“Which Factors Contribute to TVWO-Success?”

“Success is not final, failure is not fatal: it is the courage to continue that counts”
– Winston Churchill

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Table of Contents

1. Introduction **3**
Abstract 3
1.1 Context 3
1.2 Practical Relevance 3
1.3 Theoretical Framework and Definition of Variables 3
1.4 Research Question 5
1.4 Sub-Questions and Expectations 5
1.4.1 TVWO-success *6*
1.4.2 To what extent does gender influence TVWO success? *6*
1.4.3 To what extent do CITO scores influence TVWO success? *6*
1.4.4 To what extent do Social-Economic Factors influence TVWO success? *6*
1.4.5 To what extent does motivation influence TVWO success? *6*
1.5.6 To what extent does the quality of the programme influence TVWO success? *7*
1.4.7 To what extent does the amount of support received influence TVWO-success? *7*
1.4.8 To what extent does language-learning attitude influence TVWO-success *7*

2. Method **8**
2.1 Set-up of the Research, Instruments & Reliability and Validity 8
2.2 Respondents 10
2.3 Method of Analysis 10

3. Results **12**
3.1 Student tracking system SOM 12
3.1.1 To what extent does gender influence TVWO-success? *12*
3.1.2 To what extent do CITO Scores influence TVWO-success? *12*
3.2 Questionnaire 13
3.2.1. To what extent does gender influence TVWO-success? *13*
3.2.2 To what extent do socio-economic factors influence TVWO-success? *13*
3.2.3 To what extent does motivation influence TVWO-success? *14*
3.2.4 To what extent does quality of the programme influence TVWO-success? *14*
3.2.5 To what extent does support influence TVWO-success? *14*
3.2.6 To what extent does Language-Learning Attitude influence TVWO-success? *15*
3.3 Problem-Centred Interviews (PCI) 15
3.3.1. To what extent does motivation influence TVWO-success? *15*
3.3.2. To what extent does quality of the programme influence TVWO-success? *16*
3.3.3. To what extent does support influence TVWO-success? *16*
3.3.4. To what extent does Language-Learning Attitude influence TVWO-success? *17*
3.4 Timelines 17

4. Conclusions **18**

5. Discussion and Recommendations **19**

6. Limitations and Suggestions for Further Research **22**

Works Cited **23**

Appendix **25**

1. Introduction

Abstract

In the Netherlands, the popularity of bilingual education (TTO) is growing and an increasing number of schools offer a TVWO-stream. Many students complete the TVWO programme and receive their IB-English Language and Literature certificate, but at some schools the percentage of students who leave before completion is too high. It is difficult to improve the success rate in the TVWO programme without first knowing which factors contribute to success. This research project focuses on the progress pupils make throughout the TVWO programme at one of the senior TTO schools struggling with a high dropout rate and examines which factors determine success. A student is considered successful if he/she took part in the TVWO-programme for the past five years, from 2009 to 2014.

1.1 Context

TVWO is a stream within the TTO (*Tweetalig onderwijs*/bilingual education) programme offered to VWO (*voorbereidend wetenschappelijk onderwijs*/pre-university) students. A school is a senior TVWO school if they offer the programme to lower and upper forms. The TVWO programme is compromised of the regular VWO (pre-university) 6 year programme and the IB English programme. The European Platform stipulates that students in the TVWO-stream are required to obtain the IB English Language and Literature higher or standard level certificate at the end of year six. The results for the VWO exams may also not be lower than the national average (European Platform, n.d.)

This research was conducted at a senior TVWO school in the Netherlands. This school is a Dutch secondary school which offers secondary education at VMBO, HAVO and VWO level and offers the higher-level IB-certificate to their TVWO students. There are 2479 students currently enrolled at the school, 421 of which are doing the TVWO programme. This school offers the TTO programme at VMBO and VWO level, however this research will focus on TVWO, which has been offered since 2006. TVWO is not aimed at international students therefore most of the students in the programme are Dutch. However, some of the students have parents from multicultural backgrounds.

1.2 Practical Relevance

Even though this research is aimed at assisting one particular TVWO school, we hope that other TVWO-schools will use the results. Our research aims to identify which factors contribute to TVWO success. By identifying these factors, schools will be able to redesign their admissions process and create more appropriate selection criteria to enrol more promising candidates. In the future this will mean a lower dropout rate. The outcome of this study will also help teachers recognise and address issues to prevent students from leaving the programme.

1.3 Theoretical Framework and Definition of Variables

In order to identify the factors a study of previous literature was conducted. The studies that focus specifically on bilingual education in the Netherlands focus only on students who have left the programme and not on successful students. This means that it is difficult to determine which factors influence success by only studying the TTO context. In addition to focusing specifically on bilingual education in the Netherlands, like Bosch, Pradeep and Quarles van Ufford's study *Underachievers: A study on switching from TTO Athenaeum to Dutch HAVO (2012)*, we will also focus on studies in other contexts, for example Brisk's study on *Quality Bilingual Education: Defining success* (2000).

Hakkenes and de Wijs (2012) suggest that gender influences success in secondary school. In this study, this factor will specifically be defined as the ratio of girls versus boys who experienced success in the programme. A study by Hakkenes and de Wijs (2012) shows that in 2005 girls finished their school career at a higher level than where they had started. Lightbody, Siann, Stocks and Walsh (2006) asked secondary school pupils to complete a questionnaire on school motivation. Girls expressed a greater enjoyment of school than boys and girls believed that hard work and teachers' approval contribute to success while boys indicated that intelligence, talent and luck are important. Lightbody et al. (2008) however also observed that academic success varied more with age than with gender.

Hakkenes and de Wijs (2012) also observed that CITO scores influence success. CITO scores are used to place a student in the correct stream at secondary school. CITO is a Dutch based testing and assessing company. The Eindtoets Basisonderwijs (or primary education final assessment) tests language, mathematics and study skills and provides score between 501 and 550 (Hakkenes and de Wijs, 2012, p. 65). According to CITO (plazilla.com, 2012) a student should score between 545 and 550 to be placed in VWO or TVWO. Schools are required to follow student progress but they are not required by law to conduct the CITO test (CITO, n.d) which means that schools rely on recommendations from primary schools and the CITO score to place pupils. Hakkenes and de Wijs (2012) indicate that 6 out of 7 students follow the advice given to them by their primary school, but only half of these students receive a diploma in this stream.

Another factor Hakkenes and de Wijs (2012) investigated is family income. They conclude that a higher household income equated to a higher diploma (Hakkenes & de Wijs, 2012). Similarly, Brisk (1998) suggests that contextual factors, such as peer pressure and role of family influence individual students' success in a bilingual programme. Social-economic factors are defined as factors that influence the social process of the student.

In the recent past, two U-TEAch research papers (Delver, Dieleman, Schuitemaker & Welberg, 2010; Bosch, Pradeep & Quarles van Ufford-Thomson, 2012) have broached the topic of success in Dutch TVWO programs. Delver et al. (2010) ascribe the switch from the bilingual to the regular HAVO stream to a decreased level of motivation. The students showed "less class preparedness and lower class involvement" (p. 12). Bosch et al. (2012) observed that students left the programme either voluntarily or as a result of low academic achievement, possibly due to low intrinsic motivation and the difficult transition from the third to the fourth form. Both studies suggest that motivation plays a role in TVWO-success. Woolfolk et al. (2008) defines motivation to learn as more than just wanting to learn, but also as a higher quality of learner's mental efforts. A Dutch VWO programme prepares students for the highest level of tertiary education (rijksoverheid.nl, n.d) and the bilingual programme ensures that it is extra challenging. Students in TVWO should therefore be highly motivated to learn, and have a high quality of mental effort. They should not only want to learn, but also persist and apply more thoughtful, active study strategies (Woolfolk et al., 2008) Therefore, motivation in the context of this study is defined as a wanting to learn and having a higher quality of mental effort. This means that intrinsic as well as extrinsic motivation plays a role in TVWO success.

Brisk (1998) also to mentions that success in a bilingual programme "depends on the quality of the bilingual programme, including curriculum, instruction, resources and preparation of personnel" (Brisk, 1998, p. 2). A successful bilingual programme is defined as a programme that develops language and literacy proficiency, and leads students in academic achievement as well as nurturing sociocultural integration (Brisk, 1998, p. 2). However, she concluded that "good practices

are likely to promote learning, but they do not necessarily guarantee students performance" (Brisk, 1998, p. 8).

Furthermore, Offenstein, Moore and Shulock (2010) state that the support students receive during a programme can greatly influence success and that even though students must be held accountable for their performances at school, institutional leaders should also work hard to promote success. Support is defined as preparing the students sufficiently prior to entering a programme and supporting them throughout the programme (Offenstein et al., 2010) .

Finally, Merisuo-Storm (2007) observed that "negative attitudes towards language learning can reduce learner's motivation" (as cited in Delver et al., 2010, p. 2). We define language-learning attitude as the degree to which students are willing to understand, speak and learn a language. Negative language-learning attitudes could be a result of many factors, but Delver et al. (2010) indicate that one of these factors could be how competent teachers are at teaching effective CLIL lessons.

These studies show that there are 6 factors that could influence a student's level of success in (bilingual) education, namely gender, CITO scores, socio-economic factors, motivation, quality of the programme, the support students receive during the programme and language learning attitude. In order to evaluate whether these factors contribute to success in TVWO, our research will look at the relationship between success and these variables.

1.4 Research Question

In order to determine what this abovementioned relationship is, this research will attempt to answer the following research question.

Which factors contribute to TVWO-success at a senior TVWO school in the Netherlands?

1.4 Sub-Questions and Expectations

A study of previous research indicated that gender, CITO scores, socio-economic factors, motivation, quality of the programme, the support students receive during the programme and language-learning attitude affect are factors which influence success. The results of these studies aided us in identifying these factors as the most relevant, as well as providing us an indication of what results we can expect.

The function of this explanatory research will be to determine if these factors can be used to explain why certain students experience more success than others in the TVWO programme.

1.4.1 TVWO-success

A student is considered successful if he/she managed to stay in the TVWO-programme for the past five years, from 2009 to 2014. We consider an unsuccessful student to be one who left the programme and joined the regular VWO or HAVO stream.

1.4.2 To what extent does gender influence TVWO success?

Hakkenes and de Wijs (2012) observed that more girls than boys finish their school career at a higher level than they had started. Lightbody et al indicated that age together with gender also influenced success. Therefore we expect to find a connection between gender and TVWO-success but we also expect that gender alone is not a reliable factor.

1.4.3 To what extent do CITO scores influence TVWO success?

Most primary school students in The Netherlands complete a CITO Eindtoets Basisonderwijs exam in their last year of primary school. Hakkenes and de Wijs (2012) indicate that only half of the students who follow the CITO advice receive a diploma in the correct stream. This could indicate that the advice and the CITO scores could only be a contributing factor to success but not one which can be relied on solely to recognise successful candidates.

1.4.4 To what extent do Social-Economic Factors influence TVWO success?

This study will look at socio-economic variables that influence the social process of the student, for example, household income. Hakkenes and de Wijs (2012) specifically based their findings on household income. Hakkenes and de Wijs (2012) observed that a higher income equated to a higher diploma. Due to the higher costs of the TVWO-programme we expect that the students taking part in the programme are from wealthier families, and we expect that this will have an effect on success in the TVWO-programme.

1.4.5 To what extent does motivation influence TVWO success?

In order to evaluate whether a student is motivated to learn we will look at intrinsic and extrinsic factors which influence this motivation. Based on Bosch et al's (2012) conclusion that the lack of

intrinsic motivation caused students to leave the programme, we expect that intrinsically as well as extrinsically motivated students will sooner experience TVWO-success, however based on Bosch et al's(2012) observation we expect intrinsic motivation to play a bigger part than extrinsic.

1.5.6 To what extent does the quality of the programme influence TVWO success?

Brisk (1998) indicated that although the quality of the programme contributes to success in a programme, it is more likely to promote learning than guarantee success. We expect that students who are more satisfied with the school's TVWO programme will be more likely to succeed, but we also expect that it will not be an influencing factor.

1.4.7 To what extent does the amount of support received influence TVWO-success?

Offenstein et al. (2010) observed that the support students receive before starting the programme as well as at school, in the form of remedial teaching for example, influences success. Therefore, we expect that students who were better informed prior to starting as well as ones who felt more guided along the process at school will be more likely to experience success in the programme.

1.4.8 To what extent does language-learning attitude influence TVWO-success

Delver et al. (2010) indicate that effective CLIL lessons influence TVWO success. As language learning is at the heart of the TVWO-programme we expect to find that the students who are driven to learn a language and who are satisfied with the way in with the language is taught to them will be the students who experience TVWO-success.

2. Method

2.1 Set-up of the Research, Instruments & Reliability and Validity

In order to answer these research questions, this study made use of three main instruments, in three different steps: a student tracking system (SOM), a questionnaire and an interview, as illustrated in the figure below. SOM was used to gather data about gender, Cito scores and the school career. In addition, a questionnaire was used to gather data about social-economic factors, quality of the programme, support and language-learning attitude and an interview gathered data about these factors as well but mostly focused on quality of the programme, motivation and support. All of these instruments combined were able to give an overview of which factors contribute to success.

Step 1: Student Tracking System SOM

The student tracking system (SOM) is a digital database that provides information on students, in the form of gender distribution, CITO-scores and school careers. Firstly, the success of three TVWO classes from 2009 to 2014 was analysed. By comparing the data available on CITO-scores and gender, versus the school careers a relationship could be determined between the variables. The data on SOM is considered reliable, as it is the school's official digital database. Detailed CITO scores were not available for the 2009/2010 group; only a score was available while in more recent years a detailed report has become available.

Step 2: Questionnaire

The questionnaire was used to collect data on the following variables: socio-economic factors, motivation, the quality of the programme, support and language-learning attitude. In addition to general questions about the educational level of the students, the questionnaire consisted of 30 statements in English that students were asked to rate on a 5-point Likert scale. There were four to five statements for each variable. While the questions were grouped together according to the variables, the questionnaire did not explicitly state them. Due to time constraints the questionnaire was not piloted, however a researcher tested the quality of the programme prior to sending it to the students. This means that the validity of results is less than desired. In order to increase the validity, the questions were derived from existing literature where applicable. For example, the questions on the quality of the programme were based on five characteristics described by Brisk (1999) and we used the 'Academic Intrinsic Motivation questionnaire' designed and tested by Shia (1998) to formulate our statements about motivation. We sent the questionnaire to the students using the online programme 'Surveymonkey'.

Step 3: The Interview

Interviews were conducted with selected questionnaire respondents. The students were selected because their answers varied from the norm or elaboration was needed. The interviews were conducted in Dutch, the respondents' first language, to ensure that they were able to fully express themselves. The interview was based on the Problem Centred Interview (PCI) as described by Witzel (2000).

The structure of the interview was as follows: first students were asked to put small cards with the different variables in order of what they thought was important for them in choosing TVWO. The variables were phrased in positive I-statements. By having students order them, the important or influential factors became clear. See below for an example of these statements.

Statement	**Variable**
TVWO is good for my education	Extrinsic motivation
I like TVWO	Intrinsic motivation
I get a lot of help and support	Support
I like learning English	Language learning attitude

Students were asked several questions that allowed them to elaborate on the questionnaire answers. The PCI focuses on a communicational approach to interviewing which address the research problem. Witzel describes the PCI in several steps. First of all, he suggests a short questionnaire to gather data on the social characteristics of the respondents. The interview itself should be flexible but does need some guidelines and pre-formulated questions to ensure comparability (Witzel, 2000). We did this by means of pre-formulated introductory questions and pre-formulated guiding questions that could be asked if necessary.

Students were ensured of anonymity and because one of the researchers is a teacher at the school, she did not administrate the interviews. Furthermore, each interview was conducted by two researchers. This ensured that one person could focus on guiding the conversation, while the other was there to observe and step in if necessary. The desired form and the study's main question were explained before the interview started (Witzel, 2000, p.4). Due to the limited timeframe of this research, the interview could also not be piloted. This unfortunately puts the validity and reliability of the results into question. However, the interviewers were prepared in such a way that they did their best not steer pupils in a certain direction. The interview then started with a "pre-formulated introductory question" which was open allowing the interviewees to give their opinion. The introductory question was: "How have you experienced TVWO (thus far)?". During the interviews, it was the interviewees who were speaking most of the time. Sometimes the interviewers asked guiding questions to come to a better understanding of what the interviewee was saying and to be able to compare answers.

As a final task, students were asked to draw a timeline on which they could indicate their level of motivation and language level. They were also asked to mark events or people that had influenced these levels. The interview was recorded and transcribed in order to gather information about motivation, quality of the programme, support and language-learning attitude. This increased the reliability of the results as we were able to accurately analyse the results.

2.2 Respondents

The selection of respondents for this research was a sample of 81 students, of which 53 male and 28 female, who enrolled in TVWO in 2009/2010. The respondents were all around sixteen or seventeen years old. The sample consists of TVWO students and includes students who will shortly enter their final year of the TVWO-programme and students who have left or will be leaving the programme. Students who started with the TTO gymnasium programme but left the gymnasium to continue with TVWO were not considered 'dropouts' because they stayed in the TTO programme and were therefore not treated differently. Students who had repeated a year but stayed in the programme were also considered to be successful in the TVWO-programme.

Of the 81 students who were sent the questionnaire, 41 students completed it. We divided the respondents into two groups: students who have dropped out of the programme or indicated not to continue with the bilingual programme next year (DO) and students who are going to be in the TVWO-programme next year (IP). The DO-group consisted of 10 students (7 male and 3 female) and the IP-group consisted of 31 students (11 male and 20 female).

The students who were selected for this interview consisted of a small sample from the group of The DO-group and a sample of IP students. From these two groups, based on the results of the questionnaire, we determined which 4 to 6 students from each group had surprising or different results and invited them for an interview. We selected an equal number of girls and boys from each group. However, not all students responded or were able to attend so only 5 students were interviewed and unfortunately we were only able to interview one female student and four males.

2.3 Method of Analysis

SOM provided us with a database of relevant information concerning the school career of the group of TVWO students who started in the school year 2009/2010. An Excel spreadsheet was used to collect the data. The school provided us with access to the student's file on the system and the CITO score and level for each year from 2009 to 2014 was filled into the spreadsheet. The predication of the final exam level was also filled in and coordinated according to colour in order to make it clear to identify the DO and IP groups. Extra information on the student was also included. This table provided us the data for various graphs which allowed us to examine the relationship between gender and TVWO-success and CITO-scores and TVWO-success. The table below shows an extract from this table.

.eerlingnum	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	cito	EXAM	Notes		
132245	b1a	b2a	b3a	b4c	b5c	543	ATH TT 2015			GYM TT 2015
	8,0	8,0	7,3	6,6	6,9					
132361	b1a	b2a	b3a	h4f	h5d	545	HAVO 2014			ATH TT 2015
	7,0	7,0	5,7	7,8	7,2					
132276	b1a	b2a	b3a	b4c	b5c	546	ATH TT 2015			ATH TT 2016
	8,0	8,0	7,4	6,3	6,6					
131397	b1a	b2a	h3b	left school	left school	543	x	left school		GYM TT 2016
	7,0	6,0	7,9	x	x					
132414	b1a	b2a	b3a	b4b	b5b	??	ATH TT 2015			ATH 2015
	8,0	8,0	6,7	5,9	5,9					
132305	b1a	b2a	b3a	h4f	h5d	544	HAVO 2014			ATH 2016
	8,0	7,0	5,4	7,4	6,8					
132457	b1a	b2a	b3a	a3a	a4a	545	ATH 2016	special needs student		HAVO 2015
	7,0	7,0	5,1	7,5	7,3					
132363	b1a	b2a	b3a	b4a	b5a	550	ATH TT 2015			
	8,0	8,0	8,0	7,4	7,2					

The questionnaire focused on the variables socio-economic factors, motivation, quality of the programme, support and language-learning attitude in relation to TVWO-success.

The questionnaire provided us numerical data as the responses were rated on the 5 point Likert scale. This allowed us to compare and analyse data numerically. We performed a t-test with a confidence interval of 95%. Because of the unequal sample size, we performed a Levene's test to test for equal variances (see Appendix B for a complete overview of the data). In addition to comparing

the DO and IP-groups, we performed another t-test and Levene's test with a confidence interval of 95% to compare the responses according to gender (see Appendix C for a complete overview of the data).

The results of the questionnaire aided in selecting the interview respondents. To find these students, we looked at the modal answers for each question and focused on the students who had varied from that norm. For example, if most students responded with 'agree' or 'neither agree or disagree' we selected the students who responded otherwise. The results per student were exported from the Surveymonkey website into an Excel spreadsheet and then the responses were sorted according to the number of responses which deviated from the norm. The students with a high percentage of variations were invited for the interview.

The interviews were recorded and transcribed so that we could accurately analyse the responses. The questions focussed on motivation (extrinsic and intrinsic), support and language learning attitude. The responses were categorised according to these factors and a comparison was made between the DO students and the IP students.

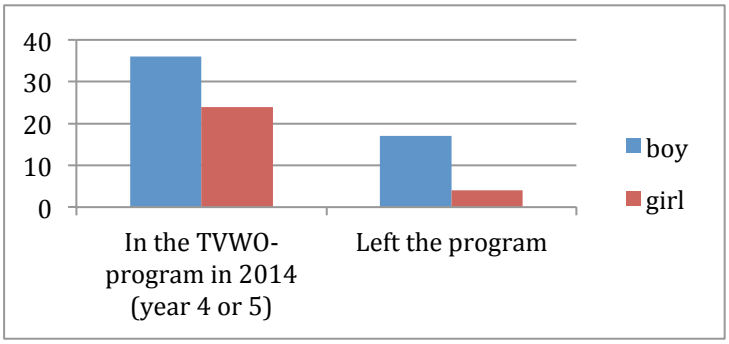
The 5 timelines drawn by the 5 students allowed us analyse the events that had influenced motivation. We compared their timelines to their questionnaire responses and interview answers in order to check for accuracy of responses. The timelines allowed us to pinpoint out moments where the students need to be motivated or supported more.

3. Results

The results provided by the various instruments described in section 2 assisted us in drawing some conclusions about which factors influence TVWO-success. This section will explain the outcomes observed.

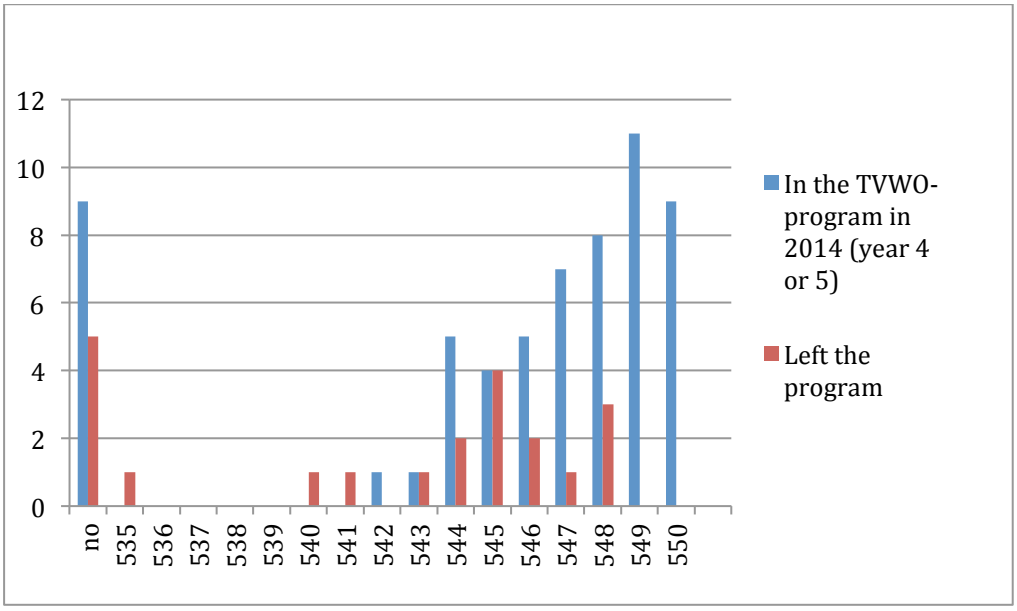
3.1 Student tracking system SOM

3.1.1 To what extent does gender influence TVWO-success?



Of the 81 students who started TVWO in 2009/2010, 17 boys and 4 girls left the programme by 2014, which means that 32% of the boys and only 14% of the girls enrolled in the programme dropped out. The male/female distribution has become slightly more even over the course of the past five years. In 2009/2010, 65.4% of the students in the TVWO-programme were male and 34.6% female. In 2014, 60% of the students in the TVWO-programme are male and 40% female.

3.1.2 To what extent do CITO Scores influence TVWO-success?



The information from SOM shows that 67 students entered the programme with a CITO-score and 14 students entered the programme without a CITO-score. The modal CITO-scores for a student admitted to the TVWO-programme in 2009/2010 are 548 and 549. The median CITO-score is 547.

	535	540	541	542	543	544	545	546	547	548	549	550	No score
Total number of students	1	1	1	1	2	7	8	7	8	11	11	9	14
IP-group (number of students)	0	0	0	0	1	4	4	3	7	7	10	9	5
DO- group (Number of students)	1	1	1	1	1	3	4	4	3	4	1	0	9
Dropout rate of CITO-group (%)	**100**	**100**	**100**	**0**	**50**	**28,6**	**50**	**28,6**	**12,5**	**27,3**	**0**	**0**	**35,7**

The three students who came into the programme with a CITO-score lower than 542 dropped out of the programme, whereas from the 20 students with a CITO-score of 549 to 550 nobody dropped out. Of the students with a modal CITO-score of 548 27,3% dropped out of the programme. Of the students with a score lower than 547 (the median CITO-score), 42.3% has dropped out by the end of year five as opposed to only 10.3% of the students with a score equal to or higher than 547. While these results suggest that a higher CITO-score leads to TVWO success, we have to take into account that some students switched from VWO to HAVO in addition to dropping out of the bilingual programme. Of the 12 students who dropped out of the programme with a score lower than 547, 4 students dropped out of TTO but stayed at VWO-level. Of the 4 students who dropped out of the programme with a score equal to or higher than 547, only 2 students dropped out of the programme while staying at VWO-level.

3.2 Questionnaire

3.2.1. To what extent does gender influence TVWO-success?

In addition to a comparison between the DO-group and IP students, we looked at the differences in the responses between male and female students (see Appendix C for a complete overview of the data). Compared to male students, female students are more likely to be in TVWO because they are interested to learn more about the English language and culture (question 9). Regarding this question, the test shows a significant difference between female and male students with a confidence interval of 95% (t=-2.3, p=0.026). Moreover, female students are more willing to learn more about the English language and culture than male students (question 30). The scores for this question show a significant difference between female and male students with a confidence interval of 95% (t=-2.8, p=0.008).

3.2.2 To what extent do socio-economic factors influence TVWO-success?

The two groups are alike in terms of socio-economic circumstances. For instance, on average students in both groups go on holiday twice a year. While there are some minor differences in the distribution of the types of electronic devices the students own, both groups have access to multiple electronic devices. Furthermore, the students spend the same amount of time helping out with chores around the house. The only difference between the two groups is that 55% of the DO-group indicated they live with both parents as opposed to 93% of the IP-group.

3.2.3 To what extent does motivation influence TVWO-success?

Questions	DO	IP	p-value
Motivation			
Q9: I am in the TVWO-program because I am interested in learning more about the English language and culture.	3.6	3.6	0.992
Q10: I like challenging assignments, as they can be a great learning experience.	3.7	3.6	0.869
Q11: I am motivated to participate in class by my desire to learn.	3.2	3.6	0.319
Q12: I want to do well in the TVWO-program because it is important to show my ability to my family, friends and others.	2.8	3.5	0.150
Q13: I chose to do TVWO because it gives me a head start in my future studies/career.	4.3	4.2	0.679
Q14: My parents chose for me to do TVWO.	1.8	1.6	0.605

While both groups seem to be intrinsically and extrinsically motivated, the DO-group scores lower on question 12 with an average score of 2.8 as opposed to an average score of 3.5 for the IP-group. Question 12 asked students about their extrinsic motivation to show their abilities to family, friends and others. While the DO-group scores lower on one question about intrinsic motivation (question 11) with a difference of 0.4 compared to the IP-group, both groups get a similar score on intrinsic motivation questions 9 and 10.

3.2.4 To what extent does quality of the programme influence TVWO-success?

Quality of the program	DO	IP	p-value
Q15: My teachers are able to teach their subject in a way that supports my learning of English.	3.1	3.6	0.188
Q16: My teachers use a wide variety of materials in their lessons that help me learn the language.	3.2	3.7	0.155
Q17: I feel that my grades reflect my efforts and the amount I have learned.	3.1	3.1	0.922
Q18: My teachers are able to teach in a way that helps me understand the subject matter.	3.6	3.8	0.315
Q19: I am happy that I chose ____ College.	3.4	4.2	0.023

While both groups are generally positive about the quality of the programme, on average the students in the DO-group rate the programme lower on three of the five questions. With a difference of 0.5, the DO-group is less positive about the teachers' ability to teach their subject in a way that supports their learning of English and agree to a lesser extent with the statement that their teachers use a wide variety of materials in their lessons that help them learn the language. Both groups feel that their grades reflect their efforts and the amount they have learned. Finally, with an average score of 3.4 as opposed to an average score of 4.2 for the IP-group, students in the DO-group are less happy than students in the IP-group (Question 19). The scores for question 19 show a significant difference between the two groups with a confidence interval of 95% ($t=-3.8$, $p=0.023$).

3.2.5 To what extent does support influence TVWO-success?

Support	DO	IP	p-value
Q20: When I struggle with tasks or assignments I go to my parents for advice.	2.4	3.0	0.240
Q21: When I don't understand the material, my teachers are willing to help me.	3.7	4.1	0.047
Q22: The school provides enough support for me to succeed in the program.	2.9	3.4	0.118
Q23: I ask my friends or siblings for help with my work.	2.9	3.1	0.646
Q24: My parents supported my decision to go to TVWO.	4.2	4.7	0.005

The results show that students in the DO-group are less likely to go to their parents for advice when they struggle with tasks or assignments with an average score of 2.4 compared to a score of 3.0 for

the IP-group. While both groups indicated that their parents supported their decision to go to TVWO, the IP-group agreed to a greater extent with a score of 4.7 compared to a score of 4.2 for the DO-group. Even though the t-test revealed a significant difference between the two groups with respect to this question (t=-3.0, p=0.005), it is unlikely that this difference had an effect on the students' decision to quit the programme as the average score for both groups is still very high (>4). The students in the DO-group rate the school lower on the support the school offers the students, with an average score of 2.9 compared to an average score of 3.4 for the IP-group. The t-test revealed a significant difference between the two groups with respect to question 21 (t=-2.1, p=0.047) with a confidence interval of 95%. The DO-group feel that their teachers are less willing to help them when they do not understand the material compared to IP students.

3.2.6 To what extent does Language-Learning Attitude influence TVWO-success?

Language learning attitude	DO	IP	p-value
Q25: My teachers motivate me to learn English as well as their subject.	2.8	3.2	0.243
Q26: My teachers show personal interest in my language development.	2.9	2.9	0.951
Q27: My teachers know what they are talking about.	3.6	3.8	0.675
Q28: My teachers effectively get me to participate actively in the lesson and stimulate and guide my understanding.	3.5	3.3	0.529
Q29: I am willing and have been willing since 1TVWO to try to understand and speak English.	3.9	4.5	0.046
Q30: I am willing to learn more about the English language and culture.	2.9	3.9	0,027

While the t-test did not reveal a significant difference between the two groups (questions 25-28), there is a significant difference between the language learning attitudes of the students in both groups. With a 1.0-difference in the average score for question 29, students in the DO-group are, and have been, less willing than students in the IP-group to try to understand and speak English since year one (question 29). The scores for question 29 show a significant difference between the two groups with a confidence interval of 95% (t=-2.1, p=0,046). Furthermore, the DO-group are less willing to learn more about the English language and culture than the IP-group (question 30). The scores for question 30 show a significant difference between the two groups with a confidence interval of 95% (t=-2.3, p=0.027).

3.3 Problem-Centred Interviews (PCI)

After conducting the interviews the results were analysed according to the four sub questions on quality, support, motivation and language learning attitude. Through this approach the research gained information on these factors and the sub questions could be answered.

3.3.1. To what extent does motivation influence TVWO-success?

One of the IP-group students gave a clear indication that she is more extrinsically than intrinsically motivated when it comes to the TVWO programme. When asked to draw one line for her motivation on the time line, she responded:

> 'My level of motivation and how much I liked the programme are not the same.' (Student 1)

Her time line shows that motivation increased in the last few years, but at the same time she enjoyed the programme less and less. She elaborated by explaining that she was motivated to get her IB-certificate, which would benefit her in her future career.

A DO-group interviewee expressed a lack of intrinsic as well as extrinsic motivation:

> 'I did not like IB English which mainly focused on literature. In the end I would only have a piece of paper and when you study in the Netherlands they don't even ask for this certificate' (Student 4)

3.3.2. To what extent does quality of the programme influence TVWO-success?

When asked how they experienced the programme three of the IP-group students mentioned positives straight away:

> 'You quickly learn the language because you use it in class all the time. Also, when you compare your English with the regular VWO students, their English is not as good.' (Student 1)

> 'I like learning in English, you learn things about different cultures and see things from an international perspective. I feel this will also help me when I am on holiday, but also later when I go to university (…) Learning the language happens by itself, you start speaking it from year one and keeps improving.' (Student 2)

> 'I really liked the programme, especially because everything is in English (Student 3)

This shows that TVWO did not only give these students the opportunity to speak English inside the classroom, but also offered several opportunities for development outside of the classroom. This included the opportunity to go on an internship abroad and going on educational trips, which allowed them to explore new cultures and put their English into practice.

3.3.3. To what extent does support influence TVWO-success?

All five students expressed that they needed more guidance in the transition from year three to four. The students felt that they needed more preparation and guidance regarding the changes that took place during the most challenging phases in their school career: before they started the programme, and the transition from the lower- to the upper form.

> 'The IB is quite tough, and perhaps they could have told us more about what the IB is about before we started the programme. They only started telling us about it when we were in the fourth year.' (Student 3 IP-group)

> 'At one point they told us that you need to like to read in order to succeed at TTO, but other than that they just said you could go on trips and study abroad' (Student 4 DO-group)

3.3.4. To what extent does Language-Learning Attitude influence TVWO-success?
One IP-group student explicitly expressed that he felt the language level and CLIL skills of some of the TVWO teachers was too low:

> 'The school should monitor the English level of its teachers more effectively. In some cases the students' level of English was better than that of the teachers.' (Student 5)

The other four students expressed that at times some of the teacher's English was lacking, especially regarding the teachers who were not in possession of a Cambridge English degree:

> 'There had been occasions in which I, but also other students, had to correct the spelling of the feedback I got from my subject teacher.' (Student 2 IP-group)

The students made a clear distinction between certified and non-certified teachers, and how much having this certificate improved their use of English and the language quality of their feedback.

3.4 Timelines

The following table shows how the students prioritised the cards, in turn showing what motivated them most and least. The comparison shows that all but one of the students experienced similar experiences. When comparing these results with the interview itself it became clear that this lack of support was at the school, not their home environment.

Student 1(IP-group)	**Student 2 (IP-group)**	**Student 3 (IP-group)**	**Student 4 (DO-group)**	**Student 5 (DO-group)**
TVWO is Good for my education	TVWO is Good for my education	TVWO is Good for my education	Made no distinction of importance between the different cards.	TVWO is Good for my education
I like TVWO	I like learning English	I like learning English / I like TVWO		I like TVWO
I like learning English / I get a lot of help and support	I like TVWO	I get a lot of help and support		I like learning English
	I get a lot of help and support			I get a lot of help and support

This table shows the sequence of cards per student (top being most important, bottom being least important).

4. Conclusions

The following conclusions can be drawn from the results. Each sub-question will be answered referring to the expectations outlined prior to conducting the research.

1. *To what extent does gender influence TVWO-success?*

The comparison between boys and girls based on the information from SOM shows that boys are more likely to drop out than girls as 32% of the boys versus 14% of the girls left. Moreover, the results from the questionnaire show that girls have a more positive language-learning attitude and show more motivation to learn more about the English language and culture. This means that girls are more likely to be successful at TVWO.

2. *To what extent does the CITO score influence TVWO-success?*

The information from the SOM database indicates that the CITO score may not necessarily predict success in the TVWO stream but can indicate the success at VWO level as the majority of students with a low CITO-score not only dropped out of the bilingual program but also switched level. For example of the 12 DO-students with a score lower than 547, 4 students dropped out of TTO but stayed at VWO-level and 4 students dropped to HAVO level. This data is however not reliable enough to be able to draw conclusions as the numbers are small. Therefore this could be coincidental.

3. *To what extent do socio-economic factors influence TVWO-success?*

The results from the questionnaire show that socio-economic factors have not influenced the TVWO-success of the respondents. There was hardly any difference between the DO and IP group in terms of holidays and devices owned.

4. *To what extent does motivation influence TVWO-success?*

Both the results from the questionnaire as well as the interviews suggest that extrinsic motivation influences TVWO-success. The DO-group appeared to be less driven by extrinsic motivation. The level of intrinsic motivation is similar for the IP- and DO-group as both groups indicated a high motivation to learn.

5. *To what extent does the quality of the programme influence TVWO-success?*

The questionnaire revealed a difference in the perception on the quality of the program between the DO- and IP-group. The DO-group indicated to be less satisfied with the program, less positive about the teachers and less happy with their school of choice. The interviews support these findings, as the students who dropped out of the program were less positive about the school and the information and support they received.

6. *To what extent does support influence TVWO-success?*

Students who dropped out of the TVWO-programme were less positive about the teachers' support. It was clear from the questionnaire that the DO-group felt less supported by the school to succeed in the TVWO-program. The interviews support this finding as the students who dropped out shared that they did not feel supported by the school, especially concerning the IB-programme.

7. *To what extent does Language-Learning Attitude influence TVWO-success?*

Both the questionnaire as well as the interviews revealed that there is a difference in the willingness to learn the language between the DO- and IP-group. Students who left the programme are less willing to understand and use the English language.

The main factors that seem to influence TVWO-success are extrinsic motivation, the quality of the programme, the support the students receive from the teachers and school and the language learning-attitude of the students.

5. Discussion and Recommendations

This analysis of the conclusions will argue the reasons for this conclusion and provide suggestions to the school in order to increase the success rate in TVWO.

A comparison between boys and girls with respect to the answers provided on the questionnaire shows that girls are more motivated and have a more positive language-learning attitude. This was expected based on previous research by Lightbody et al. (2006) who indicated that girls express higher enjoyment and think hard work is important to succeed at school. Although we cannot advise the school to only enrol girls into the programme, we can recommend that methods of motivation are used to ensure that boys remain positive about learning the language and stay motivated to remain in the programme. We suggest that the school further investigates ways to motivate and support the students and pays extra attention to the boys.

As expected based on previous research by Hakkenes and de Wijs (2012), CITO-scores can be used to predict success at VWO level to some extent but are not a guarantee that a student will succeed in the bilingual programme. While many students with a low CITO-score drop out of the TVWO-programme, we have to take into account that some students switched from VWO to HAVO in addition to dropping out of the bilingual programme. When we look at the students who dropped out of the bilingual programme but stayed at VWO-level, the results could be coincidental, therefore further research would have to be conducted on this in order to draw reliable conclusions. Therefore, schools should take the CITO-score into account but also consider other factors

Hakkenes and the Wijs (2012) mentioned that family income is important to a students' school career. Therefore, we expected that socio-economic circumstances would play a role in TVWO-success. However, our results show that these circumstances do not play a significant role as the students all have a fairly similar background. Most of the students in the sample are able to go on holiday and they own numerous electronic devices. This could mean that they come from wealthy families. It would be important to consider that mostly wealthy students join the programme. The only difference between the two groups is that 55% of the students who have dropped out indicated to live with both parents as opposed to 93% of the students who are still in the programme.

The results from the questionnaire suggest that students who dropped out of the programme are less driven by extrinsic motivation than the students who are still in TVWO. On the other hand, both groups were equally intrinsically motivated, which suggests that intrinsic motivation is less of a distinctive factor than extrinsic motivation. This could imply that the school needs to extrinsically motivate their TVWO students more effectively. Bosch et al. (2012) observed that intrinsic motivation contributes to academic success. Both the DO and IP students are

intrinsically motivated. The results of our research show that schools should also consider extrinsic motivation as a factor to influence TTO-success.

Success is also dependant on the quality of the programme according to Brisk (1998). Our results agree with Brisk's (1998) findings. Students who dropped out of the programme rated the quality of the programme low on the questionnaire. They were less positive about their teachers and the school, which could explain why they left the programme. In some cases the students felt they had already met the language level of their teachers which is demotivating. The teachers' English language level should be higher than the students' in order to motivate students to continue developing. The school should become more involved in training their teachers' English language proficiency and ensure their level is higher than the students'. During the interviews both the DO-group and the IP-group also mentioned advantages of the programme. The school should continue making the advantages of the programme explicit to the students in order to extrinsically motivate them to stay in the programme.

As previous research (Offenstein et al. 2010) suggests, support from the school is important to the level of success a student experiences. Interestingly, The DO-group rated the school's support as well as the teachers' support lower. This contributed to them leaving the programme. During the interviews, some students indicated that in the transition from lower form to upper form students could use more support from the school. We consider that this is the opinion of a small sample of students. Perhaps the school could conduct the interviews or questionnaire on a larger sample and based on their reactions they could sets up a plan to guide the students through this change. In this plan the school should consider preparing students for the IB-English curriculum. Each of the students we interviewed expressed that the English curriculum changes drastically in the upper form. Even though the students knew this change would take place, the transition proved to be more difficult than expected for the students Three IP students and one DO students indicated in the interview that they did not feel supported. Perhaps the students should be better informed prior to starting the programme, and aspects of the IB curriculum should be integrated into the lower form English lessons. This will ensure that the students are more aware of the skills they need to develop earlier on in the programme and support them through this transition. Furthermore, we suggest that teachers offer more individual support to students who struggle with tasks or assignments as the questionnaire revealed that: the DO-group feel that their teachers are less willing to help them when they do not understand the material compared to IP students.

Delver et al. (2010) observed if students are motivated to learn languages they succeed in bilingual education. We expected that students who are driven to learn a language are the ones to succeed in TVWO. The results of this study support this expectation. The DO-group scored lower on language-learning attitude. In general, The DO-group felt less motivated throughout the years to learn English and learn more about the language and culture. Students elaborated on the latter during the PCI by expressing that their motivation to learn more about the language and culture changed once the programme became more challenging after year four with the start of the IB-curriculum. Yet again, this shows this transition should be supported more adequately. The students also indicated that they are not always motivated to learn a language by their teachers. We therefore suggest that the school invests in training the teachers in CLIL teaching methods, in order for teachers to improve in terms of activating their students' language as well as motivating and guiding them in their language learning process. As Delver at al. (2010) indicated, CLIL can have a positive effect on the students' language-learning attitude.

One of the aims of this research is to provide the school with concrete advice on how to

redesign the admissions process. Our research shows that extrinsic motivation, the quality of the programme, the support the students receive from the teachers and school and the language learning-attitude of the students are factors to consider when redesigning the admission process. These factors focus on the school career during TVWO and not only prior to starting. From what we observed, we can suggest that the school supports the students more while they make their programme choice by informing them more about the IB programme prior to starting TVWO. This could mean that fewer students enrol for the programme, but hopefully that also means that the percentage of suitable candidates is also higher.

6. Limitations and Suggestions for Further Research

While reflecting on the process of this research, we agree that processing the data and performing (statistical) analysis was one of the most challenging aspects of this research project. We received an overwhelming amount of information and narrowing it down to something we could use proved difficult. Presenting the preliminary results at the school and university provided us an opportunity to process the results through discussion. While our educational background did not prepare us for (statistical) analysis of the data we collected, we feel we rose to the challenge by asking more experienced researchers for help with the statistical analysis and using peer feedback to narrow down the focus of our research.

Finding enough time proved to be another challenging part of the process of conducting this practice based research due to the pressure of the U-TEAch course and the timing of the international internship. This meant that the research was conducted in the period where the students were being prepared for their end of year exams. The 5TVWO group was under pressure towards the end of the school year, still we received 41 responses. This means that 51% of the students responded and considering the size of the group, this does not mean that in individual difference occurred. But the results would have been more reliable if we had a higher percentage of responses.

Similarly, only 5 out of the 10 students selected for the interview were able to attend. The other students indicated that they did not want to miss class so near to the tests and it proved difficult for them to find another suitable moment. While the responses from the five interviewees provided us with additional insight into the factors that influence TVWO-success for the IP- and DO-group, the sample is too small to be considered representative for both groups.

The school has already begun supporting the students based on our preliminary findings. They informed the students better prior to starting the programme which resulted in a dramatic drop in enrolments. Even though this is disappointing, it could be that the number of dropouts in this group is significantly lower due to the students being more informed. It would be interesting to compare the number in the DO group in 5 years' time in order to examine whether support prior to starting the program has an effect on the TVWO-success of the students.

As the results from the questionnaire show that, compared to the IP-group, fewer students who have dropped out of TVWO live with both parents, another suggestion for further research is further exploring the support students receive at home and how this related to TVWO success.

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Appendix

Appendix A: The Questionnaire

The TVWO programme

1. What is your gender?

- ◯ Male
- ◯ Female

2. Which level are you in at the moment?

- ◯ 4 HAVO
- ◯ 4 VWO
- ◯ 4 TVWO
- ◯ 5 VWO
- ◯ 5 TVWO

Other (please specify)

3. Which level do you think you will be in next year?

- ◯ 5 HAVO
- ◯ 5 VWO
- ◯ 5 TVWO
- ◯ 6 VWO
- ◯ 6 TVWO

Other (please specify)

Page 1

4. How often do you go on holiday?

- ◯ Less than once a year
- ◯ Once a year
- ◯ Twice a year
- ◯ 3 times a year
- ◯ More than 3 times a year

5. If you have been on holiday this year, where did you go? Please list the destinations if there were more than one.

- ◯ I haven't been on holiday this year.

I went to...

6. Which of the following electronic devices do you own? (Please select all that apply.You - not your parents)

- ☐ Desktop Computer
- ☐ Laptop Computer
- ☐ Smartphone
- ☐ Tablet (e.g. iPad, Samsung Galaxy)
- ☐ Digital Video Recorder (DVR)
- ☐ Digital Camera
- ☐ E-book Reader (e.g., Kindle, Nook)
- ☐ High Definition TV (HDTV)
- ☐ MP3 Player (e.g., iPod shuffle)
- ☐ Printer
- ☐ Streaming Media Device (e.g., Roku, AppleTV, integrated TV)
- ☐ I don't own any of these electronic devices

Other (please specify)

The TVWO programme

7. How much time do you spend helping out with chores around the house per day?

- ◯ Less than 1 hour
- ◯ 1-2 hours
- ◯ 2-3 hours
- ◯ More than 3 hours

8. Who do you live with?

- ◯ Your mother and father (and your brothers and/or sisters)
- ◯ One of your parents (and your brothers and/or sisters)
- ◯ Your mother or father and step mother or step father (and your brothers and/or sisters)

Other (please specify)

The TVWO programme

9. I am in the TVWO-program because I am interested in learning more about the English language and culture.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

10. I like challenging assignments, as they can be a great learning experience.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

11. I am motivated to participate in class by my desire to learn.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

12. I want to do well in the TVWO-program because it is important to show my ability to my family, friends or others.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

The TVWO programme

13. I chose to do TVWO because it gives me a head start in my future studies/career

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

14. My parents chose for me to do TVWO

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

The TVWO programme

15. My teachers are able to teach their subject in a way that supports my learning of English

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

16. My teachers use a wide variety of materials in their lessons that help me learn the language

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

17. I feel that my grades reflect my efforts and the amount I have learned.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

18. My teachers are able to teach in way that helps me understand the subject matter.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

The TVWO programme

19. I am happy that I chose Scala College.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

The TVWO programme

20. When I struggle with tasks or assignments I go to my parents for advice.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

21. When I don't understand the material, my teachers are willing to help me.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

22. The school provides enough support for me to succeed in the program.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

23. I ask my friends or siblings for help with my work.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

24. My parents supported my decision to go to TVWO.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

The TVWO programme

25. My teachers motivate me to learn English as well as their subject.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

26. My teachers show personal interest in my language development.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

27. My teachers know what they are talking about.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

28. My teachers effectively get me to participate actively in the lesson and stimulate and guide my understanding.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

The TVWO programme

29. I am willing and have been willing since 1TVWO to try to understand and speak English.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

30. I am willing to learn more about the English Language and culture.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neither agree nor disagree
- ◯ Agree
- ◯ Strongly agree

Appendix B: SPSS-DATA Independent Samples Test DO-IP

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q9	Equal variances assumed	,301	,587	,010	36	,992	,004	,368	-,741	,749
	Equal variances not assumed			,010	12,666	,992	,004	,381	-,822	,829
Q10	Equal variances assumed	,013	,909	,167	36	,869	,046	,276	-,514	,606
	Equal variances not assumed			,169	13,700	,868	,046	,272	-,538	,630
Q11	Equal variances assumed	,361	,552	-1,011	36	,319	-,398	,394	-1,198	,401
	Equal variances not assumed			-,906	11,494	,384	-,398	,440	-1,362	,565
Q12	Equal variances assumed	,283	,598	-1,471	36	,150	-,705	,479	-1,677	,267
	Equal variances not assumed			-1,516	14,035	,152	-,705	,465	-1,702	,292
Q13	Equal variances assumed	1,308	,260	,417	36	,679	,126	,303	-,489	,742
	Equal variances not assumed			,547	23,753	,589	,126	,231	-,351	,603
Q14	Equal variances assumed	,098	,756	,522	36	,605	,157	,301	-,453	,767
	Equal variances not assumed			,502	12,614	,624	,157	,313	-,521	,835
Q15	Equal variances assumed	,206	,653	-1,345	34	,188	-,481	,358	-1,209	,246
	Equal variances not assumed			-1,232	12,029	,241	-,481	,391	-1,333	,370
Q16	Equal variances assumed	1,711	,200	-1,453	34	,155	-,481	,331	-1,155	,192
	Equal variances not assumed			-1,223	10,816	,247	-,481	,394	-1,350	,387
Q17	Equal variances assumed	1,202	,281	-,099	34	,922	-,037	,375	-,799	,725
	Equal variances not assumed			-,087	11,409	,932	-,037	,426	-,971	,897
Q18	Equal variances assumed	2,465	,126	-1,020	34	,315	-,222	,218	-,665	,220
	Equal variances not assumed			-,851	10,714	,413	-,222	,261	-,799	,354
Q19	Equal variances assumed	2,523	,121	-2,377	34	,023	-,741	,312	-1,374	-,107
	Equal variances not assumed			-1,857	10,011	,093	-,741	,399	-1,630	,148
Q20	Equal variances assumed	,860	,360	-1,195	34	,240	-,519	,434	-1,400	,363
	Equal variances not assumed			-1,280	15,587	,219	-,519	,405	-1,379	,342
Q21	Equal variances assumed	1,546	,222	-2,062	34	,047	-,444	,216	-,883	-,006
	Equal variances not assumed			-1,743	10,871	,110	-,444	,255	-1,007	,118
Q22	Equal variances assumed	3,432	,073	-1,603	34	,118	-,556	,347	-1,260	,149
	Equal variances not assumed			-1,434	11,651	,178	-,556	,387	-1,402	,291
Q23	Equal variances assumed	,019	,890	-,463	34	,646	-,185	,400	-,998	,628
	Equal variances not assumed			-,498	15,735	,625	-,185	,372	-,974	,604
Q24	Equal variances assumed	,201	,657	-3,026	34	,005	-,519	,171	-,867	-,170
	Equal variances not assumed			-3,045	13,905	,009	-,519	,170	-,884	-,153
Q25	Equal variances assumed	1,423	,241	-1,188	33	,243	-,472	,397	-1,281	,336

	Equal variances not assumed			-,975	9,101	,355	-,472	,485	-1,567	,622
Q26	Equal variances assumed	,994	,326	,062	33	,951	,023	,373	-,735	,781
	Equal variances not assumed			,054	9,577	,958	,023	,431	-,944	,990
Q27	Equal variances assumed	,971	,332	-,423	33	,675	-,153	,361	-,887	,582
	Equal variances not assumed			-,374	9,803	,717	-,153	,409	-1,066	,761
Q28	Equal variances assumed	,008	,931	,636	33	,529	,241	,379	-,529	1,011
	Equal variances not assumed			,579	10,148	,575	,241	,416	-,684	1,166
Q29	Equal variances assumed	,887	,353	-2,074	33	,046	-,644	,310	-1,275	-,012
	Equal variances not assumed			-1,416	7,918	,195	-,644	,455	-1,694	,407
Q30	Equal variances assumed	4,035	,053	-2,314	33	,027	-,977	,422	-1,836	-,118
	Equal variances not assumed			-1,703	8,324	,125	-,977	,574	-2,291	,337

Descriptive Statistics

Group		N	Minimum	Maximum	Mean	Std. Deviation
DO	Q9	9	2	5	3,56	1,014
	Q10	9	3	5	3,67	,707
	Q11	9	1	5	3,22	1,202
	Q12	9	1	5	2,78	1,202
	Q13	9	4	5	4,33	,500
	Q14	9	1	3	1,78	,833
	Q15	9	1	4	3,11	1,054
	Q16	9	1	4	3,22	1,093
	Q17	9	1	4	3,11	1,167
	Q18	9	2	4	3,56	,726
	Q19	9	1	5	3,44	1,130
	Q20	9	1	4	2,44	1,014
	Q21	9	2	4	3,67	,707
	Q22	9	2	4	2,89	1,054
	Q23	9	2	4	2,89	,928
	Q24	9	4	5	4,22	,441
	Q25	8	1	5	2,75	1,282
	Q26	8	1	4	2,88	1,126
	Q27	8	2	5	3,63	1,061
	Q28	8	1	4	3,50	1,069
	Q29	8	1	5	3,88	1,246
	Q30	8	1	5	2,88	1,553
	Valid N (listwise)	8				
IP	Q9	29	1	5	3,55	,948
	Q10	29	2	5	3,62	,728
	Q11	29	1	5	3,62	,979
	Q12	29	1	5	3,48	1,271
	Q13	29	2	5	4,21	,861
	Q14	29	1	4	1,62	,775
	Q15	27	1	5	3,59	,888
	Q16	27	2	5	3,70	,775
	Q17	27	2	4	3,15	,907
	Q18	27	3	5	3,78	,506
	Q19	27	3	5	4,19	,681
	Q20	27	1	5	2,96	1,160
	Q21	27	3	5	4,11	,506
	Q22	27	1	5	3,44	,847
	Q23	27	1	4	3,07	1,072
	Q24	27	4	5	4,74	,447
	Q25	27	1	4	3,22	,892
	Q26	27	1	4	2,85	,864
	Q27	27	1	5	3,78	,847
	Q28	27	1	4	3,26	,903
	Q29	27	3	5	4,52	,580
	Q30	27	1	5	3,85	,864
	Valid N (listwise)	27				

Appendix C: SPSS-DATA Independent Samples Test Boys-Girls

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q9	Equal variances assumed	6,380	,016	-2,323	36	,026	-,681	,293	-1,275	-,086
	Equal variances not assumed			-2,201	24,418	,037	-,681	,309	-1,318	-,043
Q10	Equal variances assumed	,483	,491	,119	36	,906	,028	,236	-,451	,507
	Equal variances not assumed			,117	31,584	,908	,028	,240	-,461	,517
Q11	Equal variances assumed	1,035	,316	-1,595	36	,119	-,527	,330	-1,196	,143
	Equal variances not assumed			-1,570	31,884	,126	-,527	,335	-1,210	,157
Q12	Equal variances assumed	,059	,810	-,858	36	,396	-,359	,418	-1,206	,489
	Equal variances not assumed			-,847	32,357	,403	-,359	,423	-1,220	,503
Q13	Equal variances assumed	,091	,765	-,011	36	,991	-,003	,260	-,530	,525
	Equal variances not assumed			-,011	33,113	,992	-,003	,262	-,536	,531
Q14	Equal variances assumed	,907	,347	2,104	36	,042	,513	,244	,018	1,007
	Equal variances not assumed			2,017	26,749	,054	,513	,254	-,009	1,034
Q15	Equal variances assumed	1,064	,310	,510	34	,614	,163	,319	-,486	,811
	Equal variances not assumed			,487	24,734	,631	,163	,334	-,526	,851
Q16	Equal variances assumed	3,802	,059	-,506	34	,616	-,150	,296	-,752	,452
	Equal variances not assumed			-,480	23,668	,635	-,150	,312	-,795	,495
Q17	Equal variances assumed	,156	,695	,969	34	,339	,313	,323	-,343	,968
	Equal variances not assumed			,958	30,685	,346	,313	,326	-,353	,978
Q18	Equal variances assumed	2,827	,102	-,325	34	,747	-,063	,192	-,454	,329
	Equal variances not assumed			-,309	24,142	,760	-,063	,202	-,480	,355
Q19	Equal variances assumed	9,186	,005	-,774	34	,444	-,225	,291	-,816	,366
	Equal variances not assumed			-,720	20,523	,479	-,225	,312	-,875	,425
Q20	Equal variances assumed	,432	,515	-,685	34	,498	-,263	,383	-1,041	,516
	Equal variances not assumed			-,678	30,966	,503	-,263	,387	-1,052	,527
Q21	Equal variances assumed	,712	,405	-,567	34	,574	-,112	,198	-,516	,291
	Equal variances not assumed			-,571	32,960	,572	-,112	,197	-,514	,289
Q22	Equal variances assumed	12,232	,001	-,683	34	,499	-,212	,311	-,845	,420
	Equal variances not assumed			-,646	22,929	,525	-,212	,329	-,893	,468
Q23	Equal variances assumed	,016	,899	-,466	34	,644	-,163	,349	-,871	,546
	Equal variances not assumed			-,464	31,689	,646	-,163	,350	-,876	,551
Q24	Equal variances assumed	,887	,353	-,522	34	,605	-,088	,168	-,428	,253
	Equal variances not assumed			-,519	31,597	,607	-,088	,168	-,431	,256
Q25	Equal variances assumed	3,639	,065	-,932	33	,358	-,317	,340	-1,008	,375

	Equal variances not assumed			-,891	24,576	,382	-,317	,355	-1,049	,416
Q26	Equal variances assumed	,586	,450	,053	33	,958	,017	,316	-,627	,660
	Equal variances not assumed			,052	28,096	,959	,017	,322	-,643	,676
Q27	Equal variances assumed	3,367	,076	1,105	33	,277	,333	,302	-,280	,947
	Equal variances not assumed			1,161	32,922	,254	,333	,287	-,251	,918
Q28	Equal variances assumed	1,548	,222	1,606	33	,118	,500	,311	-,133	1,133
	Equal variances not assumed			1,643	32,357	,110	,500	,304	-,119	1,119
Q29	Equal variances assumed	1,298	,263	-1,541	33	,133	-,417	,270	-,967	,133
	Equal variances not assumed			-1,405	18,871	,176	-,417	,297	-1,038	,204
Q30	Equal variances assumed	4,358	,045	-2,841	33	,008	-,983	,346	-1,687	-,279
	Equal variances not assumed			-2,647	21,272	,015	-,983	,372	-1,755	-,211

Group Statistics

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Q9	Male	17	3,18	1,131	,274
	Female	21	3,86	,655	,143
Q10	Male	17	3,65	,786	,191
	Female	21	3,62	,669	,146
Q11	Male	17	3,24	1,091	,265
	Female	21	3,76	,944	,206
Q12	Male	17	3,12	1,364	,331
	Female	21	3,48	1,209	,264
Q13	Male	17	4,24	,831	,202
	Female	21	4,24	,768	,168
Q14	Male	17	1,94	,899	,218
	Female	21	1,43	,598	,130
Q15	Male	16	3,56	1,153	,288
	Female	20	3,40	,754	,169
Q16	Male	16	3,50	1,095	,274
	Female	20	3,65	,671	,150
Q17	Male	16	3,31	1,014	,254
	Female	20	3,00	,918	,205
Q18	Male	16	3,69	,704	,176
	Female	20	3,75	,444	,099
Q19	Male	16	3,88	1,147	,287
	Female	20	4,10	,553	,124
Q20	Male	16	2,69	1,195	,299
	Female	20	2,95	1,099	,246
Q21	Male	16	3,94	,574	,143
	Female	20	4,05	,605	,135
Q22	Male	16	3,19	1,167	,292
	Female	20	3,40	,681	,152
Q23	Male	16	2,94	1,063	,266
	Female	20	3,10	1,021	,228
Q24	Male	16	4,56	,512	,128
	Female	20	4,65	,489	,109
Q25	Male	15	2,93	1,163	,300
	Female	20	3,25	,851	,190
Q26	Male	15	2,87	,990	,256
	Female	20	2,85	,875	,196
Q27	Male	15	3,93	,704	,182
	Female	20	3,60	,995	,222
Q28	Male	15	3,60	,828	,214
	Female	20	3,10	,968	,216
Q29	Male	15	4,13	1,060	,274
	Female	20	4,55	,510	,114
Q30	Male	15	3,07	1,280	,330
	Female	20	4,05	,759	,170

Appendix D: Data Socio-economic Factors

Questions	DO	IP
Socio-economic Factors		
Q4: How often do you go on holiday? (1= less than once a year, 2= once a year, 3=twice a year, 4= 3 times a year, 5 = more than 3 times a year)	3.0	3.2
Q5: If you have been on holiday this year, where did you go? (1= have not been on holiday, 2= have been on holiday)	1.0	1.0
Q6: Which of the following electronic devices do you own?		
(Percentages)		
- Desktop computer	22,2	44,8
- Laptop computer	66,7	72,4
- Smartphone	100	96,6
- Tablet	44,4	44,8
- Digital video recorder	-	6,9
- Digital camera	33,3	65,5
- E-Book reader	11,1	10,3
- HDTV	66,7	38,0
- MP3-player	33,3	55,2
- Printer	22,2	38,0
- Streaming media device	22,2	6,9
- None	-	-
Q7: How much time do you spend helping out with chores around the house per day? (1= less than 1 hour, 2= 1-2 hours, 3= 2-3 hours, 4= more than 3 hours)	1.4	1.3
Q8: Who do you live with?		
(Percentages)		
- Mother and father	55,6	93,1
- One of your parents	22,3	6,9
- Your mother or father and stepmother or stepfather	22,3	-

Appendix E: Script Problem-Centred Interviews

Interview questions for students <u>still in the programme</u>

1. Hoe heb jij het TTO programma tot nu toe ervaren?
1. Had je **dat** ook verwacht toen je besloot aan het programma deel te nemen?
2. Wat denk jij dat je nodig hebt om succesvol te zijn op het TTO?

2. Waarom heb je voor TTO gekozen?

    1. Sta je daar nog steeds achter?/Is die motivatie nog hetzelfde of inmiddels veranderd?

3. Hoe zou je het niveau van jouw engels omschrijven op een schaal van 1-10?

    1. Hoeveel invloed heeft het TTO op jouw niveau van Engels gehad?

    2. Heb je het idee dat je docenten graag in het Engels lesgeven? (focus op Engels docenten en **de rest**) Helpen ze je met het ontwikkelen van je taalvaardigheden?)

    3. (vervolgvraag) Hielpen ook je vakdocenten je met het ontwikkelen van je taalvaardigheden?

    4. In hoeverre heeft de hoeveelheid Engels invloed gehad op jouw succes binnen het TTO programma?

(4. Zijn er dingen die de school kan verbeteren aan het TTO programma? docenten/school?)

Interview questions for students who have left the programme

1. Hoe heb jij het TTO programma ervaren?
1. Vervolg vraag: had je **dat** ook verwacht toen je besloot aan het programma deel te nemen?
2. Wat denk jij dat je nodig hebt om succesvol te zijn op het TTO?

2. Waarom heb je (in eerste instantie) voor TTO gekozen?

    1. Wanneer kwam je er achter dat je wilde stoppen?

    2. Waarom ben je gestopt? Niveau over het algemeen? alleen leiden wanneer nodig (waarschijnlijk vragen door mee in te gaan op het antwoord van de vorige vraag).

3. Hoe zou je het niveau van jouw engels omschrijven op een schaal van 1-10?

    1. Hoeveel invloed heeft het TTO op jouw niveau van Engels gehad?

    2. Heb je het idee dat je docenten graag in het Engels lesgaven? (focus op Engels docenten en **de rest**)

3. (vervolgvraag) Hielpen ook je vakdocenten je met het ontwikkelen van je taalvaardigheden?

4. In hoeverre heeft de hoeveelheid Engels invloed gehad op jouw beslissing om te stoppen met het TTO programma?

4. Zijn er dingen die de school kan verbeteren aan het TTO programma? (docenten/school?)