wimen the mean dief begr rodre
be most ren afen the dief road
the fine wonaf hikem goder
the poten ran aft the teft
the road the ponsct takes keg comes
somig the keg gmekemi
be is dief wom tit ran wins
be in plsae ran aft de diek
be gi wom kilen risk hei tast
be wom in hepsk a genek
be wom wos nepk t eig

ED5: 16 yr old boy in B1 GvP MT ?

1. The woman get tif
2. He ron we the *?policboom?*
3. The police sea ongo
4. The police romeng afta hen
5. The police heg hen
6. The woman happy”

ED6: 13 yr girl in B1 GvP MT English

English:

the man run from de woman with her bag and the police see him and the police start running after him and then the police catch him and take the bag and give the bag back to the woman.

Dutch:

de man heeft gerennen met de vrouw
tas dan de politie ren achter hem. An heb hem gecatchen an
geeft de tas an de vrouw. An dan de vrouw was blij
want ze heb je-la haar tas again

The End

de Eind

ED7: 14 yr old girl B1 GvP MT?

English:

A women was going for a walk and
the a man take her pers bag but she,
try to get her bag back but she couldn't
ask for help because the police didn't understand
the language that she was speaking.
So then she try it in a diffiren langu
language so she get her bag back

Dutch

a een meijese jef was loopen lopen en
een man gesolen haar seleg sleeeg een
he juf ge neit gepraten de language
so.

ED8: 14 yr old boy in B1 GvP MT?

English:

the woman bag got stolen en the teaf went runing en de cop
saw him runing en ?? ran after him en he kot him en
den give de women back her bag.

Dutch

de vrouwwrouw heeft stoken en the teaf went runing en de sop
saw him runing en ran after him en he kost en ?????
den give de women back her tas

ED9: 12 yr old girl *Schakelklas* A GvP MT Dutch/Papiamentu

English:

There was a woman walking on the road and a man come and take her bag and ran away with it the police officer saw him running away with the bag he ran after him and after a while of chasing the thief the police officer caught him and the lady got her purse back.

Dutch:

Er was een mevrouw die op straat loopt en een man kwam een pak haar tas en ren weg met het de politie agent zag de dief weg rent met the tas de politie agent heeft de dief gevangend en de vrouw heeft haar tas terug gekrijgen.

ED10: 10yr old boy *groep 7* GdG MT Spanish

English:

The man is take the prast fo the lady. He run on the road He past the poice and he go on run the police chase the man they run fo all He catch Him The police going to get her prast she is happy [*drawing of smiley*]

Dutch:

de man rende met haar tas hij rende maar the staar Hij ren past en polite hij rede the polite re achter de man He gepak de man de vrouw is happy [*drawing of smiley*]

ED11: 11 yr old boy *groep 7* GdG MT English

English:

the man steal the women perse He run with the bag the police saw him the police chasing the rober the police gut the robber and the police give Back the women perse

Dutch:

De dief steal the perse the dief renan by the road

the politie saw him the polietie rennen by the
dief de polietie gut him De polietie give back
de meisje purse

ED12: 12 yr old girl *groep 8 GdG MT English*

English:

I see a lady standen up nex to a man the man tief
her perst and run white it then a police can ketch
the man and then the lady gat her perst back she was
so so happy to get her perst back

Dutch:

Ik zie en vrouw bij een man het man trek zij
tas op zijn ren bij het straat het politie comt
bij onze en halt zijn the vrouw was blij

ED 13: 12 yr old girl *groep 8 GdG MT Spanish*

English:

the man teaf the lady perst in then he stat to run in he was
runing on the street in the past behind de police in then the policed
see that the man was runing Beacause he teaf the lady perst so
the police run after him trying to ketch to teafer they was
but runing fast in then after the policeman ketch the teafer
in give back the perst to the wonderfull lady in the lady
was hapely ever after [*smiley*]

Dutch:

IK zee een man en een vrouw het man stref the vrouw tas
het man pass acter het policemab in then het police zee the
man rening met de vrouw tas en achter aan the politiman
ren achter het man en then the politi trek het tas van the
man den de politiman (give) het tas to de vrouw en the
vrouw was blij ze zegt thank ye bell for mijn tas!!!
[*smiley*]

ED14: 11yr old boy *groep 7 SDA MT English*

English:

The boy steel the gril bat and the boy
run on the rod and the poles see the boy
and the boy run and run and the poles run aftur
the boy and the poles crej him and the gril
was happy.

Dutch:

De meisie heb en tas de dief ren met de
meisie een de dief tik de tas en de dief
ren en de politie saa de dief en de politie ren at
de dief en de polite get dief en de tas en ~~the~~
meisie was handen.

ED15: 10 yr old girl *groep 7 SDA MT English + Dutch + Spanish + French*

English:

One day a woman was walking down the road with her purse. Then out of the blue a thief came and stole the woman's purse. He ran down the road away from the woman. But when he was running he ran past a policeman on duty. The police man saw him and started to chase the thief. Finally the policeman caught the robber he arrested him and made him give back the purse to the woman. She thanked the policeman and slapped the thief and everyone but the thief live happy ever after. The thief spent 15 years in prison.

Dutch:

Op een dag een vrouw loopt op de straat met zijn tas. Dan uit of de blauw een dief (stole) haar tas. Hij rent op de straat (away from) de vrouw. Want als hij was op de straat hij rent past een (policeman) op werk. De (police man) heb hem gezien en beginnen achter de dief. De (policeman) heb de dief (caught) en (arrested) hem en (made) de dief heeft de vrouw haar tas. Zij heb de (policeman) gedanken en klapt de dief. En (everyone) wount blij. En de dief wount 15 jaars in (jail).

ED16: 13yr old boy in HAVO1 GvP MT English

English:

a boy (tief)thiefs a lady handbag and runs away with it

and de police chases de man and after the police catches
de man and de lady was happy

Dutch:

Een jongen boof een vrouw handtas en weg gerend met het
en de politie heeft achter de man gerennen en de politie heeft
de man gepakt en de vrouw was verliefd

ED17: 12yr old Girl HAVO1 GvP MT English

English:

There was once a lady she was walking then
a robber stole her handbag and he ran
the police saw him and started to chase
him then he caught him and safely
returned the handbag to the lady.

Dutch:

Er waren een mevrouw ze waren aan
het lopen dan een thief heeft haar tas
gepakt en begon te rennen de politie heeft
hem gezien en heeft begin te rennen achter
hen dan he caught him dan de politie
heeft de vrouw haar handbag terug gegeven.

ED 18 : 14 yr old girl in HAVO1 GvP MT English

English:

There was a man who stole a purse from a
woman.

He ran far away from her.

The police saw him running with the bag
and ~~thought~~ noticed ~~what~~ what just happen.

so the police ran after him ~~was~~

and then he caught him

and then in the end the lady got
back her bag

Dutch:

er was een man die heeft een tasje

van een vrouw gepakt
Hij ~~rent~~ heeft weg gerent van haar.
~~de~~
De politie heeft hem gezien met ~~de~~ een
tasje en denkt ow wat nou zo de
politie heeft naar hem gerend
en hij heeft hem ontvangt
en. In het eind heeft de vrouw haar
tasje terug gekreeijgt.

ED19: 13yr old girl in HAVO1 GvP MT?

English:

English

There was a lady who was walking on the road an a thief came and stole her handbag so she called for the police. The police chased the thief until he caught up to him and then the police returned the handbag to lady and she was very happy.

Dutch:

Dutch

Daar was een mevrouw die aan het lopen was, dan had een boef haar handtasje gestolen zo ze had de politie gebeld. De politie had de boef in de gevangenis gezet en de handtasje terug aan de mevrouw gegeven en ze was blij.

ED20: 11yr old Boy in groep 8 SDA MT English

English:

One day there was a lady name Maria. Maria was walking from the store and a thief took her bag. The thief was running very fast and a police saw him running with the bag so the police start to run after the thief. After the thief got tired and started to run slower and slower and the police caught him and Maria got her bag again.

Dutch:

Eén dag daar was en mevrouw naam Maria. Maria loopt from de winkel en een dief took zijn tas. De dief rent hel sniel en een politce saw hijm running met de tas zo the politce rent after de dief. After de

dief got tired en start to ren slow en slow en the politce caught
hijm en Maria got zijn tas.

ED21

11 yr old girl in *groep 8* SDA MT English

English:

There was a lady and she was walking along the road with her purse and then robber came took her purse. He ran away a policeman saw him and ran after the robber. The policeman caught the robber and gave the lady her purse back.

Dutch:

Opens was er en dame en de dame was bezig met lopen op de weg met er tas. Een dief heeft de dame de taas gehaald. Een politie heeft de dief gezien en direct heeft de politie achter hun gerend. De politie heeft de robber geneemd een de politie geeft de dame hun tas.