



Bilingual Attitude - Upper Forms

June 2022, 11th 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. In the upper forms (bovenbouw) students are expected to use accurate and academic English. Therefore this is a factor considered in the evaluation of BA in the upper forms.

The assessment results are provided by the TTO teachers at the end of each term. The teachers may determine that the student has an insufficient BA (B/C) in order to be successful in the program. 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, In order to continue with the TTO programme, students may not get an insufficient grade for more than 2 IB-based tests or assessments in English class in one year. Students with an average insufficient grade for English at the end of the year may not continue with the TTO programme.

The following guidelines are used as a measurement instrument to assess Bilingual Attitude in a TTO upper forms setting.

	A+	A	B	C
	Very good	Sufficient	Insufficient	Poor
Use of English in a TTO setting (in and out of the classroom)	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.
Consistency in Use of English	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, such as between lessons.	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.
Willingness to improve use of English and attention to accuracy	The student uses accurate English, corrects their own errors and uses a high level of academic English when providing written or spoken responses.	The student uses generally accurate English, corrects their own errors and makes an effort to use academic English when providing written or spoken responses.	The student uses generally accurate English, but does not pay attention to errors and only uses academic English when reminded to.	The student shows little or no willingness to improve their English use and accuracy.
Involvement in their learning process.	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.