

**FAITH COLLEGES  
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME  
LANGUAGE POLICY**

## **I. THE IB 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.

## **II. THE FAITH COLLEGES VISION AND MISSION**

### **Vision**

Transforming ourselves,  
Transforming our world:

We are an academic community with a strong passion for excellence in education.

The FAITH Colleges community is engaged in forming young minds and hearts towards lifelong learning guided by the core values of Competence, Commitment, and Compassion.

### **Mission**

The FAITH Colleges commits to build character and competence one student at a time by linking faith and life through the integration of technology and humanities.

## **III. IB LEARNER PROFILE**

All IB programmes aim 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.”

Through the mapping process to align FAITH Colleges’ philosophy of education with the International Baccalaureate (IB) Learner Profile, we identified attributes that correspond to our school’s three core values: Competence, Commitment, and Compassion. For Competence, learners should be inquirers, thinkers, knowledgeable, communicators, balanced, and reflective. Commitment requires a balanced, caring, principled, and risk-taking attitude. Lastly, Compassion fosters open-mindedness among learners.

This alignment supports our mission to nurture well-rounded individuals who embody both our school's values and the IB's vision of developing active and internationally-minded lifelong learners.

**INQUIRERS (Competence and Commitment)** - They demonstrate the ability to learn and perform a task independently and collaboratively; hone skills for inquiry and research; persevere in learning and follow through on one’s goals and responsibilities.

**THINKERS (Competence)** - They exercise critical and creative thinking skills in evaluating information and solving complex problems; make reasoned, ethical decisions with initiative.

**KNOWLEDGEABLE (Competence)** - They explore and engage in interdisciplinary knowledge to understand local and global issues; and produce work with accuracy and valuable insights.

**COMMUNICATORS (Competence, Commitment, and Compassion)** They effectively communicate ideas using appropriate genres and strategies for different audiences, while collaborating with and leading others.

**BALANCED (Competence and Compassion)** - They exhibit perseverance and self-discipline at work, in their personal lives, and in extracurricular activities; strive to positively influence their community.

**CARING (Commitment and Compassion)** - They commit themselves to serving and making a positive difference in the world, especially in service to those in greatest need.

**REFLECTIVE (Competence and Compassion)** – They carefully reflect on their perspectives, strengths, and weaknesses to support personal growth and discern before acting, demonstrating awareness of their needs and emotions.

**PRINCIPLED (Compassion and Commitment)** - They demonstrate perseverance in acting with integrity, honesty, and moral reasoning in complex situations.

**RISK-TAKERS (Competence and Commitment)** - They exhibit determination, working independently and cooperatively to explore new ideas and strategies; show resourcefulness and resiliency in the face of challenges and change.

**OPEN-MINDED (Compassion)** - They value, respect, and evaluate cultural differences, diverse perspectives, and traditions; show openness to suggestions and appreciation of feedback.

#### **IV. Language Philosophy**

The FAITH Colleges IB Diploma Programme sees the acquisition of language skills as being at the very core of learning and that all teachers are language teachers. Based on this premise, language skills are therefore essential ingredients to developing the essential qualities described in the IB learners profile and the key to helping realize the school's mission of "transforming ourselves, transforming our world."

Given the school's aim of developing open-minded citizens who can contribute to local, national, and global development, the school also recognizes the importance of encouraging students to develop skills in more than one language. Hence, the school implements a bilingual policy with the use of English and Filipino in teaching and learning and encourages multilingualism by encouraging students to learn another foreign language.

The school also sees that authentic and effective language development requires the collaboration of teachers, parents, and students and takes place if students are given sufficient opportunities to grow in language mastery both in a formal academic context inside the classroom and in actual, real-world practice outside it. Language development is therefore carried out in classroom instruction, remediation activities tailored to a student's particular needs where possible, as well as in contextual communication opportunities organized by the school.

In recognition of the foregoing, FAITH Colleges is therefore committed to fostering an inclusive and multilingual learning environment based on this context and aligned with the principles of the International Baccalaureate (IB) programme. The school's language policy aims to promote effective communication, intercultural understanding, and the development of language skills among students.

## **V. Language Profile**

FAITH Colleges students are mostly native residents of Batangas province, where Tagalog (Filipino) is regarded as the primary language spoken at home and in school. English is a strong second language, as it is also used in school and formal settings. Prospective students of the IB Diploma Programme who come from the lower levels of FAITH Colleges are therefore bilingual speakers who are fluent and conversant in Filipino as a first language and in English as a second, formally acquired language.

## **VI. Language of Instruction**

In keeping with the country's bilingual education policy which aims to develop the competence of learners in both Filipino and English as well as the global character of the school's educational philosophy, the teaching of and use of both languages is promoted within the FAITH Colleges IBDP.

In the DP, English will be the main language of instruction to ensure a common and universal foundation in academic content. Filipino may be used as a secondary language of instruction, particularly in Filipino language subjects as required by the Philippine government. While English should be the primary mode of interaction and instruction in the classroom and within the program, the use of Filipino as a supplementary medium of instruction is also allowed, considering that Filipino is the identified mother tongue.

Learning resources and materials, such as books, multimedia, and library resources to be used in the IBDP subjects should likewise be in English, except again for required Filipino language subjects and for Language Ab Initio (Japanese), where materials and instruction appropriately use the subject language. Likewise, assessments, whether oral or written, should be conducted in English. The necessary rubrics or criteria for assessment should consider the students' competent and effective use of the indicated medium of instruction.

## **VII. Language Assessment and Offerings**

The development of language being a key focus in the school, FAITH College's IBDP curriculum includes language-rich activities and assessments to enhance students' listening, speaking, reading, and writing skills in both English and, where appropriate, Filipino. Differentiated instruction strategies are also employed to support students with diverse language backgrounds and learning needs, ensuring that each student can access the curriculum effectively.

Students who enter the IB Diploma Programme— whether they are coming from the existing Junior High School or joining from another junior high school, are assessed to determine their proficiency in English, which is the main language of instruction. Additionally, non-Filipino students, who are not native speakers of Filipino, are given an extra assessment to determine their proficiency in Filipino, which is used as a secondary language of instruction. The assessment results help identify

the individual needs of the students and determine if they require any additional language support throughout the two-year programme.

Language proficiency is assessed through various methods, including written exams, oral presentations, and project-based assessments. The assessment criteria align with IB standards, focusing on the development of communication skills, language accuracy, and critical thinking in the context of the studied language.

## **VIII. Language Pathway Options**

At FAITH Colleges, we recognize the importance of linguistic diversity and its role in shaping global citizens. Our International Baccalaureate (IB) program is designed to offer students a comprehensive and adaptable approach to language learning, catering to their individual linguistic backgrounds and aspirations. We provide a range of language pathways that not only support traditional language acquisition but also incorporate self-taught language options to accommodate the unique needs of our diverse student body. Students and parents will receive comprehensive guidance and support through personalized consultations, informational sessions, and resources outlining the benefits, opportunities, and suitability of each language pathway, enabling them to make informed decisions aligned with the student's linguistic background, aspirations, and future goals.

### **1. Language A: Language and Literature - English**

This course is conducted in English and is tailored for students adept in the language. It focuses on fostering critical literary analysis skills, cultural understanding, and enhancing communication abilities.

### **2. Language B: Second Language Acquisition - Japanese**

This pathway is for students learning Japanese as a second language and wishing to achieve proficiency.

Japanese is the initial language offered at the ab initio level in the FAITH Colleges IB Diploma Programme. Considering the significant number of Filipinos who travel to Japan for study and tourism and the increasing Japanese business presence in the country, particularly in special economic zones near FAITH Colleges, learning Japanese as a second language is highly beneficial for students. As the IB Diploma Programme evolves and the student cohort grows, additional languages will be offered as resources permit.

### **3. Self-Taught Language (School-Supported Self-Taught Language)**

For students whose first language is not available as a taught course, the IB self-taught language option provides a flexible yet rigorous framework for studying their native language.

Students undertaking this pathway will receive structured guidance and support from the school, including access to resources, mentorship, and assessment preparation, ensuring they can excel in their native language studies while fulfilling the IB curriculum requirements.

## **IX. Opportunities for Language Development**

Outside the classroom, a good number of co-curricular and extra-curricular activities provide opportunities for IBDP students to grow in language mastery, multilingualism, and international-mindedness.

The Global Awareness Club aims to develop the skills needed to navigate a globalized world and promote respect and collaboration across cultures. The club's activities are aligned with UNESCO's

ideals and focus on understanding cultural diversity and developing global competence. Its goal is to cultivate open-minded global citizens who understand global trends and their impact on local experiences. Through engaging activities such as museum visits, art creation, guest lectures, and embassy events, senior high school students gain a deeper appreciation of selected countries. With the anticipated grant of IB authorization, this transformative program will expand to International Baccalaureate students, enriching their global perspective and equipping them with the skills and insight needed for a dynamic future.

During events like Buwan ng Wika, National Children's Book Day, and National Book Week, students engage in various activities such as poetry recitals, public speaking, and essay writing. These activities help foster a deeper connection to the Filipino language while also enhancing their English skills. Similarly, National Book Week encourages reading and literacy through book fairs, storytelling sessions, and author visits, promoting both English proficiency and a love for literature.

Our school actively collaborates with partner socio-civic organizations for community outreach activities in addition to the festivities. Through initiatives such as literacy programs, language exchange events, and volunteer tutoring sessions, students not only contribute to the community but also enhance their language skills in real-world contexts. These collaborative efforts provide holistic learning experiences that extend beyond the classroom, nurturing well-rounded individuals with strong English and Filipino proficiency.

## **X. Support for Language Learners**

Supplemental programs, depending on the specific language profile of each IB cohort, may be offered to support students who need to improve their English and Filipino proficiency. This includes post-school language bridging programs for students transitioning from Grade 10 to the IBDP curriculum. Depending on the language needs of each cohort, the school may organize specialized programs as well as after-school tutoring and allot resources for the same, to ensure that all students can succeed academically.

The library will play a crucial role in supporting language learning at FAITH Colleges. Here's how the library can be equipped to support language learning across various pathways.

### **1. Multilingual Collection**

Curate a diverse collection of texts, books, and resources in multiple languages, including English, Filipino, Japanese, and other languages offered within the IB programme. This includes a variety of genres such as literature, non-fiction, poetry, and language learning materials to cater to different interests and proficiency levels.

### **2. Language Learning Resources**

Provide language learning resources such as textbooks, workbooks, grammar guides, dictionaries, and language proficiency exam preparation materials. Additionally, include multimedia resources such as audio recordings, language learning software, and online databases to facilitate interactive and immersive language learning experiences.

Additionally, the library also offers resources such as films, documentaries, music, and periodicals that showcase the linguistic and cultural diversity of the languages studied.

### **3. After-School Tutoring Materials**

Offer extra materials and resources for after-school tutoring programs that aim to support students in their language learning journey. This includes practice exercises, sample assessments, and additional reading materials to reinforce language skills outside regular classroom hours.

#### 4. Flexible Access and Support

Ensure that the library staff are well-informed about the language learning resources available and can offer guidance and support to students seeking assistance. Additionally, provide flexible access to library resources, such as extended hours, online access to digital resources, and support for students with diverse learning needs.

Students who need to improve their English proficiency receive support through the school's Program for Academic Enhancement (PACe), a structured program that offers additional instruction in English and Mathematics. This program is conducted by fourth-year Education students from FAITH Colleges and consists of 30 to 60-minute sessions held every afternoon. Initially implemented during the pandemic to address the needs of students requiring remediation in English, PACe will be fully integrated into face-to-face learning environments. This program is offered free of charge as part of the school's commitment to ensuring every student has the tools and support necessary to succeed academically.

In English, PACe serves as an intervention program designed to help students in the following areas: reading comprehension strategies, vocabulary development, grammar structure, critical reading skills, reading fluency, writing, and study strategies to support comprehension and retention.

In addition to PACe, the school also offers Book ReAders' Space (BRaCE), a dedicated time for students from Grade School to Senior High School to stop, select a book, and read. BRaCE is part of the activities for National Children's Day and National Book Week. To assess their comprehension, students complete an Exit Form provided by their English teachers.

Moreover, there are subject-focused clubs dedicated to enhancing students' English proficiency, such as the Book Enthusiasts Club, Campus Journalism Club, and Speech Hub.

### **XI. Professional Development**

FAITH Colleges places a strong emphasis on continuous professional development for its teachers to ensure that they remain at the forefront of language instruction. The institution invests in various avenues for professional growth, including workshops, seminars, and training sessions conducted by renowned experts in the field of language education. These opportunities not only enrich teachers' knowledge and skills but also provide them with innovative teaching strategies and methodologies to effectively engage students and foster language proficiency.

Additionally, FAITH Colleges recognizes the important role of its school librarian in supporting language learning across the curriculum. The librarian plays a proactive role in evaluating the library collection and thoroughly curating resources that align with the school's language education objectives. This involves staying abreast of the latest literary works, reference materials, and educational resources that cater to diverse language levels and interests.

In addition to English and Filipino, FAITH Colleges offers a Language Ab Initio subject as part of its program, further enriching students' linguistic competencies. The school librarian reviews the collection, collaborating with language teachers to ensure that the library collection encompasses a wide range of materials relevant to the Language Ab Initio curriculum. This concerted effort ensures that students have access to authentic and culturally relevant resources that support their language learning journey.

### **XII. Community Engagement**

FAITH Colleges actively involves parents and the community in supporting language development. Workshops, events, and resources are provided to foster a collaborative approach to language

education. Through a variety of initiatives, such as seminars and interactive events, parents are invited to participate in their child's language learning journey.

Furthermore, the institution provides a range of resources, including online portals, printed materials, and multimedia tools, to empower parents and the community to actively support language development.

### **XIII. Policy Review Process**

The policy document will be reviewed in time for the second intake of IBDP learners. By then, the experiences and insights gained from policy implementation involving the first batch of IBDP learners shall appropriately guide the review process. A regular cycle of review shall be determined thereafter.

The policy was developed by a committee composed of members listed below. The Language Policy committee and School Librarian along with the Pedagogical Leadership team contributed largely to policy formulation. Representatives from various offices in the school were invited for a presentation on this policy.

Head of School – Mr. Emmanuel S. Sator

School Consultant – Dr. Maria Rosario B. Cesario

IB Coordinator – Mr. Arnold I. Catapang

IB Assistant Coordinator – Ms. Cyrel R. Royales

EE/TOK Coordinator – Ms. Ollie Marie M. Magsino

Language Teachers – Ms. Andrea C. Flores  
Ms. Ma. Angela Leanne M. Abairo

Admissions Officer – Dr. Renalyn B. Salcedo

School Librarian – Ms. Amelyn B. Inocencio

### **Version History**

<b>Version</b>	<b>Persons Involved</b>	<b>Date of Review</b>
1	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	January 24, 2024
2	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	February 08, 2024
3	Language Policy Committee and Pedagogical Leadership Team	March 06, 2024
4	Language Policy Committee and Pedagogical Leadership Team	May 09, 2024
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