



# Bilingual Attitude - Lower Forms

June 2022, 11<sup>th</sup> revision

**Willingness to learn and use a new language is an important part of the language learning process. TTO pupils are assessed on their Bilingual Attitude (BA) in order to determine their willingness to be a part of the TTO programme.**

Bilingual Attitude at Scala College is defined as the willingness to learn and use English in and outside the TTO classroom. The level of English use is therefore not evaluated in a lower form (onderbouw) BA assessment.

At the end of term 2, 3 and 4 the students will reflect on their own willingness to learn and use English. This reflection will be discussed with the mentor/coach.

The assessment results are provided by the teachers at the end of each term. The teachers may determine that the student has an insufficient BA (B/C) by the end of the school year in order to be successful in the programme. In this case, a conversation between the student, parents, mentor and/or team leader will take place to determine whether or not the student is suited to the TTO programme.

Furthermore, Students with an insufficient grade for English at the end of the year will no longer be able to continue with the TTO programme.

**The following guidelines are used as a measurement instrument to assess Bilingual Attitude in a lower form TTO setting.**

	<b>A+</b>	<b>A</b>	<b>B</b>	<b>C</b>
	<b>Very Good</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>Poor</b>
<b>Use of English in a TTO setting (in and out of the classroom)</b>	The student uses English in a TTO setting, in and out of the classroom, all the time.	The student uses English consistently in a TTO setting, in and out of the classroom.	The student uses English most of the time in a TTO setting, in and out of the classroom.	The student needs to be reminded often to use English in a TTO setting, in and out of the classroom. The student shows resistance to using English in a TTO setting.
<b>Consistency in Use of English</b>	The student uses English naturally and automatically, and encourages others to use English as well.	The student uses English almost automatically, and is quick to correct themselves. The student continues using English even when other students don't.	The student uses English in class but switches back to Dutch when the opportunity arises.	The student switches back to Dutch often and as soon as the opportunity arises, such as between lessons and during group work when out of earshot of teachers. The student reacts negatively to other students using English.
<b>Willingness to improve use of English</b>	The student is eager to improve their English use and accuracy, and takes initiative to further their learning.	The student is eager to improve their English use and accuracy.	The student is involved in improving their English use and accuracy.	The student shows little or no willingness to improve their English use and accuracy.
<b>Involvement in their learning process.</b>	The student is actively involved in their English learning process and shows willingness to help others.	The student is actively involved in their English learning process and takes extra steps to further their learning.	The student is involved in their English learning process with some encouragement from peers and/or teachers.	The student shows little or no involvement in their English learning process, even with encouragement from peers and/or teachers.