



Brent International School Manila

IB Language Policy Document

February 20, 2019

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The BRENT INTERNATIONAL SCHOOL Mission Statement and the IBO Mission Statement

The BRENT INTERNATIONAL SCHOOL Mission Statement

The Mission Statement of all Brent International Schools states that, "Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world."

The IBO's Mission Statement

"The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

The IB Curriculum Model



Source: http://occ.ibo.org/ibis/occ/img/programmeModelsNov12/DP_ENG.png



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Language Philosophy

English is the medium of instruction at BRENT INTERNATIONAL SCHOOL Manila and the language for IB examinations of IB School 000432. Brent International School embraces the following beliefs about learning, students, and the education they require.

About Students

- Each student is entitled to access fair opportunities to excellent education.
- Each student brings rich cultural and linguistic background to the school community.
- Each student needs to develop and maintain his/her native language to successfully acquire another language.
- Each student is a shared responsibility of the entire school community.
- Each student has a unique learning style that is addressed by varied teaching strategies and techniques.
- Some students may not have a first language.
- Monolingual English speakers are encouraged to achieve at least basic proficiency in a second language.

About Teachers

- Since Language is central to learning, all teachers are, in practice, language teachers.

About Parents

- Successful education involves effective relationships and communication between students, parents, and the school.
- Parents play an irreplaceable role in the language learning of their children by developing reading and writing skills in the first language.

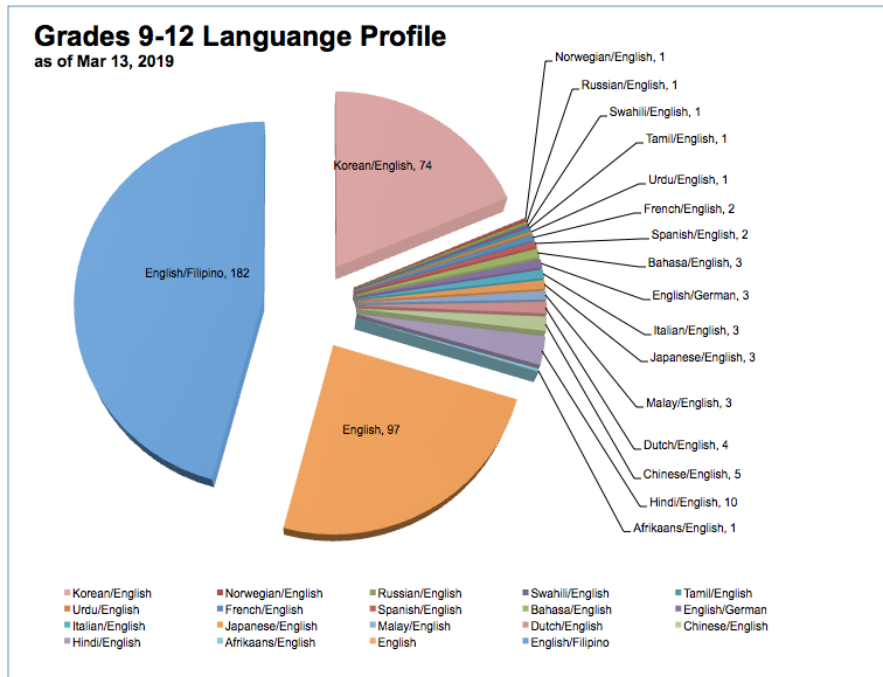
About Language Acquisition and Learning

- Critical periods of language acquisition dictate the success of students and the methods employed for language education.
- Language is fundamental to knowledge, and therefore essential to the education process.
- In addition to listening and speaking, reading and writing are absolutely fundamental to language development.
- Acquiring and learning a language has varied purposes.

Language Profile

Languages at Brent International School Manila: Mother Tongue

The Upper School (Grades 9-12) Language Profile



Languages for IB Examinations from May 2014-2019

Groups 1 and 2 Language Offerings	Number of IB Candidates Enrolled Per May Examination Session					
	May 2014	May 2015	May 2016	May 2017	May 2018	May 2019
English A: Language and Literature HL/SL	36/9	39/19	46/8	75/19	69/20	61/28
Dutch A: Literature HL/SL	0/0	0/1	0	0	0	0
English A: Literature HL/SL	21/9	9/8	10/4	4/2	8/3	1/0
Filipino A: Literature HL/SL	4/2	1/2	3/8	4/0	1/5	3/3
Japanese A: Literature SSST/SL	0	0/1	0	0	0/1	0
Korean A: Literature HL/SL	19/1	18/3	8/1	3/3	7/4	6/5
Spanish A: Literature HL	1/0	1/0	0	0	0	0
Chinese B: Manadrin HL/SL	4/2	0/4	0/11	2/18	1/12	0/15
English B: HL/SL	9/0	2/0	5/0	0	0	0
French B: HL/SL	1/2	2/4	1/4	1/14	2/8	1/6
Spanish B: HL/SL	0/19	1/10	1/14	6	0/13	3/10
French AB Initio SL	1	6	13	6	12	5
Mandarin AB Initio SL	7	5	4	4	9	6
Spanish AB Initio	15	18	12	16	25	25

Legal Requirements in the Philippines

The Department of Education of the Philippines (DepEd), Order number 37, series of 2003 provides guidelines for students receiving instruction in the national language (Filipino) language. The order states that in high school, students should receive up to two hundred forty minutes of instruction in Filipino and three hundred minutes of instruction in English each week. Currently BRENT INTERNATIONAL SCHOOL MANILA has other teaching time devoted to Filipino Language teaching in relation to this DepEd requirement. **Presidential Decree no. 2022** signed on **31 January 1986** by then **President Ferdinand E Marcos** recognizes BRENT INTERNATIONAL SCHOOL MANILA as an international institution. It provides a clause that “to enable the school to continue to implement, execute, or improve its curricular standards and educational program, **the school shall determine its own curriculum, standards and medium of instruction, teach whatever language or languages it may deem proper...to maintain the standard of education it has adopted.**” (Section 2.a) Due to this provision and as an international school delivering the IB Diploma program in English, the school has some degree of flexibility in terms of the hour requirement of the teaching of Filipino. This explains the unique position of the school to be able to teach Filipino to its Filipino nationals while at the same time supporting requirements and spirit of the IB Diploma process. The school’s status as an international school provides it with exemptions from certain legal requirements as stated earlier.

Practices Relating to Language Teaching and Learning

BISM adheres to the following practices that were developed primarily for the ESL program manual, but are adapted for all language instruction programs where appropriate.

Brent International School Manila language instruction classes practice:

- The teaching of both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1979) language.
- The development of macro-skills of listening, speaking, reading and writing in meaningful context.
- The Functional Approach to instilling understanding of phonology, morphology, syntax and semantics.
- The Genre Approach to help students acquire skills in writing and reading varied texts with varied conventions of text structure, organization and appropriate language.
- Concurrent and content-based instruction consistent to the core curriculum of the school.

- Sheltered instruction where both the teaching of content and language are the goals of the program.
- Immersion and gradual mainstreaming which allow students the opportunity to perform with peers.
- Language Across the Curriculum that advocates all subject teachers to raise their awareness of the language demands of their specific subjects.
- Collaborative instruction in which teaching of ESL students is a shared responsibility of ALL teachers.
- Assessment tools that test the competency and proficiency levels in listening, speaking, reading and writing throughout their language development.

Practices Relating to Selection and Planning of Language Courses

Planning of language courses suitable for learners at Brent International School Manila depends on admissions testing results and interest of students and parents.

English Language learners are placed according to proficiency levels and according to their progress towards required mainstream English proficiency. Courses are offered and scheduled to meet the needs of the student population at any given time.

Language Courses other than English are offered depending on the critical mass of students requiring and wanting such courses. The school provides appropriate support for students' language development prior to their first year in IB to fulfill the Group B or Language Acquisition course requirement of the IBDP. Support can be provided either by offering literature courses in the students' first language, such as Korean and Filipino in grades 9 and 10 or assisting students in seeking appropriate and capable teachers from the Brent community and at the same time providing appropriate materials in ensuring IB required language instruction in the event that students will need to do a Group 1 Studies in Languages and Literature following the Literature School-Supported/ Self-Taught program. We can safely say then that we provide first language support to Korean, Filipino, and School-Supported/Self-Taught Languages. English Language and Literature and English Literature are offered at school both at the Higher and Standard Levels. In the IBDP, offering Group 1: English Language and Literature and English Literature allows students to do the Group 1: Literature Self-Taught SL in the students' first language. The provision of Group 2: Language Ab Initio in French, Mandarin, and Spanish further enrich and support the language learning at school. This allows students to be studying two or, in some cases, three languages in their Diploma Subject Group options fulfilling the requirements of Groups 1, 2, and 6.

The changing demographics of the school caused the school to review its ESL program in the Upper School beginning school year 2010-2011. Beginning academic year 2015-2016, the policy to accept EEL students in Grade 9 changed. The policy that was communicated to the whole community was the expectation that students beginning Grade 9 must be able to succeed in the track for English Language and Literature or English Literature at the standard level. Through the use of CALP, differentiation in the classroom, and proper support provided to the IB candidates, the results of the IB examinations for this particular group of students were successful achievement in Group 1 English at the standard level.

The predominant enrolment of one Asian country nationality in the previous academic years gradually declined and more students with English as their first language increased in number. Although the school's admission policy states that, "Applicants

requiring ESL support in grades 9-12 will not be accepted,” the Upper School has had some flexibility in this area to offer ESL 4 classes when needed. Mainstream students who may need additional support in English, can study Grade 9 English Literature and at the same time attend language support remedial sessions to ensure success in English.

Style Guide

Brent International School Manila has adopted the MLA style guide to provide standard formatting for student work. The style guides are distributed to each student.

Expectations for Language Use

The IB Diploma program courses demand students to critically think about the world they live in. Instruction and writing in the majority of classes offered at Brent Manila occurs in the primary language of instruction at the school, English. Therefore, Brent International School Manila expects that each student at Brent should be able to critically engage the world in English in grades eleven and twelve.

Library, Media, and Resource Link to Language Instruction

Brent International School Manila engages in a five-year curriculum review cycle where academic departments review their program from curriculum to instruction to materials and resources. For IB courses, the school reviews materials and resources according to the cycle published by IB.

Language Policy

I. General Policies

- A. Non-English Speakers are encouraged to achieve and maintain the highest proficiency in their native tongue;
- B. Monolingual English speakers are encouraged to achieve at least basic proficiency in a second language.
- C. English is the medium of instruction, and therefore English use is encouraged in order to support proficiency.
- D. Opportunities are given to parents to be fully informed in both the Language programs offered by the school, and be educated about the importance of the home in language acquisition in the educational process.
- E.

II. Instructional Policies

- A. All teachers are language teachers and therefore must consider and accommodate the needs of language learners in their classroom
- B. Curriculum will be differentiated for English language learners
- C. First language courses will be offered where appropriate support can be met internally or externally, i.e. independent study.
- D. Each student at Brent must be able to critically engage the world in English in grades eleven and twelve.

III. Admissions/Placement Policies

Application for Admission to Brent International School Manila includes the following process that helps in identifying students with additional needs in English language instruction:

- A. The application process requires information on
 - 1. Languages spoken (first, second and third)
 - 2. English language proficiency reading, writing, listening and speaking
 - 3. Grades in English from prior school/s
- B. MAP tests in Language, Reading, and Math are used for placement.
- C. Writing samples are reviewed by the ESL Head of Department for Middle School
The Admissions Committee reviews writing samples in Lower School.
- D. Interviews with the Director for Admissions, Guidance Counselor, and Principal are conducted for final placement or to determine courses to be taken.
- E. ESL level placement options include: In grades 1 through 5 ESL 1, 2, and 3; Grades 6 and 7-ESL 2, 3, and 4; and Grade 8-ESL 3 and 4. *As a practice, we do not take ESL in the Upper School, "since students in Grades 9-12 are expected to be*

fluent in English. Applicants are not accepted if their entrance test scores are in the ESL range.” Brent website

IV. Promotions Policies

- A. After appropriate level placement, ESL students are expected to study in each level for only one (1) semester before moving on to the higher level.
- B. Student performance, achievement, and grades are closely monitored while students are in the ESL program. MAP testing scores in Reading and Language are used for placements.
- C. In cases when ESL students fail to meet the criteria for promotion, students are subject to Academic Warning or Probation.
- D. The ESL students' grades, recommendations from the ESL specialist and mainstream teachers, and MAP results determine the completion of the ESL program. The completion of the program is decided by the lower and middle school principals in consultation with ESL teachers for appropriate action and placement.

The Review Cycle and the Language Policy Committee Composition

As the demographics of the school change over time and the language profile of the community also changes, the school views to review the policy **every other year** to remain current with the needs of the community, particularly its learners. The school's policy since 2014 of admitting students beginning Grade 9 with English proficiency that is best fit to be successful in the language of instruction of the school and the IB will remain and those students having some struggles in English will be supported by providing remedial sessions in English and other learning resources for students to improve their ability in both the written, spoken, and listening components of the English language.

Students whose mother tongue other than English should maintain their mother tongue language in the DP by providing students with the school-supported, self-taught language program with the DP coordinator working closely with the family and possible outside tutor to ensure the successful delivery of the Language A SSST-SL target language.

Language Policy Committee Composition

The English as a Second Language Program in the Lower School and Middle School

1. Lower School ESL teachers
2. The Lower School Principal
3. Middle School ESL Teachers
4. Middle School English Teachers
5. The Middle School Principal

The Upper School Language Team:

1. English Language Arts Upper School Teachers (For Group 1)
2. Head of English Language Arts Department
3. Modern Languages Upper School Teachers (For Group 2)
4. Head of Modern Languages Department
5. A Group 3 Teacher Representative
6. A Group 4 Teacher Representative
7. A Group 5 Teacher Representative
8. A Group 6 Teacher Representative
9. The Registrar
10. IBDP Coordinator
11. Director for Academic Affairs
12. Upper School Principal
13. BISM Headmaster

2019 Review Committee: Atkins, J. et al

1. Michelle Ann Whalley
2. Jennifer Rafinan
3. Jessie Setubal
4. Kyung Ae Lee
5. Scott Carpenter
6. Jonathan Carlson
7. Meredith Jewel
8. Joy Cachola
9. Nellie Aquino
10. Kristi Pozon
11. Rev Charles W Mock
12. Sonia Bustamante
13. Jason Atkins

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Atkins, Jason. Maria Cristina Pozon. Jennifer Rafinan. Kyung Ae Lee, and Charles W Mock, Father. "Brent International School Manila: Language Policy." (2014): 10 pages. Print.

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English as a Second Language Program at Brent International School Manila

English as a Second Language (ESL)

Goals and Objectives

Brent offers English as Second Language (ESL) to non-native speakers of English in grades 1-8 whose English Language competency is insufficient for them to be successful in our regular academic program.

The main objective of ESL is to prepare students for entry into the mainstream level of Brent's regular academic program by fully developing English skills in the areas of reading, writing, speaking, and listening.

Required Levels of English Proficiency

Elementary School: Early Learning Center, Nursery-Grade 2, and Lower School, Grades 3-5

Students in Nursery through Grade 5 can be enrolled at Brent as a beginner in English (ESL Level 1). Nursery, Pre-Kindergarten, and Kindergarten students are not part of the specific ESL program due to their ages, the content covered, and teaching methods. Our philosophy is that all students are essentially learning English in these young ages even if it is the only language the child knows.

Students requiring support in learning English in grades 1-5 are ESL Level 1 (beginner), Level 2 (intermediate), or Level 3 (advanced). The level of the student is predicted in the admissions process, and then finalized once enrolled. The ESL program increases skills in reading, writing, listening, and speaking, while focusing on improving academic language in order to best support content learning in the mainstream classes. Students attend an ESL English class while mainstreamed students attend the regular English class with the Homeroom. ESL students are with the mainstream class for all subjects other than English.

Source: <https://brent.edu.ph/academics/esl/>

Middle School: Grades 6–8

Middle School uses four levels of ESL.

Level 1 applicants (beginners) are not accepted in Middle School.

Applicants must demonstrate at least Level 2 (low intermediate) skills to enter Grade 6 and 7 first semester.

Students entering Grade 7 second semester must be at least Level 3 (high intermediate).

Applicants to Grade 8 must demonstrate at least Level 3 skills for the first semester to be accepted, and Level 4 (advanced) if applying to second semester.

There are English proficiency requirements for Middle School grade levels since students are to be completely mainstreamed in the regular English program by Grade 9.

Upper School: Grades 9–12

Brent does not offer ESL in Upper School. Since students in Grades 9-12 are expected to be fluent in English, applicants are not accepted if their entrance test scores are in the ESL range.

Explanation of ESL Levels for Middle School ESL students

ESL 2 is a low intermediate level for students with basic communication skills but who are generally weak in reading, writing, speaking, and listening. Students receive support for English, Social Studies and Science classes. Instead of a foreign language, ESL students take an additional English class. All other classes are with the regular mainstream class.

ESL 3 is a high intermediate level for students whose basic communication skills are good, but who still need assistance in strengthening areas such as grammar, vocabulary, punctuation, and reading comprehension. Students receive support for English, Social Studies and Science classes. Instead of a foreign language, ESL students take an additional English class. All other classes are with the regular mainstream class.

ESL 4 is for advanced ESL students. The emphasis is on polishing the student's academic and presentation skills. Students receive support for English class. Instead of a foreign language, ESL students take an additional English class. All other classes are with the regular mainstream class.

Source: <https://brent.edu.ph/academics/esl/>