
语言政策

LANGUAGE POLICY

西安曲江康桥学校
Xi'an Qujiang KangChiao School

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语言政策的目标 Purpose of KCISXA Language Policy

语言与文化紧密相连，它塑造着人们的文化特性，并渗透在生活中所学到的一切知识中。语言是人类看世界的一扇窗户，能够帮助形成个人思维模式，学会如何分享知识以及见解。相信通过语言进行有意义的交流，可以加深国际间的相互理解、促进智力发展、培养自尊、减少焦虑并创造更积极的学习态度。

We understand that language is deeply tied to culture and plays a crucial role in shaping our cultural identity, while also permeating all learning we undertake in life. Language is our window to the world; it shapes our personal thinking and influences how we share our knowledge and understanding. We believe that meaningful communication through language fosters international understanding, supports intellectual growth, boosts self-esteem, reduces anxiety, and cultivates more positive attitudes toward learning.

因此，语言允许创造和表达自我的个性，希望所有教师都能把语言学习放在第一位，把学科知识放在第二位，从而促进对不同文化和观点的理解。通过对不同领域知识的学习与了解，也认识到交流既包括非言语交流，也包括主体特定语言交流。

Consequently, language allows us to create and express our identity, and so we expect all teachers to prioritize language learning first and subject knowledge second, thereby promoting an understanding of diverse cultures and perspectives. We also recognize that communication includes non-verbal language and subject specific language derived from the study of various areas of knowledge.

学生的语言发展为所有教师、家长和学生的共同责任，学校每一位参与者都有责任支持语言学习，并且教师要认识到自己首先是语言教师，其次才是学科专家。在西安曲江康桥学校，提倡通过正式的环境（如课堂），和非正式的环境（如日常英语的使用），来建立和拓展语言的运用和欣赏。

We view the ongoing language development of our students as the shared responsibility of all teachers, parents, and students. Everyone is responsible for supporting language acquisition, and teachers are encouraged to see themselves as language instructors first and subject specialists second. At KangChiao International School Xi'an (KCISXA), we promote opportunities to build and extend language use and appreciation through both formal settings, such as classes, and informal settings such as everyday English use.

最终目标是通过这四种技能（读、写、听、说），培养学生用多种语言自信并富有创造力地表达自我的能力，以及通过认真倾听他人和团队观点而进行有效合作的能力。学校的语言政策来源于涉及语言 and 学习的哲学、原理、价值观和教育理论，并指出了一系列的活动，这些活动允许对语言实践进行有效管理，并反映了对于学生语言发展目标的规划、实现和评估的动态过程，其中包括以英文为第二语言、中文为第二语言的学生。

We aim to develop students' ability to express themselves confidently and creatively in more than one language, using all four skills (reading, writing, listening and speaking) as well as their ability to collaborate effectively by actively listening to the perspectives of other individuals and groups. Our school language policy is based on our philosophy, principles, values and pedagogical theories related to language and learning. It outlines a set of actions that enable the effective management of language practices and reflects a dynamic process for planning, achieving and evaluating language development goals in Chinese as a First Language and English as a Second Language.

国际教育理念是关注一个多元的方法，旨在提升每一位学生的本地以及全球意识。通过教育的内容和过程来指导学生，试图将从本地思维模式转移到全球视角。

Our concept of international education focuses on a multilayered approach designed to enhance the local and international mindedness of each student in our care. We guide students through the content and process of education to help them shift from local mindsets to global perspectives.

学生的语言背景 **Students' Linguistic Backgrounds**

西安曲江康桥学校是一所双语学校，中文为第一教学语言。所有学生在入学时需通过中文语言测试，并达到熟练水平以确保其能顺利参与中文语言与文学课程。在中学项目中，学生将使用中文进行语言与文学学习，并通过英文语言习得课程提升英文沟通能力。在所有以中文为基础的学科中，中文是教学和师生互动的主要媒介；在英文语言习得和以英文为基础的学科中，英文是教学和互动的主要媒介。如果有些学生因为语言而产生课程学习的障碍，教师将会提供给适当的帮助。

KCISXA is a bilingual school with Chinese as the primary language of instruction. All students must pass a Chinese language proficiency test upon admission to ensure their readiness for the Chinese Language and Literature course. In the MYP, students will study Chinese Language and Literature in Chinese and develop English communication skills through the English Language Acquisition curriculum. Chinese is the primary medium of instruction and interaction for all Chinese-based subjects, while English is the secondary medium of instruction and interaction as English Language Acquisition and for other English-based subjects. If some students have difficulty accessing the curriculum in either language, teachers will provide appropriate support.

语言政策是基于学生的语言概况及要求、教学需要、以及对于外语学习实践上的一系列不同的观点。母语非中文和英文的学生在 Powerschool 系统中找到相关母语的信息。学生的语言能力是根据先前的语言课程、能力评估和语言学习经验来决定。在中学项目中，所有学生需通过中文语言与文学课程提升对中国文化的理解，并通过英语语言习得课程掌握英文沟通技能。语言教师和中学项目协调员会根据学生的语言能力建议选择适合的英文课程。

The language policy is based on a range of different perspectives regarding students' linguistic profiles and requirements, teaching and learning needs, and promising practices related to language acquisition. Students with mother tongues other than Chinese and English, also have information about their mother tongue listed in their student profile on PowerSchool. A student's language proficiency is determined based on their previous language courses, proficiency assessments and language learning experiences. In the MYP, all students will enhance their understanding of Chinese culture through the **Chinese Language and Literature** course and develop English communication skills through the **English Language Acquisition** course. Students take a language proficiency assessment upon registration to determine which Language Acquisition phase best suit their language abilities, allowing them to learn and acquire skills at an achievable level.

英语与东道国语言 Language of the Host Country

中文（普通话）是中國大陸的官方語言，所有學生均需學習中文語言與文學課程（第一組學科），並通過英語語言習得課程（第二組學科）提升英文能力。Mandarin Chinese is the official language of mainland China. All students are required to study Chinese Language and Literature (Primary Language) and enhance their English proficiency through the English Language Acquisition course (Secondary Language).

通過另一種語言的有效溝通，學生對文化多樣性更加敏感，並且能夠更好地理解這個所生存的世界，使成為國內和國外多語言社區的積極參與者。

Through effective communication in another language, students are sensitized to cultural diversity and better able to understand the global world in which they live, which prepares them to be active participants in multilingual communities at home and around the world.

英語 English Language Acquisition

學生有機會根據自己的語言能力在相關的 MYP 年度和階段學習英語語言習得。本課程使他們加深對英語語言習得的理解，培養在全球背景下必不可少的批判性思維和溝通技巧。學生需具備基礎中文能力以參與中文語言與文學課程，並通過入學評估確認其英語語言習得階段的起點。

Students have the opportunity to study English Language Acquisition in the relevant MYP year and Phase according to their language proficiency. This course allows them to deepen their understanding of English language Acquisition, fostering critical thinking and communication skills that are essential in a global context. Their English proficiency level will be assessed upon admission to determine the starting phase of English Language Acquisition.

语言哲学与实践 Language Philosophy and Practices

学校认为语言是一切交流的基础，并且语言的熟练程度决定了不同学科的知识、概念和技能的掌握程度。语言学习在智力发展中起着不可或缺的作用，它是一个终身发展的过程。在这个过程中获得的技能可以转移到其他语言（或学科）的学习中。

Our school believes that language forms the basis of all communication, and level of proficiency in language significantly influences the acquisition of knowledge, concepts and skills across different academic disciplines. Language learning plays an essential role in intellectual development and is a lifelong process. Skills gained through this process can be transferred to the learning of other languages and disciplines.

考虑到所有学生熟练掌握一门语言的速度不同，因此在教学过程当中应该考虑到每个人的语言需求。所有学生有权利获得在教学语言和母语的学习支持。语言的持续学习和发展是西安曲江康桥学校全体教师、学生和家长的共同责任。

It is understood that all students gain proficiency at different paces; therefore, the linguistic needs of each individual should be considered during the teaching and learning process. All students have the right to receive support while learning the language of instruction and their mother tongue(s). Ongoing language learning and development is a shared responsibility of all teachers, students and parents at KCISXA.

学习环境 Learning Environment

国际视野 International Mindedness

考虑到语言是促进国际意识的核心，所有的学生应有机会去学习其他语言。通过使用另一种语言的有效沟通，学生对文化多样性更加敏感，并且能够更好地理解这个赖以生存的世界，最终成为国内和世界各地多语言社区的积极参与者。鼓励学生发展语言技能，以帮助他们在文化和语言多样化的环境中更有效地沟通和发挥作用。

We recognize that language is central to promoting international mindedness. All students should have the opportunity to learn other languages. Through effective communication in additional languages, students become more sensitive to cultural diversity and can better understand the global world in which they live, preparing them to be active participants in multilingual communities both at

home and around the world. Students are encouraged to develop language skills that enable them to communicate and function more effectively in culturally and linguistically diverse environments.

西安曲江康桥学校的课堂上有机会接触到来自其他文化的文本和翻译内容，即使不知道原文的书写语言，学生有机会也会接触到不同视角的文本。同时，丰富的语言学习经验可以提高克服语言学习障碍的能力，了解其他文化的思想，培养语言技能，以表达自己的传统和文化，从而为国际视野积累重要的经验。

At KCISXA, we believe that students should be exposed to texts and translated materials from other cultures in all classes whenever possible, allowing them to gain multiple perspectives even if they do not know the original language of the text. Additionally, diverse language learning experiences that help students overcome language barriers, enable them to understand the perspectives of other cultures, and foster linguistic skills to express their own traditions and culture, creating meaningful experiences that promote international mindedness.

教育学 Pedagogy

在英文语言习得学科以及中文语言与文学学科的课堂实施中，运用多种适合语言学习的教学方法和策略，展示阅读、写作、口语和听力之间的相互联系。

We intend to use a variety of instructional methods and strategies suited to language acquisition to demonstrate the interconnectedness of reading, writing, speaking and listening in our Chinese Language and Literature, and English Language Acquisition courses.

基于语言是透过相关语境教授的理念，学校鼓励所有的 IB 教师成为语言老师，透过合适的英文浸入式教学方法，例如内容和语言综合学习，提高不同学科的教学效果。

We believed that languages are best taught through relevant contexts, and therefore, we encourage all our IB teachers to act as language teachers by employing suitable English immersion pedagogical approaches, such as content and language integrated learning, to enhance the effectiveness of teaching and learning in different disciplines.

专业发展 Professional Development

语言与文学和语言习得的教师必须参加 IB 组织认可的官方培训，并参加其他专业发展型会议，比如在中国其他 IB 国际学校举办的学科教师交流会。同时，鼓励教师熟悉 IB 课程资源中心，

收集第一学科组与第二学科组关于课程检视、发展和研究的最新资讯与活动的相关信息，并参加 IB 课程资源中心为语言教师举办的研讨论坛。

Our Chinese Language and Literature, and English Language Acquisition teachers are required to attend IB-recognized workshops and participate in other professional development activities such as job a-likes in other IB World Schools in China. Teachers are also encouraged to use the IB Program Resources Centre (PRC) to access the latest information on curriculum review, development, research initiatives and activities in Chinese Language and Literature and English Language Acquisition as well as to join forums on the Parent-Teacher conference (PTC) for IB language teachers.

为了支持所有学生的语言学习，学校管理人员、教师、图书管理员以及其他参与教学工作的人员将接受持续的语言学习专业培训。

To support all students, school administrators, teachers, librarians and other support staff involved in teaching and learning will receive ongoing professional development in Language Acquisition.

语言课程提供 **Language Courses Offered at KCISXA**

中文语言与文学 **Chinese Language and Literature**

当学生开始中学项目时，他们将学习中国语言和文学，包括口头、书面和视觉交流，以及英语语言习得，包括读、写、听、说。

When students begin the Middle Years Programme, they will study Chinese Language and Literature, which includes oral, written and visual communication, alongside English Language Acquisition which includes reading, writing, listening, speaking.

在中国语言文学课程中，学生将通过探索中国传统和现代文学，发展他们的口头、书面和视觉交流技能，培养对中国文化遗产的深刻欣赏。他们将提高他们的分析和组织能力，以及制作文本和准确使用语言的能力。

In the Chinese Language and Literature course, student will develop their oral, written and visual communication skills through the exploration of both traditional and modern Chinese literature, fostering a deep appreciation for Chinese cultural heritage. They will enhance their analytical and organizational skills, as well as their ability to produce text and use the language accurately.

英语语言习得 **English Language Acquisition**

在英语语言习得课程中，MYP 一年级和二年级的学生将被分配到第一、三或五阶段的英语语言习得班，而 MYP 三年级的学生将被分配到第二、四或六阶段，具体取决于他们的语言能力。学生将参与整合语言技能的合作项目，如研究项目或小组演示，使他们能够在现实生活中应用语言。

In the English Language Acquisition courses, MYP Year 1 and 2 students will be placed into phase 1, 3 or 5 English Language Acquisition classes, while MYP Year 3 students will be assigned to phases 2, 4 or 6, depending on their language proficiency. Students will engage in collaborative projects that integrate language skills, such as research projects or group presentations, enabling them to apply language in real-life contexts.

其他母语 Other Mother Tongue Languages

西安曲江康桥学校接受将其他语言作为母语的学生。在确保完成中文语言与文学和英语语言习得课程的前提下，学生可通过课后项目继续母语学习。

KCISXA welcomes students with various mother tongues. Provided that students complete the mandatory Chinese Language and Literature and English Language Acquisition courses, they may continue developing their native language through an afterschool program upon request.

母语支持计划 Mother Tongue Support Programme

学校设立升学发展中心，为母语非中英文的学生提供晚间课程：

- 每周 2 课时的母语维护课程（可选修）
- 与领事馆/文化机构合作的母语认证考试辅导，目前我校是西班牙语 DELE 考点
- 在学生社团活动中增加有关于“母语学习者互助小组”，将于 2025 年秋季学习开始，有兴趣的学生可参与。
- 数字图书馆配备多种语言的电子读物

The school has established Advanced Study Center to offer evening programs for students whose mother tongue is neither Chinese nor English:

- Optional mother tongue maintenance classes, 2 hours per week
- Preparation for mother tongue certification exams in collaboration with consulates/cultural institutions; currently, our school is a DELE test center for Spanish
- Incorporation of “Mother Tongue Learners’ Peer Support Groups” into student club activities, starting from the 2025 fall semester; interested students are welcome to join
- A digital library equipped with e-books in different languages

更多支持 Additional support

西安曲江康桥学校致力于提供额外的语言支持，以确保每个学生都能在双语学习环境中茁壮成长。对于在语言发展方面可能需要额外帮助的学生，我们通过多种方法提供跟踪支持，包括一对一辅导、小组干预和专门的语言工作坊。我们的语言支持团队与教师密切合作，评估每个学生的需求并实施有针对性的策略，以提高他们的语言能力。此外，我们提供在线资源、课后计划和双语学习工具，以支持课堂以外的语言发展。通过创建一个支持性和包容性的学习环境，我们旨在让所有学生获得对英语和汉语的信心，使他们能够充分参与课程和周围的世界。

KCISXA is dedicated to providing additional language support to ensure that every student can thrive in a bilingual learning environment. For students who may require extra assistance in language development, we offer tailored support through a variety of methods, including one-on-one tutoring, small-group interventions, and specialized language workshops. Our language support team works closely with teachers to assess each student's needs and implement targeted strategies to enhance their language proficiency. Additionally, we provide access to online resources, after-school programs, and bilingual learning tools to support language development beyond the classroom. By creating a supportive and inclusive learning environment, we aim to empower all students to gain confidence in both English and Chinese, enabling them to fully engage with the curriculum and the world around them.

与相关人员的沟通 Communication with Stakeholders

关于中学项目实施进度和活动、全校性的新闻和资讯、学生出勤及课堂表现、以及学校表单等重要信息皆提供双语版本。基于目标受众需求，这些信息都是由英文和中文两种语言传递。教师提供的年度学习报告当中的学习反思及建议，则是使用课堂教学语言。以上讯息皆通过学校官网、PowerSchool 课程管理系统、家长开放日、家长教师交流会议、非正式电话交谈等方式进行交流。

Important information about the implementation progress and activities of the Middle Year Programme, school-wide news and initiatives, student attendance and performance and essential school forms are made available in bilingual versions -English and Mandarin Chinese- depending on the target audience. The students' reflective comments in the end-of-year reports are written in the teacher's language of instruction. This information will be communicated through various channels, such as the school website, PowerSchool, Open Day, Parent-Teacher Conference and informal phone conversation.

语言学习支持 Language Support Services

图书馆在语言发展中的作用 Role of the Library in Language Development

图书馆将优先采购中文经典文学作品、学术期刊和文化研究资料，以支持中文语言与文学课程的深入教学。并定期于图书馆开启中文语言与文学图书馆课程以支持语言学习。信息素养能力是终身学习的基础，通用于所有学科、学习环境、及程度。学习者掌握信息的内容并展开深入研究，从而提高其自主能动性，能够更好地控制学习能力。一个有信息素养的人应具备以下几种能力：

The library will prioritize the acquisition of classic Chinese literature, academic journals, and cultural research materials to support the in-depth teaching of Chinese Language and Literature courses. It will also regularly offer Chinese language and literature library courses to support language learning.

Information literacy is the foundation of lifelong learning, applicable across all subjects, learning environments, and levels. Students acquire content information and engage in in-depth research, which enhances their autonomy and enables them to better control their learning abilities. A person with information literacy should possess the following skills:

- 确定所需信息的范围

- Determine the extent of information needed (Identify the scope of information required for their inquiries).
- 有效地获取所需的信息
- Access the needed information effectively and efficiently (Retrieve relevant information in a timely manner).
- 批判性地评估信息和资料来源
- Evaluate information and sources critically (Assess the credibility and relevance of information and its sources).

西安曲江康桥学校图书馆的服务重点为在所有课程推广及提升信息素养能力，并向所有康桥学校社群成员开放。图书馆数据库提供多种语言的专业资料、学术文章、报纸和杂志。

The KCISXA library plays a vital role in promoting and facilitating information literacy across all curricula for all members of the KCISXA community. It provides access to a wide range of databases that contain professional resources, scholarly articles, newspapers, and magazines in both Chinese and English.

图书馆积极收集并向社会各界募捐中文、英文以及其他语言的阅读资源，以加强对母语学习的支援。

The library actively acquires books and welcomes community donations of reading resources in Chinese, English and other languages to enhance mother tongue support.

语言支持中心 Special Language Learning Needs

当具有语言障碍或语言天赋的学生出现额外的语言学习需求时，学校将通过语言辅导课程提供相关的转介过程。语言中心与各学科教师合作，为这些有特殊语言学习需求的学生提供必要的帮助。对于未通过中文语言测试的学生，学校将提供暑期强化课程、课后辅导和一对一的语言指导，以确保他们在入学后三个月内达到熟练水平。When students with language barriers or exceptional language abilities have additional language learning needs, the school will provide a referral process through language support courses offered by the Advanced Study Centre. The Advanced Study Centre collaborates with subject teachers to offer necessary assistance to students with special language learning needs. In instances where students do not pass the Chinese language test, the school will provide intensive summer courses, after-school tutoring, and one-on-one language guidance to ensure they achieve proficiency within three months of enrollment.

公平录取 **Equity of Access (Fair and Impartial Access)**

西安曲江康桥学校融合教育政策描述了如何努力为学生提供公平的入学机会，当然也包括那些有特殊教育需要或学习支持。

The KCISXA Inclusive Policy outlines our commitment to ensuring equitable access for all students, including those with special educational needs or those requiring learning support.

西安曲江康桥学校的录取政策明确了中学项目的要求与流程。学校通过评估学生的成绩、纸笔测试、口语面试和申请材料，判断其英文流利程度及学习需求。学生需通过中文语言测试以证明其具备参与中文语言与文学课程的能力。中文语言测试包括阅读理解、写作、口语表达和听力四个部分，评估标准参照《中国国家语文课程标准》中的高级水平要求。未达到熟练水平的学生需参加预备课程或接受针对性语言支持。英文能力评估仅用于确定英语语言习得课程的起始阶段。这些条件旨在评估学生的中英文能力，以确保他们在写作、口头报告和课堂互动中能有效交流，并在英语学习中运用批判性和分析性思维。英文学科领导负责评估学生的语言能力，确保他们在进入中学项目时能够成功。

The admission policy of KangChiao International School Xi'an specifies the requirements and processes for entering the secondary school program. The school evaluates students' academic records, written tests, oral interviews, and application materials to assess their English fluency and individual learning needs. Students must pass a Chinese language proficiency test to demonstrate their ability to engage in the Chinese Language and Literature course. Students who do not meet the proficiency requirements will be asked to participate in preparatory courses or receive targeted language support. English proficiency assessments are solely used to determine the starting phase of English Language Acquisition. These criteria aim to evaluate students' proficiency in both languages, ensuring they can communicate effectively in writing, presentations, and classroom interactions while applying critical and analytical thinking in their English studies. Leaders in the English subject area assess students' language abilities to ensure their success upon entering the secondary school program.

- 为使计划成功，我们建议有意参加一年级 MYP 课程的学生至少具备英文语言习得第一阶段的熟练程度。如果学生有强烈的教师推荐，也可以考虑。这一要求确保进入该计划的学生有必要的语言基础，以在 MYP 取得成功。学校为所有新生提供免费学前语言评估，并计划利用 Managebac 系统建立语言能力成长档案，每学期评估双语发展进度

To support success in the programme, it is recommended that students aiming to join the MYP Year 1 Course poses at least a phase 1 proficiency. Students may also be considered, provided they have strong teacher recommendation. This requirement ensures that students entering the programme have the necessary language foundation to succeed in the MYP. The school provides **free pre-admission language assessments** for all new students and plans to **establish language proficiency growth portfolios** through the Managebac system, **conducting biannual evaluations** to track bilingual development progress.

更多资讯，请参阅康桥学校西安曲江校区招生政策。

For additional information, please refer to the KCISXA Admission Policy.

跨学科语言支持 Transdisciplinary Language Support

各学科组将融合语言与专业内容创新教学模式：科学组采用 CLIL（Content and Language Integrated Learning）模式设计双语实验报告模板；数学组开发中英文术语对照学习清单，配备语音解释功能；艺术组推行“双语境创作”，要求作品融合中西方艺术语言；体育组通过传统体育项目（如武术）学习文言文运动指令。

Each subject group will integrate language and professional content to innovate teaching models: The Sciences subjects will adopt the Content and Language Integrated Learning (CLIL) model to design bilingual experiment report templates; the Mathematics teachers will develop a Chinese-English terminology learning lists; the Arts teachers will implement "dual-context creation", requiring works to integrate Chinese and Western artistic languages; the PHE teachers will use traditional sports (such as Wushu) to learn classical Chinese movement commands.

语言政策检阅 Language Policy Review

西安曲江康桥学校了解到影响学生语言学习需求的因素有很多，例如（但不仅限于）：学生人数、母语主导、语言教学的有效性和家长的期望。

At KCISXA, we recognize that various factors can influence our students' language learning needs, including, but not limited to, student enrollment, dominant mother tongue languages, the effectiveness of language instruction, and parental expectations.

为此，每年定期审查语言政策，以确保语言政策符合学生和社区人口组成特性、或其他情况的变化，并保持政策和实践的一致性。中学项目将利用共同备课会议时间检视政策的合理性。

To this end, we aim to review our language policy annually to ensure alignment with any changes in student and community demographics or other relevant circumstances, as well as consistency between policy and practice. These reviews will begin with collaborative planning meetings within the Middle Years Programme.

参考文献 References

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附件 A – 外语学习循序渐进的连续发展过程 **Appendix A - Progression**
along the additional language learning continuum

第 1 阶段 Phase 1	第 2 阶段 Phase 2	第 3 阶段 Phase 3	第 4 阶段 Phase 4	第 5 阶段 Phase 5	第 6 阶段 Phase 6
在有限范围的日常情形中 In a limited range of everyday situations	在有限范围的熟悉情形中 In a limited range of familiar situations	在熟悉和某些不熟悉的情形中 In familiar and some unfamiliar situations	在熟悉和不熟悉的情形中 In familiar and unfamiliar situations	在社交以及某些学术情形中 In social situations and some academic situations	在社交和学术情形中 In social and academic situations
语体（语域）的某些方面 Some aspects of register	语体（语域）的某些方面 Some aspects of register	适当的语体（语域） Appropriate register	适当的语体（语域） Appropriate register	适当的语体（语域） Appropriate register	适当的语体（语域） Appropriate register
范围非常有限的人际和文化情境 A very limited range of interpersonal and cultural contexts	有限范围的人际和文化情境 A limited range of interpersonal and cultural contexts	有限范围的人际和文化情境 A limited range of interpersonal and cultural contexts	各种人际和文化情境 A range of interpersonal and cultural contexts	各种人际和文化情境 A range of interpersonal and cultural contexts	广泛的人际和文化情境 A wide range of interpersonal and cultural contexts
使用基本的词汇 Use basic vocabulary	使用基本的语言 Use basic language	准确地使用语言 Use language accurately	准确地使用语言 Use language accurately	准确和有效地使用语言 Use language accurately and effectively	运用口头表达技巧 Use oratory technique
简短的材料 Simple short texts	简单的材料 Simple texts	有限范围的材料 A limited range of texts	各种材料 A range of texts	各种材料 A range of texts	广泛的材料 A wide range of texts

第 1 阶段 Phase 1	第 2 阶段 Phase 2	第 3 阶段 Phase 3	第 4 阶段 Phase 4	第 5 阶段 Phase 5	第 6 阶段 Phase 6
开展简单和演练过的互动交流 Interact in simple and rehearsed exchanges	开展基本的演练过和某些未演练过的互动交流 Interact in basic rehearsed and some unrehearsed exchanges	开展演练过和未演练过的互动交流 Interact in rehearsed and unrehearsed exchanges	积极参与 Engage actively	积极参与 Engage actively	积极参与 Engage actively
理解并回应 Understand and respond	理解并回应 Understand and respond	理解并回应 Understand and respond	诠释并回应 Interpret and respond	分析并回应 Analyse and respond	评价并回应 Evaluate and respond
识别并认识到 Identify and recognize	认识到并理解 Recognize and understand	理解 Understand	建构意义/诠释 Construct meaning/interpret	建构意义/分析 Construct meaning/analyse	评价 Evaluate

（语言习得指南，2014，第 15 页）

(Language acquisition guide, 2014: p14)

附件 B – 全球适用的中学项目语言习得水平表 Appendix B - MYP language acquisition global proficiency table

成长中的交流者 Emergent communicator		有能力的交流者 Capable communicator		熟练的交流者 Proficient communicator	
第 1 阶段 Phase 1	第 2 阶段 Phase 2	第 3 阶段 Phase 3	第 4 阶段 Phase 4	第 5 阶段 Phase 5	第 6 阶段 Phase 6
处于第 1 阶段的成长中的交流者能够理解简单的短语、陈述和问题并做出回应。他们能够识别口头、视觉和书面语言中呈现的基本讯息、事实、看法、情感和思想观点，并以简单的口头和书面短语显示他们的理解。他们能够在有限范围的日常情形中传达基本的信息，在范围非常有限的人际和文化情境中使用适当的口头和书面语言。他们开始意识到要根据目的和受众使用语言。 Emergent communicators in phase 1 understand and respond to simple phrases, statements and	处于第 2 阶段的成长中的交流者能够理解简单的口语和书面材料并做出回应。他们能够识别口头、视觉和书面语言中呈现的讯息、事实、看法、情感和思想观点，并以简短的口头和书面形式显示他们的理解。他们在所熟悉的有限范围的情形中通过互动交流信息，在有限范围的人际和文化情境中应用适当的基本语言。他们意识到语言要根据目的和受众而变化。 Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They	处于第 3 阶段的有能力的交流者能够理解种类有限的口语和书面材料并做出回应。他们能够理解口头、视觉和书面语言中的具体信息、主要思想观点以及一些细节，并以有限的口头和书面形式展示他们的理解。他们能够在各种熟悉和某些不熟悉的情形中，在有限范围的人际和文化交流情境中参与会话，写出有条理的文章来表达他们的思想观点、看法和经历。他们知道要根据不同的目的和受众，他们可以采用不同的方式讲话和写作。 Capable communicators	处于第 4 阶段的有能力的交流者能够理解各种口语和书面材料并做出回应。他们能够诠释复杂的口头、视觉和书面语言中的具体信息、主要思想观点以及一些细节，得出结论并认识到所阅读和视看的材料中隐含的看法和态度。他们能够在各种人际和文化情境中参与会话，也能够写出有条理的文章，针对个人感兴趣的和重要的全球性议题交流信息和有条理的思想观点。他们能够就一些事件、经历和在课堂上探索过的概念传达丰富的信息，其中包含相关的和成熟的思想观点	处于第 5 阶段的熟练的交流者能够对以口头、视觉和书面形式展现的具体信息、思想观点、看法和态度进行分析。他们能够得出结论，推断信息并认识到隐含的看法和态度。他们能够对各种口头、视觉和书面材料中的问题、思想和态度做出回应和反应。他们能够在各种社交和一些学术情形中积极地参与会话，提供丰富的信息，其中包含相关的、有针对性的、并以例子和例证加以支持的思想观点。他们能够条理清晰、有效地组织信息和思想观点，以表达对个人感兴趣的问题	处于第 6 阶段的熟练的交流者能够对社交和学术情形中以口头、书面和视觉形式展示的重要信息、细节和思想观点做出评价。他们能够分析信息，做出结论，并能够对隐含在各种口头、视觉和书面材料中的思想观点、看法和态度做出推断。他们能够在社交和学术的不同情形中积极地参与会话，提供丰富的信息并做出详细的分析和解释。他们能够为了各种社交和学术目的，有逻辑性和有效地组织信息和思想观点，向广泛的受众传达他们的理解、看法和观点。



成长中的交流者 Emergent communicator		有能力的交流者 Capable communicator		熟练的交流者 Proficient communicator	
第 1 阶段 Phase 1	第 2 阶段 Phase 2	第 3 阶段 Phase 3	第 4 阶段 Phase 4	第 5 阶段 Phase 5	第 6 阶段 Phase 6
questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They	以及经过论证的看法。他们能够识别形式和风格的各个方面，讲话和写作时有明确的受众意识和目的性。 Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas	以及重要的全球性议题的理解和看法。他们能够诠释形式和风格的各个方面，能够根据情境调整语体（语域）和语言风格。 Proficient communicators in phase 5 analyze specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyze the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and

成长中的交流者 Emergent communicator		有能力的交流者 Capable communicator		熟练的交流者 Proficient communicator	
第 1 阶段 Phase 1	第 2 阶段 Phase 2	第 3 阶段 Phase 3	第 4 阶段 Phase 4	第 5 阶段 Phase 5	第 6 阶段 Phase 6
		understand that they can speak and write in different ways for different purposes and audiences.	on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format, register and style of language.	explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

（语言习得指南，2014，第 25 页）

(Language acquisition guide, 2014: p25)

政策更新说明 Policy Update Notice

本政策于 2023 年 12 月首次制定，后经过以下更新：

This policy was first established in December 2023 and has undergone the following updates:

- 2024 年 3 月：第一次修订

- March 2024: First revision

- 2024 年 11 月：第二次修订

- November 2024: Second revision

-2025 年 3 月：第三次修订，更新中文作为校园第一语言的内容。

March 2025: Third revision

- 2025 年 4 月：第四次修订，依照顾问访校所提出建议增加：

1. 在"语言课程提供"章节增加母语支持机制 Add a Native Language Support
2. 在"语言学习支持"中细化分层教学体系 Refine the Tiered Instruction System
3. 在"教育学"部分强化文化融合 Strengthen Cultural Integration in the "Pedagogy" section
4. 在"公平录取"中增加双语能力发展承诺 Add a Commitment to Bilingual Competency Development
5. 新增"跨学科语言支持"子章节 Add a New Subsection on "Interdisciplinary Language Support"

我们会定期更新政策内容，确保政策始终符合实际需求。

We regularly update our policy content to ensure it remains aligned with actual needs.