



臺北市濱江實驗國民中學

語言政策

Taipei Municipal Binjiang Experimental Junior High School

LANGUAGE POLICY

First Drafted in May 2021

IB 使命宣言

國際文憑組織的目標是培養勤學好問、知識淵博、富有愛心的年輕人，他們通過對多元文化的理解和尊重，為開創更美好、更和平的世界貢獻力量。

為了實現這個目標，國際文憑組織與眾多的學校、政府以及其它國際組織進行合作，開發出一系列具有挑戰性的國際教育專案和嚴格的評量制度。

這些項目鼓勵世界各地的學生成長為既積極進取又富有同情心的終身學習者，他們理解儘管人與人之間存在著差異，但他人的意見也可能是正確的。

IB 學習者目標

- **積極探究**

培養自己的好奇心，逐步掌握開展探究和研究的技能。知道如何獨自或與他人一起開展學習。對學習充滿熱情，並終身保持對學習的熱愛。

- **知識淵博**

發展並利用對概念的理解，跨越一系列學科探索知識。對各種具有當地和全球重要性的問題和思想觀點進行探討。

- **勤於思考**

運用批判性和創造性思考技能，對複雜的問題進行分析並採取負責任的行動。積極主動地做出理由充分、合乎倫理的決定。

- **善於交流**

使用一種以上的語言，以多種方式充滿信心和富有創意地進行自我表達。

有效地開展協作，注意傾聽他人以及其他群體的觀點。

- **堅持原則**

處事正直、誠實，有強烈的公平和正義感，尊重世界各地人民的尊嚴和權力。對自己的行動及其後果承擔責任。

- **胸襟開闊**

以批判的態度欣賞我們自己的文化和個人的歷史，以及他人的價值觀和傳統。尋求和評價一系列廣泛的觀點，並願意通過體驗來豐富自己。

- **懂得關愛**

表現出同理心、同情心和尊重。努力開展服務，通過行動使他人的生活和周圍的世界發生積極的變化。

- **勇於嘗試**

深謀遠慮和堅決果斷地應對變化不定的事物；獨立地或通過合作探索新的思想觀點和新穎的策略。面對挑戰和變化，表現得足智多謀和靈活機敏。

- **全面發展**

理解在生活中做到智力、身體和情感均衡發展的重要性，這樣才能使自己 and 他人幸福康樂。認識到自己與他人以及我們所處世界的相互依存關係。

- **及時反思**

對世界和自己的思想觀點和經驗做出深刻縝密的思考。為了支持學習和個人發展，努力瞭解自己的長處和弱點。



濱江實中使命宣言

臺北市濱江實驗國民中學旨在培養具有世界觀、關懷心和科技力的學習者。我們致力透過創思實踐、科技互動、關懷參與和美感覺察，培育能讓社區、台灣和世界更美好的生活實踐家、濱江博雅人。



濱江實中學習者目標

- **創思實踐**：能透過積極的知識探究和勇於嘗試的精神，實踐創造與思考。
- **科技互動**：能運用科學方法與科技工具探究學習，並與人進行有效交流。
- **關懷參與**：在互動中積極關懷他人，開展服務、行動，並堅定把握原則。
- **美感覺察**：能包容不同文化價值，借鏡反思，由美感體驗達成身心平衡。



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濱江實中語言政策精神

語言包含了文化與習俗，是個人與族群關係脈絡的體現，也是知識探究的基礎，更是跨文化理解的工具。依據國家語言發展法及教育部中小學國際教育白皮書 2.0，濱江實中尊重語言與文化的多樣性，確保多語言的文化與發展。

濱江實中各項課程的對象是以中文為第一語言與家庭語言的學生，此課程符合本校多數學生之語言背景。中文非主要母語之學生，則依其實際需求，申請教育局通譯人員到校服務，協助中文之溝通與學習。此外，外語（英語）學習有助於國際化課程的實踐，本校亦強化英語聽力及口說練習，提升跨文化的溝通能力。為保持學生語言學習的多元選擇，本校規劃本土語言教育，銜接學生前一學習階段的本土語言學習。

本校的語言課程為學生提供發展聽、讀、說、寫的能力，增進對不同文化的了解、進行有效的溝通。並支持學生挑戰並承擔其語言學習的責任。營造友善校園，鼓勵學生合作學習，從而改變我們的社會，以創造更美好的世界。

語言政策指導原則

由於語言是個人、人際和文化發展不可或缺的一部分，而學習語言是需要經由呈現現實情境，進而培養學生口說、閱讀、寫作、演示和表達技能的自我成長。在考量多語言的課堂環境將是常態，以多種語言、各種方式進行交流的能力對於促進國際教育概念顯得至關重要，本校為提供學生必要的幫助和支持，濱江實中的每位老師都是語言老師。為了在教學實踐中所應當保持優質的語言教學，而母語有助於認知發展、文化認同和自我形象的形塑，故本校以中文為主要教學語言，並期以透過學校、家庭與社區的緊密關係，為語言學習提供至關重要的支持與延伸。我們相信，多語言的學習環境更能提供學生與世界接觸的機會，有利學生跨出單一母語語言所能提供的文化範圍，同時也藉由學生的語言研習，增進國際間的相互了解，並強化文化認同感，促進個人成長及不同文化群體內外的交流。

語言政策目標

本校教師重視並促進學生對文化身份和文化背景的理解，無論是在語言特定的學科、學校的教學語言以及他們的母語，都能讓學生能在自身原有的語言技能或是獲得新的語言技能上重視自身的文化身份及其背景的理解。而語言更是塑造學生在認知、情感和社會因素等彼此相互依存關係的中心。對此本校教師持續關注學生的各種語言需求，創造多語言的學習環境，並將語言學習落實在 MYP 的每個教室及學科之中，以利學生適應瞬息萬變的世界，從而達成以下目標：

1. 學生具備中英文的雙語能力，並能欣賞語言的多樣性。
2. 在不同的情境下發展聽、讀、說、寫的語言表達能力，並增強其信心。
3. 學生懂得欣賞其他文化中的不同觀點與豐富性。
4. 學生使用語言進行互動溝通，豐富其學習歷程。

語言政策通則

1. 濱江實中以中文和英文作為 IBMYP 主要的授課語言。
2. 濱江實中的所有國際文憑教師均為語言教師。
3. 濱江實中將學生語言學習的持續發展視為全體教職員最重要的責任。

4. 濱江實中以情境化施以語言教學，並重視母語及第二語言的同時發展。

學生語言檔案

學生語言檔案用以追蹤學生在 MYP 的學習過程，特別是語言的閱讀與表達。學生語言檔案以中、英文記錄，學年結束時進行總結性評量，為開展下學年的語言學習作準備。學生語言檔案應包含以下內容：

1. 入學前家長面談紀錄。
2. 學生入學測驗的語言成績。
3. 各學期紙筆測驗成績。
4. 各學期書面報告及寫作作品、實作評量紀錄。
5. 親師生語言學習溝通紀錄。

語言政策委員會與職掌

本校語言政策委員會由下列成員組成：

1. 校長（召開語言政策委員會，審查並定期檢視語言政策）。
2. MYP 協調員（監管語言課程的實施成果）。

3. MYP 各學科組召集人 (推動跨領域語言學習活動) 。
4. 家長代表 。
5. 學生代表 。

語言政策親師合作方法與實踐

鑒於語言在學習中的重要性，本校教師 (含輔導教師)、協調員、行政管理者都被視為是語言教師，並透過與家長的溝通合作，運用不同的方法來支持學生的學習，以因應每位學生的需求：

1. 全體教師皆為 IB 教師，且具有教授各學科的語言能力。
2. IB 教師、行政管理者及圖書館人員皆能給予學生必要的語言學習支持 (如規劃多語言學習環境) 。
3. 本校多數家長以中文為母語，教師與家長的各項溝通以中英文雙語進行；如家長母語非以中文或英文者，校方將協請通譯人員輔助交流。
4. 本校鼓勵教師定期參與語言相關之增能工作坊或課程。
5. 本校透過有關的 IB 研討會及其他機會，為教師提供正規的專業發展。

語言學習的圖書館支援

考量語言對知識、創造力和道德的重要性並影響著學生的未來發展。本校重視多樣性的國際化精神，由圖書館員與教師、語言教師合作，館藏世界各國作家作品，確保提供多樣化的文本，以滿足語言學習者的需求，並以多語言展示標誌，幫助學生瀏覽本校線上和實體館藏。

與其他政策的連結

「語言政策」符合本校使命宣言中學生學習為本的價值觀。作為一名全球公民，本校亦推動學生學習如何以各種方式進行交流，從不同的角度理解世界以體現尊重多樣性的部分精神，而語言政策體現了 MYP 的溝通理念，本校要求學生除母語之外學習另一門語言，從而讓學生擴大交流的機會。

本校的語言政策同時也支援 IB 的教育方法及國際教育的哲學，不僅是因為該政策尊重學生和社區的語言背景及知識，更是因為它支持跨越原有文化的界限來達成理解多元的觀點、想法。以下是與本校其他政策的連結情形：

1. 全納政策：各學科組教師考量學生最大學習利益，依據學生的語言背景進行教學活動。學生可能具備個人特殊學習計畫。
2. 評量政策：成績評量考量學生的語言能力是否阻礙其對知識的了解與人際溝通。
3. 學術誠信政策：支持學生發展多語文學習策略，以適度減輕學習及研究的壓力，避免對參考資料的複製與抄襲。

4. 招生政策：新生入學參加中、英語學習基本能力測驗以進行分組教學，測驗成果同時告知家長與學生。

語言政策之公佈與修正

考量國家教育政策及對學生語言學習需求的支持，本校語言政策公布後，將由教學領導團隊持續檢視與修正並公告週知。教學領導團隊包含教師協調員、行政管理者和家長。民眾亦可由本校網站獲知相關訊息。





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IB Mission Statement

The International Baccalaureate 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 organization 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.

IB Learner Profile

- **Inquirer**

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.

- **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.

- **Thinker**

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- **Communicator**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate actively, listening carefully to the perspectives of other individuals and groups.

- **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.

- **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.

- **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.

- **Risk-taker**

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.

- **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.

- **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.

BJEJH Mission statement

Taipei Municipal Binjiang Experimental Junior High School cultivates our students' love for learning, promoting their consciousness to be a learner with a world horizon, a sincerely caring heart, and technology skills. We strive to support this environment by implementing a curriculum full of creative practice, technology interaction, caring participation, and aesthetic perception, to prepare our students to become life practitioners and liberal arts learners who make society, Taiwan, and the world a better place.

BJEJH Learner Profile

- **Creative Practice:** Students can practice creativity and thinking through the spirit of proactively seeking knowledge and willingness to try.

- **Technology Interaction:** Students can use scientific methods and technology tools to solve problems and communicate effectively.
- **Caring Participation:** Students can stick to principles, care for others, and continuously reflect on themselves.
- **Aesthetic Perception:** Students can develop understanding and embrace cultural diversity, as well as achieve physical, mental, and emotional balance through aesthetic experience.



Spirit of language policies in BJEJH

The language contains culture and customs. It is not only the embodiment of the relationship between individuals and ethnic groups, but also the basis of knowledge exploration, and more than that, a tool for cross-cultural understanding. According to the national language development law and the white paper 2.0 on International Education for primary and secondary schools of the Ministry of education, Beijing

Experimental Junior High School actually respects the diversity of language and culture and ensures multilingual culture and development.

All curriculum in Binjiang Experimental Junior High School are aimed at students with Chinese as their first language and family language. This curriculum is in line with the language background of most students in our school. Students whose Chinese is not their main mother tongue shall, according to their actual needs, apply for interpreter services from the Education Bureau to assist in Chinese communication and learning. In addition, foreign language (English) learning is conducive to the practice of international curriculum. The school also strengthens English listening and oral practice to improve cross-cultural communication skills. In order to maintain students' multiple choices in language learning, the school plans local language education to connect students' local language learning in the previous learning stage.

Our language curriculum provides students with the ability to develop listening, reading, speaking and writing, enhance their understanding of different cultures and communicate effectively. We support students to challenge and take responsibility for their language learning. Create a

friendly campus and encourage students to cooperate in learning, so as to change our society and create a better world.

Guidelines for language policy

We recognize that multilingual classrooms are the norm. As language is an indispensable part of personal, interpersonal, and cultural development, every teacher in Binjiang Experimental Junior High School is a language teacher to provide the necessary help and support for students. Ideally, acquiring language is a positive process taught through real experience. The purpose is to cultivate my growth, speaking, reading, writing, presentation, and viewing skills by exploring the culture. The ability to communicate in multiple languages and in various ways is essential to promoting the concept of international education. We believe that high-quality language teaching should be maintained in teaching practice. Chinese is the main teaching language of our school. We believe that the mother tongue contributes to cognitive development, cultural identity, and self-image, and school, family, and community are closely related, which can provide vital support and extension for language learning. We believe that a multilingual learning environment opens up the world for students, exposing them to more opportunities than a

language can provide. We believe that language research can enhance international understanding, strengthen cultural identity, promote personal growth and promote effective communication within and outside cultural groups.

Objectives of language policy

Teachers should pay attention to and promote the understanding of students' cultural identity and background. Students have the opportunity to maintain or acquire language skills, both in language specific subjects, the school's language of instruction, and their mother tongue. Language learning takes place in every classroom and discipline in MYP because we recognize that language is the center of many interdependent cognitive, emotional and social factors that shape learning. Because of this reality, teachers pay attention to learners' various language needs and create a multilingual learning environment so that students can adapt to the rapidly changing world:

1. Students are bilingual in both Chinese and English, and can appreciate the diversity of languages.
2. Develop the language expression ability to listen, reading, speaking, and writing in different situations and enhance their confidence.

3. Students appreciate the diversity and richness of other cultures.
4. Students use language for interactive communication to enrich their learning process.

General principles of language policy

1. BJEJH takes Chinese and English as the main teaching languages of IBMYP.
2. All international diploma teachers in BJEJH are language teachers.
3. BJEJH regards the sustainable development of students' language learning as the most important responsibility of all teaching staff.
4. BJEJH implements language teaching in a situational way, and pay attention to the simultaneous development of mother tongue and second language.

Student language files

Student language files are used to track students' learning processes in MYP, especially language reading and expression. Students' language files are recorded in Chinese and English, and a summary evaluation is

conducted at the end of the academic year to prepare for language learning in the next academic year. The student language file shall include the following contents:

1. Interview records of parents before enrollment
2. Language scores on student entrance tests
3. Paper and pencil test scores in each semester
4. Written reports, written works and practical evaluation records of each semester
5. Records of language learning and communication between parents and teachers

Language policy committee and functions

The school's language policy committee is composed of the following members:

1. President (convene the language policy committee to review and regularly review the language policy)
2. MYP Coordinator (overseeing the implementation of language curriculum)
3. Convener of each discipline group of MYP (promoting interdisciplinary language learning activities)

4. Parent representatives
5. Student representative

Methods and practice of parent-teacher cooperation in language policy

In view of the importance of language in learning, our teachers (including tutors), coordinators and administrators are regarded as language teachers. Through communication and cooperation with parents, we use different methods to support students' learning, so as to meet the needs of each student:

1. All teachers are IB teachers and have the language ability to teach all subjects.
2. IB teachers, administrators, and librarians can provide students with necessary language learning support (such as planning a multilingual learning environment).
3. Most parents of the school speak Chinese as their mother tongue, and all communication between parents and teachers is conducted in both Chinese and English; if the parent's mother tongue is not Chinese or English, the school will assist with interpreters.

4. Teachers are encouraged to participate in language-related empowerment workshops or courses on a regular basis.
5. The school provides formal professional development for teachers through relevant IB seminars and other opportunities.

Library support for language learning

The library of Binjiang Experimental Junior High School recognizes the importance of language to knowledge, creativity and morality, which affects the development of students. Teachers work with librarians and language teachers to ensure that a variety of texts are available to meet the needs of language learners and embrace the international spirit of paying attention to diversity. Teacher librarians will display their works based on our collection of international writers. The library will display signs in multiple languages, welcome all students and help them browse our online and physical spaces.

Links to other policies

The language policy is in line with the values in our mission statement. In all policies, students are the core. As a global citizen, we learn how to communicate in various ways. Part of respecting diversity is to understand the world from different angles. The language policy reflects MYP's communication philosophy, because we need students to learn another language in addition to their mother tongue, so as to invite them to expand communication opportunities. Our language policy supports IB's educational approach because it respects and supports the language background and knowledge of our students and communities. Finally, our language policy supports the philosophy of international education because it supports the understanding of diverse views and ideas across boundaries:

1. Inclusive policy: Teachers of each discipline group consider the best learning interests of students and carry out teaching activities according to students' language backgrounds. Students may have a personal special learning plan.
2. Evaluation policy: Performance evaluation considers whether students' language ability hinders their understanding of knowledge and interpersonal communication.

3. Academic integrity policy: Support students to develop multilingual learning strategies to appropriately reduce the pressure of learning and research and avoid copying and plagiarizing reference materials.
4. Enrollment policy: Freshmen shall participate in the basic ability test of Chinese and English learning for group teaching, and the test results shall be informed to parents and students at the same time.

Announcement and revision of language policy

Considering the national education policy and support for students' language learning needs, the school's language policy will be continuously reviewed, revised, and announced by the pedagogical leadership team. The pedagogical leadership team includes teachers, coordinators, administrators, and parents. Members of the public can also get information on the school's website.