



MDID Language Policy

明道國際部 語言政策

Mingdao International Department

APPROVAL AUTHORITY
Head of School, Department Head, IB Leadership team
FIRST APPROVED
December 2018
LAST AMENDED
June 2023
STATUS
Active



Content Page

Content Page	1
Introduction and Principles	
政策介紹與準則	3
Language Policy Steering Committee 語言政策指導委員會	3
Key Concepts 重要概念	4
Language Priorities 語言優先執行事項	4
Standards and Practices Addressed 標準與實務做法	5
Language Policy	6
語言政策	
MDID Language Priorities 明道國際部語言優先考慮事項	7
MDID Language Profile 明道國際部語言屬性	8
English Language Ability 英語能力	8
English Courses 英語課程	8
Language Diversity at MDID	
明道國際部的語言多樣性	9
English Proficiency Support 專業英語支持	9
Language of Instruction 授課語言	9
Classroom Language Policy 課室語言政策	10
Principles and Priorities 準則與優先事項	10
Teacher and Student Collaboration 師生合作	10
Extracurricular Activities and Break Time 課外活動與下課時間	10
Student-Teacher Communication 師生溝通	11
Teamwork: Language Policy and the ASP	11
Language Profiles and Barriers to Learning 語言特性和學習障礙	11
Co-Teachers and Subject Teachers: Working Together 助教與學科老師: 合作	12
Differentiation and Customized Teaching 差異化與客製化教學	12



Students with Divergent Language Profiles

12



Introduction and Principles 政策介紹與準則

Language study benefits students in several ways, including allowing them to become global participants through cross-cultural communication, responsible citizens through exposure to other cultures and awareness of multicultural issues, effective communicators in multiple languages, active achievers through participation in a multicultural, global society, and true critical and creative thinkers through access to multicultural ideas and concepts. A language policy must include the core concepts of language learning, learning through language, and learning about language. Language learning enhances communication with teachers and peers, learning through language equips students to develop new constructs of the world, and learning about language gives an understanding of the relationship between language and meaning and how language works.

語言學習以多種方式使學生受益，包含成為：跨文化交流的全球參與者、接觸其他文化與認識多元文化議題的負責任公民、多語言的有效溝通者、參與跨文化全球社會的積極成就者、獲得多文化思想與概念的真正批判和創造性思想家。語言政策必須包含「語言學習、透過語言學習和學語言」的核心概念。語言學習增強與教師及同儕的溝通；透過語言學習使學生拓展新的世界觀；學語言則使學生理解語言與意義的關係，以及語言的運作。

Language Policy Steering Committee 語言政策指導委員會

The language policy steering committee consists of international subject teachers, local Taiwanese teachers, world language teachers, IB coordinators, directors and administrators, the head of the Parent Teacher Association, the head of the Student Council, and the MDHS principal. The steering committee assesses the language proficiencies, requirements, choices, and learning goals of our student body. It holds regular meetings and participates in the school community to assess its language needs, understand perceived priorities and principles of language learning, and ensure that the policy is evaluated and adjusted as a living document that serves the school community as it grows and changes. The committee was mindful from the start of the importance of students' mother tongue. The committee recommends a policy that encourages students to develop English and mother tongue languages. The committee continues to educate itself about the school community and how an IB community can best promote a multilingual learning environment.

語言政策指導委員會成員包含：國際學科專任教師、台灣教師、世界語言教師、IB協調員、主任、行政人員、親師聯誼會長、學生會長，與明道中學校長。指導委員會評估我們學生的語言能力、要求、選擇和學習目標。指導委員舉辦例行會議並參與學校社群以了解語言需求，了解應注意的優先事項和語言學習準則，並確保語言政策受到評估與調整；在學校成長與改變時，為有效地提供支持、富有彈性的文件。委員會一開始就意識到學生母語的重要性。它建議提供鼓勵學生發展英文和母語的語言政策。委員會持續增進自己了解學校社群，以及IB社群如何最有效的提倡多語言的學習環境。

Key Concepts

重要概念

Two IB concepts have proven particularly helpful:

1. "Language is integral to identity, which in turn determines how a person will act. A mother tongue and any other languages used in constructing meaning are intimately connected to a person's relationship with the world and how they come to feel about that world. Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem and additive bilingualism (where another language and culture does not replace that of the mother tongue)" ("Learning in a language other than mother tongue in IB programmes").
2. "A centrally important attribute of the learner, one that is more amenable to teacher influence than either personality or cognitive ability, is the extent to which the learners have confidence in their identity and ability to learn. One way of conceptualizing this attribute is in terms of the degree to which ESL learners feel empowered in the learning situation. When school personnel reject students' identities (by punishing them for using their native language, for example), they force students to make an unnecessary and potentially traumatic choice between their two cultures, and the resulting conflict may actually interfere with language learning" (The Acquisition of English as a Second Language by Jim Cummins).

事實證明兩個IB概念特別有用：

1. 語言是身分認同的一部份，決定一個人的行為。母語或任何其他創造意義的語言，都緊密連結一個人與世界的關係，以及他們如何感知世界。賦予語言和文化價值並建立每位學習者身分認同的社會與情感情境，將促使自尊與雙語培養。(這是另一個語言和文化無法取代母語的)。(取自Learning in a language other than mother tongue in IB programmes.)
2. 在語言學習中除了學生本身的人格特質或認知能力外，另一項學好語言的關鍵教學任務是，教師在多大程度上能夠發揮影響力，提升學生自我身分認同與學習能力的自信。概念化此特性的一種方法，是根據 ESL 學習者在學習情境中感到被賦能的程度。若校方否定學生身分認同(例如因使用母語而懲罰他們)，將迫使學生在兩個文化間作非必要且具潛在創傷的選擇，而此爭端也可能干擾語言學習。(取自The Acquisition of English as a Second Language by Jim Cummins)



Language Priorities 語言優先執行事項

MDID's language priorities are, in order of importance:

1. Students should use the target language in the classroom and be inclusive of all language learners outside of the classroom.
2. As needed, teachers or peers may wish to re-explain concepts in a student's mother tongue.
3. Teaching, learning, and peer interaction should occur in English, the language of instruction, whenever possible.
4. All should be sensitive and respectful of students' mother tongues.
5. Students must understand what is being taught — don't sacrifice understanding for a pure English environment.
6. Teachers should be mindful of, and seek to avoid, allowing students to rely on one or two fluent speakers for translation/summaries on a regular basis.

依重要性排序

1. 學生應該在教室內使用指定語言，包含所有教室外的語言學習者。
2. 必要時，教師或同儕可以學生的母語重新解釋概念。
3. 教學、學習與同儕互動應盡可能以授課語言—英語來進行。
4. 所有人應謹慎看待並尊重學生的母語。
5. 學生必須理解教學內容，而不因純英語環境而犧牲理解。
6. 教師應注意並避免學生時常依賴一到兩個口語流利者的翻譯/總結。

Standards and Practices Addressed

標準與實務做法

Organization

- B1:5. The school develops and implements policies and procedures that support the programmes.
- B2:8. The school provides support for its students with learning needs and support for their teachers

Curriculum

- C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
- C3:6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
- C3:10. Teaching and learning differentiates instruction to meet students' learning needs and Styles.
- C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
- C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.¹

組織

- B1:5. 學校發展並執行支持學程的政策與做法。
- B2:8. 學校提供支持給教師與有學習需求的學生。

課程

- C1:6. 協同規劃和反思涵蓋學生學習需求和風格的差異化。
- C2:8. 書面課程提供「反思人們共同性、多樣性和多元觀點」的機會。
- C3:6. 教學與學習關注人們的共同性、多樣性和多元觀點。
- C3:10. 提供差異化教學以滿足學生學習需求與風格。
- C3:14. 在理解與尊重的基礎上，教與學營造能刺激學習的環境。
- C3:15. 教學與學習鼓勵學生以各種方式展現其學習。

¹ “Learning diversity and inclusion in IB programmes.” International Baccalaureate Organization, 2016.



Language Policy 語言政策

At MDID, we believe that language immersion is key to effective English-learning. We encourage students to use English as the primary language of communication to create an environment that fosters language development. However, in social settings, it's important to use inclusive language that can be understood by all members of the group.

在明道國際部，我們相信語言沉浸是有效英語學習的關鍵。我們鼓勵學生使用英語作為交流的主要語言，以創造一個促進語言發展的環境。但是在社交場合中，使用群體所有成員都能理解的包容性語言也很重要。

We recognize that language learning is a lifelong process and should be modeled by all members of the school community whenever possible. Competencies acquired in one language can also be transferred to other subjects and fields. Language is an expression of one's tradition and culture, and it constitutes an essential part of a student's identity. We respect multilingualism as it fosters international mindedness and a multicultural perspective. The teaching process should take into account the linguistic needs of students, and we believe that all teachers are language teachers.

我們體認到學習語言是一個終身學習的過程，學校社群的所有成員都應盡可能樹立榜樣。從語言習得的素養可以先移到其他學科與領域。語言是傳統與文化的表達，也是學生身分認同很重要的一部分。我們尊重多語言促成的國際情懷與多元文化觀點。教學過程應考慮學生的語言需求，且我們相信所有教師都是語言教師。

The MDID language policy aims to:

1. Equip students with the skills to use language effectively, appropriately, accurately, and confidently.
2. Develop students' oral and written communication skills.
Foster students' critical thinking and analytical skills.
3. Enable students to develop and use language skills across different contexts and for various purposes.
4. Encourage the appreciation, understanding, and analysis of literature.
5. Foster an international awareness of communication in a global setting.
6. Develop in students a respect for others' perspectives.
7. Enhance students' presentation and rhetorical skills.
8. Equip students with the skills to deconstruct text for meaning and social and cultural context across a wide range of subjects.

明道國際部語言政策旨在：

1. 讓學生具備有效、恰當、準確和自信使用語言的技能。
2. 發展學生口語和書面的溝通技能。



3. 促進學生批判性思考與分析技能。
4. 使學生能在不同脈絡和不同目的下，發展並使用語言技能。鼓勵文學欣賞、理解與分析。培養全球環境下的國際交流意識。
5. 培養學生對他人觀點的尊重。
6. 提高學生的表達能力和修辭能力。
7. 讓學生具備從廣泛的學科中，解構文本的意義以及社會和文化脈絡的技能。

At MDID, we believe that language is a powerful tool for communication and understanding the world. We are committed to supporting our students in their language learning journey and helping them become confident and effective communicators in English and other languages.

在明道國際部，我們相信語言是交流和理解世界的有力工具。我們致力於在學生語言學習過程中支持他們，並協助他們成為自信且有效的英語和其他語言的溝通者。



MDID Language Priorities 明道國際部語言優先考慮事項

At MDID, our priorities are organized in order of importance:

1. Students' conceptual understanding within subject groups.
2. Respect accorded to all members of a discussion or interaction.
3. Effective and efficient inter-faculty and student-faculty communication.
4. Use of all pedagogical opportunities to achieve fluency in English, the language of instruction.
5. Teach, learn, and interact when possible in the language of instruction, including MYP and DP Group 2 Language Acquisition courses.

在明道國際部，優先事項依重要性排序：

1. 學生在學科裡的概念理解
2. 對所有參與討論或互動成員的尊重
3. 有效並效率的職員及師生互動
4. 利用所有教學機會，流利使用英語作為教學語言
5. 盡可能以教學語言來教學、學習與互動，包含在MYP和DP的語言習得課程



MDID Language Profile 明道國際部語言屬性

The school primarily teaches courses in English. However, we also support the development of native Taiwanese students' mother tongue through instruction in Chinese literature and language in grades 7-12.

學校主要使用英語教學。但是，我們仍透過7~12年級的中文文學課，支持台灣在地學生的母語發展。

English Language Ability 英語能力

Each student has a language profile established based on their entrance examination results, entrance interview, formative assessment in the first few weeks of the semester, and advice from the head of the English Department, the Academic Coordinator, and English teachers to determine their English language placement and streaming.

根據入學考試成績、入學面試、學期前幾週的形成性評量以及英語系主任、學務協調員和英語教師的建議，每個學生都有一個語言檔案，以確定他們的英語程度與編班。

English Courses 英語課程

Students are streamed into appropriate English courses based on their current ability. Students with higher levels of English ability join the MYP Language and Literature stream in preparation for DP Language A: Language and Literature courses. Students with intermediate or emerging language profiles are streamed into MYP English Language Acquisition courses based on MYP language acquisition phases (emergent, capable, or proficient) in preparation for DP Group 2 English B courses. Students who complete at least one semester of MYP Language and Literature will have the option to join the DP Group 1 Language A: Language and Literature course.

學生依現在能力被編班到適合的英語課程。較高程度的學生加入MYP語言與文學的班級，為DP語言與文學課程(Language A)做準備。具有中級或初級語言能力的學生將根據 MYP 語言習得階段(2、3-4 或 5-6)分流到 MYP 英語語言習得課程，為 DP英語 B 課程做準備。完成至少一學期MYP語言習得課程的學生將能可以選擇加入 DP語言 A: 語言和文學課程。

At MDID, we are committed to supporting students in their language learning journey and ensuring that all members of the school community are aware of our language policies through professional development and school-wide communication. We believe that effective communication skills are essential for academic success and personal growth, and we strive to provide our students with the necessary tools to excel in English and other languages.

在明道國際部，我們致力於支持學生的語言學習歷程，並確保學校全體成員透過專業發展與全校交流知悉我們的語言政策。我們相信有效的溝通技巧對學術成功與個人成長很重要，且我們努力提供學生卓越於英語和其他語言的必要工具。



Language Diversity at MDID

明道國際部的語言多樣性

At our school, many students learn in a language other than their mother tongue. It's important for them to be proficient in English so that they can fully participate in the mainstream curriculum and school culture.

在我們學校，很多學生透過非母語的語言學習。英語專精對他們而言很重要，如此他們才能充分參與主要課程和學校文化。

English Proficiency Support

專業英語支持

To help all students become fluent in English, we offer an English Language Support (ELS) course to all MYP students. This course teaches important skills in listening, speaking, reading, writing, viewing, and presenting, which are valuable across all subjects. After-school courses are also available for students who need additional support, and the administration can arrange extracurricular language learning centers and tutoring services as needed. Students who face barriers to learning due to language differences may be eligible for support as a part of our Inclusion Policy at MDID.

為了幫助所有學生流利使用英語，我們為所有 MYP 學生提供英語語言支持 (ELS) 課程。本課程教授對所有學科都很有價值的聽力、口語、閱讀、寫作、賞析和發表之重要技能。另外有課後課程供需要額外支持的學生，且行政部門可以依需安排課外語言學習中心和輔導服務。因語言差異而面臨學習障礙的學生有可能透過學習計劃獲得支持，這是我們明道國際部學習輔助政策的一部分。

Language of Instruction

授課語言

English is the primary language of instruction at our school, with exceptions for Chinese Literature and Chinese Language Acquisition in the MYP, Chinese Literature in DP Group 1, and world languages. Teachers create a classroom language policy that encourages students to speak English.

除了MYP 中的中國文學和中文語言習得、DP 第一組的中國文學和世界語言以外，英語是我們學校的主要教學語言。教師制定鼓勵學生說英語的課堂語言政策。

Classroom Language Policy

課室語言政策

Administrators have provided teachers with guidelines for a language policy in the classroom:

- Teachers, in collaboration with students, create a system of incentives and reflection that encourages all students to speak English and work towards fluency.
- Students can ask the teacher for permission to briefly speak in another language to clarify information.

管理員為教師提供課堂中的語言政策指南：

- 教師與學生合作，建立激勵和反思系統，鼓勵所有學生說英語並努力使其流利。
- 學生可以徵求教師同意，簡短以其他語言確認資訊。

Principles and Priorities

準則與優先事項

Language priorities in order of importance:

1. Students' understanding of content
2. Respect
3. Teach, learn, and interact when possible in English
4. Community maintenance

依重要性排序：

1. 學生對內容的理解
2. 尊重
3. 盡可能以英語教學、學習和互動
4. 學校社群支持

Teacher and Student Collaboration

師生合作

- Teachers, in collaboration with students, will create a system of incentives or disincentives that encourage all students to speak English and work towards fluency.
- Teachers regularly meet with the Student Council and House Teams to find ways to motivate students to follow and respect the language policy.
- 教師將與學生合作建立鼓勵或抑制機制，來鼓勵所有學生講英語並努力使其流利。
- 教師定期與學生會和內部團隊開會，尋找激勵學生遵守和尊重語言政策的方法。

Extracurricular Activities and Break Time

課外活動與下課時間

- During lunchtime and breaks, students may speak the language they wish to develop.
- With school permission, students and teachers can form and participate in clubs, activities, and events that encourage language skills.
- Students and teachers can participate in an English or secondary-language mentorship program.
- 學生可以在午餐和下課時間說他們希望發展的語言。
- 在學校同意下，學生和教師可以組織並參與鼓勵語言技能的社團和活動。
- 學生和教師可以參加英語或第二語言輔導計劃。



Student-Teacher Communication

師生溝通

- All written communication between teachers and students must be in English.
- Oral communication between teachers and students should be conducted in English when possible, following the language policy priorities.
- In urgent, personal, or emotional situations where miscommunication may occur, communication can be in the student's mother tongue when necessary.

- 所有師生間的書面溝通必須以英文書寫。
- 根據語言政策，師生間的口語溝通應盡可能以英文進行。
- 在可能產生溝通不良的緊急、個人或情緒情境，必要時可以使用學生的母語進行溝通。



Teamwork: Language Policy and the ASP

團隊合作：語言政策與學術支持計畫

The Language Policy and the Academic Support Plan (ASP) can collaborate in supporting students with special needs.

語言政策與學術支持計畫會合作支持有特殊需求的學生。

Language Profiles and Barriers to Learning 語言特性和學習障礙

Some students face challenges in learning due to differences in their language profile. These students may be eligible to receive support through a Learning Plan and a designated Co-Teacher as a Student with Identified Special Needs (SISN). If a student's language profile does not require a Learning Plan, they will receive support through common instruction based on Universal Design for Learning (UDL) principles.

有些學生會因其語言概況面臨學習挑戰。這些學生可能有資格透過學習計劃和指定助教，給予有特殊需求的學生 (SISN) 支持。如果學生的語言概況不需要學習計劃，他們將透過基於通用學習設計 (UDL) 原則的共同指導獲得支持。

Co-Teachers and Subject Teachers: Working Together

助教與學科老師：合作

Co-Teachers collaborate with Subject Teachers, Homeroom Teachers, the Guidance Teacher, Parents, and Students to create a Learning Plan for students with identified special needs. The Learning Plan specifies which IB-aligned strategies would best remove barriers to learning for each student. These strategies are derived from Meeting Diversity in the Classroom (2013).

助教與學科教師、導師、輔導教師、家長和學生合作，為有特殊需要的學生製定學習計劃。學習計畫特別指出哪個符合IB的策略最能有效消除每個學生的學習障礙。

這些策略源自Meeting Diversity in the Classroom(2013)

Differentiation and Customized Teaching

差異化與客製化教學

Co-Teachers and Subject Teachers work together to differentiate the content that students learn, customize teaching strategies, approaches, and processes to optimize learning, and design purposeful and personalized products or assessments that align with student abilities, knowledge, and strengths. This collaborative approach helps students with divergent language profiles to overcome their barriers to learning.

助教與學科教師共同努力作學生學習內容的差異化，客製教學策略、方法和過程，來優化學習，並設計符合學生能力、知識和優勢的有目的和個體化的產出或評量。這種協作方法有助於具有不同語言背景的學生，克服他們的學習障礙。

Students with Divergent Language Profiles

Students whose divergent language profiles hinder their learning will follow the process outlined in the "Does not qualify for an IEP" section of the flowchart below:

Support for Students with identified Special Needs (SISN)

