



AFFILIATED SCHOOL OF JNU
For HongKong & Macao Students
广州暨大港澳子弟学校

Language Policy for MYP 语言政策

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1. School Mission Statement

“Every child can be successful,” and we respect each student's unique trait and potential. Our mission strives to provide a quality holistic education program through a student centered learning environment where students use an inquiry learning approach to explore the ever-changing world. Language and humanity, music and arts, science and technology, innovation and creativity, physical education and health, environmental and life science are the key learning areas that can inspire our students to achieve their full potential. Finally, our students will become lifelong competent authentic learners with international-mindedness. They are willing to contribute their knowledge and skill to make a better loving and caring world.

2. School Statement of Language Philosophy

ASJ believes language is a fundamental element of identity and culture and the basis for thinking, communicating, learning, and viewing the world. Our goal is to encourage language as a lifelong process promoting academic and social growth in all aspects of the school community.

All students are encouraged to incorporate the Learner Profile as they work toward creating a better and more peaceful world. All teachers are language teachers and all classes incorporate language through reading, speaking, writing, and listening for a number of purposes. Utilizing an inquiry and project-based learning approach of the MYP curriculum framework, students explore language and work toward becoming global communicators.

We firmly believe that through the development of language, students can develop and incorporate the attributes of the learner profile better.

Inquirers	Students learn about and explore the world around them using language as a tool for inquiry.
Knowledgeable	Students discover knowledge by learning through language.
Thinkers	Through the development of language, students develop their higher-order cognitive abilities.
Communicators	Students can communicate through a variety of mediums using different languages.
Principled	Students understand how their use of language can affect others, and the importance of respecting home and family language and culture.
Open-minded	Students gain insight into culture through language learning, understanding, and being open-minded about cultural differences.
Caring	Students understand how overcoming language barriers through multilingualism can allow us to understand and be inclusive towards each other.
Risk-takers	Students can try their best to communicate in unfamiliar languages and with new friends.
Balanced	Through multilingualism, students have a broader sense of culture and the world around them.
Reflective	Students can use language as a tool to effectively reflect on their learning.



3. School Language Profile

In ASJ, as at 1st September 2023, total number of MYP students enrolled are 325, Chinese is their mother tongue.

Multilingualism

At ASJ, we recognize multilingualism as a fact, a right, and a resource for learning. Multilingualism refers to linguistic ability in more than one language. It is a means of developing a student's international-mindedness, developing students' ability to communicate with a diverse range of people, and giving cultural insights into both their own culture and that of other people. Students who are multilingual have increased cognitive ability and in particular, have an improved capacity to think about and analyze language structures and patterns.

Language of Instruction

Languages of teaching and learning at ASJ include English and Chinese. Bilingual teachers teach classes, and the balance of Chinese and English will be adjusted based on the development needs of the students. The language of communication with our families and communities is bilingual in English and Chinese. We encourage students' multi-language development. They will be offered the opportunity to learn a language and culture other than English and Chinese in the school's Extra Curriculum Activity Program as well.

Language and literature

In language & literature, courses develop skills in six areas; listening, speaking, reading, writing, viewing, and presenting. This course is aimed towards students working in their Home language or those who have demonstrated language skills necessary to work at a proficient level within that language. Chinese Language and literature is offered in ASJ.

Language acquisition

Language Acquisition provides a linguistic approach for students who are studying a new language or second language. Teaching and learning in the language acquisition subject group is organized into three levels of proficiency. Each level focuses on two phases. In total, there are six phases that indicate the ability of each student in that language. Students in Language acquisition are placed in an appropriate class for their phase to ensure materials are appropriate for their ability.

Language acquisition classes are part of our core curriculum and students have the opportunity to study at least one language other than their mother tongue. Learning languages beyond their mother tongue develops students' international-mindedness by increasing students' understanding of others' perspectives and cultures. At ASJ, we offer phased English course.



English as a second language learning

We recognize that learning an additional language is an important part of international mindedness. It not only helps students' communication skills but gives them an insight into the thinking and perspectives of others.

We determine MYP students' language acquisition phase by the following:

- Screening prior English knowledge and skills by the placement test and interview
- Determining an appropriate Language Acquisition phase
- Monitoring progress through the phases
- Reviewing progress to determine students move through phases

At ASJ, in order to better support and cater students' learning diversity, we have mixed ability classes in each of the year grade from Grade 7 to Grade 9, and we arrange differentiated classes for students in English and Mathematics based on students' placement test. All students attend the rest of other courses in the mixed classes. Therefore, the enrollment and class arrangement for each academic year is as follows:

Grade 7: We have 5 mixed ability classes, except for English and Mathematics, students are differentiated to different classes based on their English and Mathematics placement test.

Grade 8: We have 4 mixed ability classes, except for English and mathematics, students are differentiated to different classes based on their English and Mathematics placement test.

Grade 9: We have 3 mixed ability classes, except for English and mathematics, students are differentiated to different classes based on their English and Mathematics placement test.

All students have the flexibility to move through different phases according to their progress.

Support for Mother Tongues 母语支持

In ASJ, we recognize that a strong level of knowledge and understanding in the student's mother tongue is vital to the student's development of an additional language. We support our families whose mother tongue is not Chinese. The majority of non-native Chinese speakers at ASJ speak English as their mother tongue. Currently, we have few students whose mother tongue are English. If there are sufficient numbers of English home language students enrolled in ASJ, then the school will consider introducing MYP language literature for English.

As for now, we encourage our parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance in his/her culture. Furthermore, we aim to support students and families in the maintenance and development of both mother tongue language and literacy skills. This includes the active support and development of the mother tongue through recognizing and celebrating various mother tongue languages throughout the schools, assisting parents in accessing materials in the mother tongue, and providing extended mother tongue resources.



How students are supported in their mother tongue:

- To support student and family communication, the school news account and other school notices are made available in Chinese and English. Parent/teacher meetings and other phone or in-person communication are also available in Chinese and English.
- The library includes materials that support the continued use of the mother tongues of our students.
- Supporting the use of mother tongues to discuss, outline, and plan work, and when appropriate and translatable, demonstrate conceptual understanding and skills in mother tongues.

4. Language Teaching and Learning Practice

We believe that our language approach should encourage our students to become action-oriented lifelong learners, readers, and writers who understand that access to the world is deeply connected to one's ability to communicate. With this access and understanding one can become an agent of change using acquired knowledge as well as critical, creative, and independent thinking skills to be individuals who affect change and work to build a more peaceful world. Language is a vehicle for thought, creativity, self-expression, and social interaction.

Teaching and learning approaches & practices

In order to provide students with an authentic and diverse language learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning
- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within an instruction
- Use formative assessments to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to take action within the larger community

The following practices are been encouraged and observed by the school to ensure multi-lingual exposure to its student community in and beyond the academic rigor:

- Bauhinia" Culture and Art Festival (Annual Event)
- MYP Subject Exhibition (Annual Event)
- MYP Chinese Speech Contest
- Battle of Books (Chinese and English)
- World Scholar Cup (International Event)
- Reading Program



Strategies to Support Teachers and Students

All educators in the ASJ are responsible for the development of student language. Therefore, teachers, administrators, media specialists, and support staff will engage in ongoing professional development to continue to improve literacy instruction.

All students in the MYP are supported in language development by holistic instruction through inquiry-based instruction. The bilingual teachers will support students' language development based on their English and Chinese needs of the students.

Differentiated practices are noted in instructional units to meet diverse learning preferences.

- Differentiation: Differentiated learning through customizing the difficulty level of content, providing customized resources, and extended time for completion of assignments.
- Peer learning: Students are divided into mixed groups where they support each other to ensure better proficiency across the fundamental language skills.
- English Differentiated Classes: Students who are working at a high phase in English, teachers will use strategies to support their development.

5. Admission and Language Assessment

ASJ accepts students holding Macao, Hong Kong, and other international passports in accordance with admissions guidelines on space availability. All students are required to take the school placement test at the time of enrollment and each academic year. Students will be placed in differentiated classes based on their placement test. At this stage school does not offer language literature in English, if there are sufficient numbers of English home language students enrolled, school will consider it. Also, school does not offer bilingual MYP diploma. Students who have higher level in English will be encouraged to develop their English skills through the bilingual teachers and through differentiation within their English classes.

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, ASJ teachers assess all language skills (reading, writing, listening, and speaking) frequently, differentiating through scaffolding or extension as required. Formative and summative assessments in the classroom provide information on language growth in accordance with the assessment guidance and rubrics of the IB.



6. Process of Language Policy Development and Revision

The language policy development and revision will be led by school leaders, administrators, and relevant teachers and they will review the language policy at the start of each academic year. ASJ has appointed a group of representatives who will be responsible for evaluating the implementation of this Language Policy in the classrooms and throughout the school. This group will meet annually to review and revise this policy. After being approved by the entire school's community, it is to be published on the school's website and other platforms.

The review committee ensures that any revision to the policy is coherent with the beliefs and values of the IB, the school's philosophy towards language and language teaching, changes in student and community demographics, or other circumstances, which justify the need for revision.

7. Communicating the Policy

The Language Policy is available to all staff, students, and families. It's regularly communicated to the whole school community. The Language Policy is communicated to the school community using a variety of forums as mentioned below :

- Orientation workshops for parents and teachers
- School website
- Managebac
- Dingtalk (school communication portal)



1. 学校使命宣言

我们的学校愿景是“每个孩子都能获得成功”，我们尊重每个学生的独有特质和潜力。我们的使命是通过以学生为中心的学习环境。努力提供高质量的全人教育计划，让学生用探究式学习方法来探索不断变化的世界。语言和人文，音乐和艺术，科学和技术，创新和创造力、体育和健康、环境和生命科学是关键学习领域，能够激发我们的学生充分发挥潜力。最后，我们的学生将能成为具有国际情怀的优秀终身自主学习者。他们愿意贡献自己的知识和技能，创造一个充满爱和关怀的更美好的世界。

2. 学校语言理念

广州暨大港澳子弟学校相信语言是培养学习者自我身份与文化认知以及思考，交流，学习和看待世界的基石。我们的目标是将语言作为终身学习的过程，促进学校社区学术和社交各方面的发展。

我们鼓励所有学生发展融合十大培养目标特质，努力创造一个更美好、更和平的世界。所有的老师都是语言老师，都应依据不同教学目标将阅读、口语、写作和听力融入教学中。我们采用 MYP 课程框架中基于探究和项目的学习方法帮助学生探索语言，努力成为全球交流者。

我们坚信通过语言的发展，学生能够更好地发展十大培养目标特质。

积极探究	学生使用语言作为探究的工具来了解和探索周围的世界。
知识渊博	学生通过语言学习探索知识海洋。
勤于思考	通过发展语言，学生的高阶认知能力得以提高。
善于交流	学生可以通过各种媒介使用不同的语言进行交流。
坚持原则	学生了解语言的使用对他人的影响，以及尊重母语和家庭文化的重要性。
胸襟开阔	学生通过学习语言、理解和接受文化差异来深入了解文化。
懂得关爱	学生了解运用多语能力克服语言障碍能促进相互理解和包容。
勇于尝试	学生能够努力用自己不熟悉的语言与新朋友交流。
全面发展	通过对多种语言的学习，学生对文化和周围的世界能有更深入的认识。
及时反思	学生能够将语言作为反思学习的有效工具。



3. 学校的语言档案

本学期，广州暨大港澳子弟学校共有 MYP 学生 325 人，汉语是她们的母语。

多语制

广州暨大港澳子弟学校认为多语制学习是学生学习的权力和资源。多语能力是指使用多于一种语言的语言能力，它是培养学生国际化思维的一种手段，也能培养学生与不同人群交流并学习文化差异的能力。拥有多种语言能力的学生在认知能力，尤其是思考和分析语言结构和模式的能力上都会有所提高。

授课语言

ASJ 授课语言为英文和中文，我们的课程由双语教师授课，教师根据学生的发展需求调整中英文授课语言比例。与家长和学校社区使用双语（中文和英文）。同时我们鼓励并支持学生的多语发展，学校的课外活动项目为学生提供学习除英文和中文外的其他语言的机会。

语言文学

在语言和文学方面，课程培养六个领域技能即听、说、读、写作、观察和展示。本课程面向使用母语工作的学生，或已证明能够熟练使用该语言工作所需的语言技能的学生。ASJ 提供中文语言和文学课程。

语言习得

语言习得是为正在学习新语言或者第二语言的学生提供的一种语言学习。语言习得分为 3 个熟练水平，每个水平聚焦两个发展阶段，共有 6 个发展阶段表明每个学生使用该语言的能力。这些发展阶段代表外语学习的一个连续发展过程。语言习得学生被设定在适合其阶段的适当类别中，以确保材料适用于他们的能力。

语言习得课程是我们核心课程的一部分，学生有机会学习母语以外的至少一种语言。学习母语以外的语言可以提高学生对他人观点和文化的理解，从而培养学生的国际情怀。在 ASJ，我们提供分层英语语言习得课程。



英语作为第二语言

我们认同学习第二语言是国际情怀的重要组成部分，它不仅可以提高学生的沟通技巧，还可以帮助他们深入了解他人的想法和观点。

我们通过以下途径确定学生的语言习得水平：

- 通过分班考试和面试了解学生的当前语言水平
- 根据以上评估结果进行分班
- 跟进各阶段的语言发展
- 回顾学生语言进展进行调班

在 ASJ，为了更好地支持和照顾学生的学习差异，我们在从七年级到九年级的每个年级都开设了混合班，并根据学生的分班考试为学生安排了英语和数学的分层教学。所有学生都在混合班学习其他课程。因此，我们每学年的招生和班级安排如下：

七年级：我们有五个混合班，其中以学生的英语和数学分班考试结果为学生进行分层教学。

八年级：我们有四个混合班，其中以学生的英语和数学分班考试结果为学生进行分层教学。

九年级：我们三个混合班，其中以学生的英语和数学分班考试结果为学生进行分层教学。

所有学生都可根据自身阶段性语言发展评估进行调班。

母语支持

在 ASJ，我们认识到，学生母语的知识 and 理解水平对学生发展一门额外的语言至关重要。我们为母语不是中文的家庭提供支持。ASJ 的大多数非母语为汉语的人以英语为母语。如果 ASJ 英语为母语学生入学数量达到一定量，学校将考虑开设英语语言文学课程。

当前，我们鼓励我们的父母和学生在家里说母语并发展母语。这加强了孩子的语言技能，同时灌输了他/她的文化的重要性。此外，我们的目标是支持学生和家庭维护和发展母语和识字能力。这包括通过在整个学校承认和庆祝各种母语，帮助家长获取母语材料，并提供扩展的母语资源。



如何用母语支持学生：

- 为了支持学生和家庭的沟通，学校新闻账户和其他学校通知提供了中文和英文版本。家长/教师会议和其他电话或面对面交流也提供了中文或英文版本。
- 图书馆提供了支持学生继续使用母语的材料。
- 支持使用母语讨论、概述和计划工作，并在适当且可翻译的情况下，展示母语的概念理解和技能。

4. 语言教学与学习

我们认为语言教学应该鼓励我们的学生成为以行动为导向的终身学习者、读者和作家，他们明白沟通能力是与世界衔接的重要手段。基于这样的理解，我们可以利用获得的知识以及批判性、创造性和独立思考技能成为变革的推动者，成为影响变革的人，并努力建设一个更和平的世界。语言是思维、创造力、自我表达和社会互动的载体。

教学策略与实践

为了给学生提供真实多样的语言学习体验，教师将：

- 将 MYP 目标与评估标准作为实践指南
- 以语言能力结果设定目标，无论学生的起点或语言背景如何
- 将文化方面纳入课程的各方面
- 采用互动式语言学习方法
- 整合听、说、读、写和看的技能领域
- 在教学中嵌入语法结构和词汇发展
- 利用形成性评估推动教学
- 真实的总结性评估设计
- 为学生在更大的社区中采取行动提供机会



学校鼓励并支持以下多样活动，确保学生在严格的学术环境中接触到多样化语言：

- 紫荆花节（年度）
- 学科探究展（年度）
- 中文演讲比赛
- 书籍之战（中文和英文读书比赛）
- 世界学者杯（国际辩论赛）
- 整本阅读（中文和英文）

支持教师和学生的策略

ASJ 的所有教育工作者都对学生语言的发展负责。因此教师、管理人员、媒体专家和支持人员将参与持续的专业活动。

我们采用探究式教学支持所有 MYP 学生的语言发展。双语教师将根据学生的英语和中文需求支持学生的语言发展。

在教学单元中注意到差异化的做法，以满足不同的学习偏好：

- 差异化：通过定制内容的难度级别、提供定制的资源 and 延长完成任务的时间来进行差异化学习。
- 同伴学习：学生被分成不同的小组，他们相互支持，以确保通过共同构建更好地掌握基本语言技能
- 英语分层教学：根据学生分班评估结果，教师将为学生的语言发展提供的不同的策略支持。

5. 学校入学和评估政策

ASJ 根据招生政策接收持有澳门、香港身份和其他国际护照的学生。所有学生都必须在入学时和每个学年参加分班考试。学生将根据他们的语言水平被分到不同的分层班级。目前学校未开设英语语言文学课程，如果英语为母语的学生入学人数达到一定量，我们将考虑开设它。同时，对于英语水平较高的学生，我们鼓励他们在双语教师的支持下以及课堂差异化教学继续提高他们的英语。

虽然语言习得有不同的阶段，但学生的语言习得各有不同。因此，ASJ 教师定期评估学生所有语言技能（阅读、写作、听力和口语），并根据需要进行差异化支持。课堂上的形成性和单元总结性评估根据 IB 的评估指南和准则提供了有关语言发展的信息。



6. 语言政策制定&修订

语言政策的制定和修订将由学校领导、行政人员和相关教师领导参与完成，他们每学年都进行语言政策的修订。ASJ 已组建修订小组，他们将负责评估本语言政策在课堂和整个学校的实施情况。该小组将每年召开一次会议，审查和修订该政策。在得到整个学校社区的批准后，它将在学校的网站和其他平台上发布。

审查委员会确保对政策的任何修订都符合 IB 的信念和价值观、学校对语言和语言教学的理念，并将学校发生的任何变更考虑在内，确保政策修订科学合理。

7. 传达政策

本校语言政策是公开给全体师生家庭的，并且定期通过不同途径传递给学习社区。以下为我校向学习社区沟通的平台：

- 工作坊（家长/老师）
- 学校网站
- Managebac 平台
- 钉钉（家校沟通平台）