



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

Language Policy for PYP 语言政策

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1. Language Learning in the PYP

Our language learning targets

Learn the language

,we promote inquiry- based authentic language learning develop the skills of listening, speaking, Reading, writing and media literacy

Learn about language

,as students develop an understanding of how it works;

Learn through language

,as students interrelate the skills of listening, speaking, reading, writing and media literacy. They use it as a tool to understand, think, and reflect.

2. The role of language to promote and provoke international-mindedness and transdisciplinary learning

International-mindedness is a continuous process of growth and development. It is infused throughout the PYP frameworks, disseminated and reflected upon throughout the units of inquiry with language. Furthermore, learners have access to diverse, culturally informative reading material and expansive learning and teaching resources in multimedia formats. In total, these provide all learners the dispositions and skills to develop international mindedness.

3. Language Profile

This semester, PYP has 307 students. Chinese is their mother tongue. Over 30% students can speak Cantonese. English is their additional language. Most students in ASJ can communicate and express themselves in their mother tongue as well as English.

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 mean of developing students' 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 opportunities to learn a language and culture other than English and Chinese in the school's Extra Curriculum Activity Programme as well.

- Both Chinese and English are taught extensively to students as independent language courses.
- Science and Mathematics are taught in English.
- Music, Art, PE teachers use both Chinese and English in their sessions.



Mother Tongue Support

ASJ recognizes that mother tongue is an integral part of an individual's identity and it is important to affirm value and promote students' mother tongues. It also recognizes the need for developing and maintaining student's mother tongues. This belief encourages the attributes identified in the IB learner profile, as well as promotes responsible action and international-mindedness. The school recognizes that multilingualism is an essential aspect of the typical classroom at ASJ. The mother tongue programme plays an important role in developing and affirming the student's personality and identity.

- The school library has bilingual books. Students are encouraged to borrow books from the library on a regular basis.
- ASJ celebrates Chinese, Cantonese, Mother tongue days -- Bauhinia Festival, which are a week - long celebration of the richness of these languages. A variety of games, quizzes, Dramas etc., are organized in the school.
- The school also has presentations in the school assembly in Chinese, Cantonese and English. These presentations highlight the richness and culture of the language through music, dance, speech etc.
- The linguistic diversity of the school community is a rich resource for the mother tongue programme and the school makes active use of it in such opportunities.
- The parent community is also actively encouraged to collaborate, develop and maintain the mother tongue of their child and encouraged to view English as an additive and not a subtractive language.

Additional English Language Support

Almost all students are second language learners of English. The school recognizes that learning a second language is a developmental process that occurs over time. Hence, the school provides an ESL programme for students from early years onwards. A lot of focus is emphasized on understanding English through listening, speaking, reading and writing exercises progressively in conjunction with IB PYP language scope and sequence document. We at ASJ continue to remain committed to support students with remedial support to learning language, learning about language and learning through language.

We determine PYP 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 arrange differentiated classes for students in English and Mathematics based on students' placement test. At the same time, at grade 5-6, the students are divided based on students' English proficiency for differentiated teaching. At grade 1-4, the students are divided into classes randomly. Because of the small size of classes, we don't differentiate student according to their English ability, instead we offer extra English review classes at ECA time for those who has the need of learning English.



G1-4: each grade has one or two classes. Students are divided into classes on an equal basis. Students learn in a diverse environment. Teachers use a differentiated teaching method in the class to ensure that students in the class are learning at a level that is appropriate for them. At the same time, for students in the class who have particular difficulties learning English, the school provides English reviewing classes during ECA time to help them.

G5: We have two classes. Students are differentiated to two classes based on their English and Mathematics placement test.

G6: we have four classes, which are divided according to their English and math scores on the entrance test. At the same time, the four classes are divided into six tiers based on students' English proficiency for differentiated teaching.

4. Teaching and Planning Practices

We employ a variety of teaching styles and learning techniques to enable students to access to the whole curriculum, to cater for the variety of learning styles within each class and to ensure the progression and reinforcement of skills and concepts.

We expect teachers to:

- Present language through meaningful and authentic contexts
- Use a wide variety of teaching and assessment strategies
- Provide a balanced language programme as laid out in the PYP scope and sequence document
- Structure teaching and learning situations so that students have opportunities for success
- Provide challenges to students by giving them opportunities to reach their full potential
- Publish student work
- Use questions as a tool for learning
- Give students the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individually, according to their needs, the nature of the activity and the learning objectives
- Build students' confidence and self-esteem and enable them to become effective language users
- Creating an environment where all students can make progress at their own pace

5. Admissions, Placement and Tracking

We assess applicants through multidimensional assessment procedures, which include testing for English proficiency, appraisal of past records and current academic levels, student's literacy or language readiness skills and observation of emotional and social development.

We place students in appropriate instructional settings based on the data of our assessment procedures. We conduct regular assessments of students' academic and language accomplishments and needs. We collect representative samples of students' work to document linguistic and academic growth in language. We communicate clearly with parents regarding students' accomplishments and needs as they progress through the grades.

For more detail, see our "Assessment & Reporting Policy"



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 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 platform.

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. PYP 中的语言学习

我们的语言学习目标

学习语言

我们促进基于探究的真实语言学习，发展听、说、读、写和媒体素养的技能；

学习关于语言

随着学生对语言工作原理的理解而发展语言能力；

通过语言学习

使学生的听、说、读、写和媒体素养相互关联。他们将其作为理解、思考和反思的工具。

2. 语言在促进和激发国际意识和跨学科学习方面的作用

国际视野是一个持续成长和发展的过程。它被注入贯穿整个 PYP 框架，在各个探究单元中传播和反思语言。此外，学习者可以接触到各种不同的文化信息阅读材料和广泛的学习和教学资源多媒体格式。总的来说，这些格式为所有学习者提供了发展国际视野。

3. 语言概况

这学期，PYP 一共有 307 名学生。母语为汉语，超过 30% 学生可以说粤语。英语为他们的第二语言。大部分的 PYP 学生能够用母语和英语进行交流和表达。

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。

- 英语和母语作为独立的语言课程广泛教授给学生。
- 科学和数学以英语授课。
- 音乐、艺术、体育教师使用汉语和英语作为主要语言授课。

母语支持

ASJ 认识到母语是个人身份不可或缺的一部分，肯定其价值并促进学生母语的发展非常重要。它还认识到发展和维护学生母语的需要。这一信念鼓励了 IB 学习者特征中确定的属性，并促进了负责任的行动和国际意识。学校认识到多语言是 ASJ 典型课堂的重要组成部分。母语课程在发展和肯定学生个性和身份方面发挥着重要作用。



- 学校图书馆有双语书籍。鼓励学生定期从图书馆借书。
- ASJ 庆祝中文、粤语、母语日——紫荆花节，为期一周，庆祝这些语言的丰富性。学校组织了各种游戏、测验、戏剧等。
- 学校还在学校集会上进行了中文、粤语和英语的演讲。这些通过音乐、舞蹈、演讲等展示语言的丰富性和文化。
- 学校社区的语言多样性是母语课程的丰富资源，学校积极利用这一资源。
- 也积极鼓励家长社区合作、发展和维护母语家长们鼓励孩子把英语看作是一种附加语言，而不是一种减法语言。

英语作为第二语言

几乎所有学生都是英语作为第二语言的学习者。学校认识到学习第二语言是一个随着时间的推移而发生的发展过程。因此，学校为低年级学生提供 ESL 课程。很多重点强调的是通过听力、口语、阅读和写作练习，结合 IB PYP 语言范围和顺序文件，逐步理解英语。我们 ASJ 将继续致力于为学生提供语言学习、语言学习和语言学习的补救支持。我们通过以下方式确定 PYP 学生的语言习得阶段：

- 通过分班考试和面试，筛选出学生之前的英语知识和技能
- 确定适当的语言习得阶段
- 监控各阶段的进展
- 审查学习进度，以确定学生是否可以升级到新的语言学习阶段

在 ASJ，为了更好地支持和满足学生的学习多样性，我们根据学生的分班考试为学生安排英语和数学差异化课程。同时，在 5-6 年级，根据学生的英语水平对学生进行差异化教学。在 1-4 年级，学生随机分班。由于班级规模小，我们不会根据学生的英语能力进行区分，而是在 ECA 时间提供额外的英语复习课程，供那些需要学习英语的学生使用。

G1-4: 每个年级有一至两个班级。学生平均地被分到各班。学生在多元化的环境中学习。教师在课堂上使用差异化教学方法，以确保班上的学生都在适合他们的水平上学习。同时，对于班上学习英语有特殊困难的学生，学校在 ECA 时间提供英语复习课来帮助他们。

G5: 我们有两个班级。根据学生的英语和数学分班考试，将学生分为两个不同层级的班级。

G6: 我们设有四个班级，根据入学考试的英语和数学成绩进行划分。同时，四个班级根据学生的英语水平分为六个层次，以进行差异化教学。

4. 教学与规划实践

我们采用多种教学方式和学习技巧，使学生能够接触到整个课程，以满足每个班级内多种学习风格的需要，并确保学生取得进步和强化技能和概念。

我们希望教师：

- 通过有意义和真实的语境呈现语言
- 使用各种各样的教学和评估策略
- 提供 PYP 范围和顺序文件中规定的平衡语言课程



- 构建教学和学习情境，使学生有机会取得成功
- 通过为学生提供充分发挥潜力的机会，为学生提供挑战
- 发布学生作品
- 将提问作为学习工具
- 让学生有机会以各种方式工作——全班、小组（不同规模和类型）根据他们的需要、活动的性质和他们的兴趣，以成对和单独的形式进行学习目标
- 建立学生的自信心和自尊心，使他们成为有效的语言使用者
- 创造一个所有学生都能以自己的节奏取得进步的环境

5. 入学、分班和记录

我们通过多维评估程序对申请人进行评估，其中包括英语熟练程度、对过去记录和当前学术水平的评估、学生的读写能力或语言准备技能以及对情感和社会发展的观察。

我们根据评估程序的数据将学生置于适当的教学环境中。我们定期评估学生的学术和语言成就和需求。我们收集学生作品的代表性样本，以记录语言和学术上的成长。我们与家长就学生在年级进步过程中的成就和需求进行明确沟通。

有关更多详细信息，请参阅我们的「评估和报告政策」

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。以下为我们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）