

IB Middle Years Programme Language Policy

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MYP Office

Beijing Royal Experimental School's Mission Statement

The vision of Beijing Royal Experimental School is to cultivate global citizens who have both an international perspective and a great appreciation and love of Chinese culture.

The school strives to best utilize both local and international resources to involve all students and staff in the MYP learning community. We encourage teachers and students to explore global issues so that they will become lifelong learners who are eager to inquire and also eager to take proactive action.

Teaching and learning enable students to build diverse subject knowledge and higher-order thinking skills. Learners innovatively apply knowledge in practice and experience diverse cultures, thereby bringing the society closer to individuals, and the world closer to the school. It is believed and expected that empowered students will have the opportunity and capacity to serve their community, and further contribute to the creation of a better and more peaceful world.

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I. Language Learning Philosophy

Language is the foundation of learning, thinking and communication. Language exists and evolves in communication. It greatly contributes to one's personal identity formation, cultural understanding, and establishment of worldviews. Therefore, language is the most important medium for an individual to explore ideas, and form their personal and cultural identity. Language functions as a powerful tool to express oneself and influence others. It is the key to one's cognitive growth and the development of their thinking skills.

The ability to communicate in multiple languages is a necessity in modern society. Individuals develop language and thinking skills, appreciate literature and art, and establish cultural understanding and confidence through learning and using their first language (hereafter referred to as L1). The development of one's L1 plays a crucial role in maintaining cultural identity and emotional stability. Learning foreign languages can enrich one's growth, enhance understanding and awareness of different languages and cultures, and strengthen one's awareness of current international events, thus serving as an important pathway to fostering his or her global mindset.

In Beijing Royal Experimental School (referred to as BRES hereafter), we believe that language learning involves acquiring and applying a range of language knowledge and skills, exploring different ways of thinking, understanding, and expression, understanding various forms and contexts of language use, discovering similarities and differences between one's L1 and other languages, and thereby understanding and respecting the different cultures embedded in languages. Students learn a language efficiently by using it. We strive to create an environment which encourages students to use different languages, develop communication competency, understand the essence of language communication, and appreciate different writing styles. We guide students to explore different learning methods in the hope of

helping them establish their best language learning style.

II. Basic Principles of Language Teaching

In line with the IB learner profile, students should be able to use a variety of languages and modes of communication confidently and creatively to understand and express ideas and convey information. In BRES, we encourage students to become excellent communicators by learning and applying the languages they study. In practice, we follow these fundamental principles:

1. BRES clearly defines our teaching language usage requirements: it should be clear, standardized and understandable to students. The MYP courses are primarily taught in Chinese. In non-language subjects, English is used proportionally according to the students' English proficiency to achieve students' understanding and teaching objectives.
2. We ensure time and opportunities for L1 learning. We actively promote the learning and development of students' L1, cultivate their ability to think and create in their language, and help build an understanding and love of their own language and culture.
3. In non-native language learning, English is viewed as the most important foreign language. It is used exclusively in teaching and learning for "capable communicators" and "proficient communicators". Teachers and students who are "emergent communicators" (phases 1-2) may partially use their L1 to aid teaching.
4. In BRES, we closely observe and evaluate students' English proficiency level, allowing them to learn efficiently in language classes that are suitably challenging for them.
5. Based on the students' growth experiences and learning backgrounds, they are required to be proficient in at least one foreign language and support for multilingual learning is provided to all students.
6. In BRES, we create a favorable environment for using foreign languages, encouraging students to practice the main foreign language they are learning and

their L1 during school hours.

7. Staff members are encouraged to be proficient in a foreign language, and language learning support is provided.

III. Language Teaching Objectives

In BRES, students and teachers primarily speak Chinese as their L1 and English as a foreign language. Additionally, we offer elective courses in second foreign languages such as Japanese and French to those who are interested. Under the concept-driven curriculum framework of the IB MYP, we extensively adopt and regularly update language learning resources. This approach helps language learners master their native language, develop literary understanding, and become proficient in English, laying the groundwork for future academic planning. Our language teaching objectives include, but are not limited to, the following aspects:

1. Emphasis on cultivating students' bilingual communication skills in Chinese and English, fostering understanding and respect for different languages and cultures.
2. Emphasize learning and using the Chinese language to carry forward the excellent cultural traditions of China.
3. Develop students' abilities in listening, speaking, writing, reading, translating, language knowledge, and cultural awareness in both academic and everyday contexts.
4. Encourage students to recognize and understand the thinking patterns and viewpoints of people from different cultural backgrounds, enabling appropriate expression and behavior in various settings.
5. Foster students' confidence and ability to take risks and experiment in language learning.
6. Enhance students' appreciation and analytical abilities of various literary and non-literary texts. Teachers focus on developing students' critical thinking skills during teaching and providing practice for students to use their cultural and

self-expression skills.

7. Learn about and appreciate the richness and diversity of languages.
8. We encourage students to use language for varied personal and cultural expression, enriching their learning and life experiences through language learning.
9. Understand and respect the similarities and differences between various languages and their users.

IV. Language Teaching Practices

Over 90% of our students are native Chinese speakers (i.e., their first language is Chinese), hence Chinese is the primary language of instruction. Students study both Chinese Language and Literature and English Language Acquisition courses in BRES. The majority of students learn English as their first foreign language. Under the guidance of both local and foreign teachers, students develop skills in listening, speaking, reading, and writing in English, laying a solid foundation for their IB studies in high school and university. Additionally, we offer Chinese as a Foreign Language courses to students who are native English speakers, allowing them to understand Chinese characters and culture, and to learn and practice listening, speaking, reading, and writing in Chinese.

With English as the language of acquisition, the school places students in the most appropriate levels based on the Cambridge English Proficiency Test (CEPT), combined with feedback from teachers, results from internal examinations, as well as an Output Placement Test. According to the “language acquisition objectives at each level” described in the International Baccalaureate Organization’s 2020 updated “Language Acquisition Guide”, our school’s English teaching levels correspond to the levels in the MYP as follows:

Language phases in MYP	English Levels in school	Details
Emergent level (Phase 1-2) & Capable level (Phase 3)	Level 1-4	Learners are placed according to their CEPT score, OPT (Output Placement Test) score, or IELTSs/TOEFL equivalent score (whichever is the highest).
Capable level (Phase 4) & Proficient level (Phase 5-6)	Advanced Levels	In addition to a CEPT score, IELTSs score or TOEFL score which indicates B2+ level, students must also pass an internal OPT (Output Placement Test) to ensure the students are capable to handle the content.

In language teaching, we focus on the following educational philosophies and methods:

1. We believe that the establishment and understanding of concepts, as well as the cognition of complex matters, is an ever-changing and developing process. Therefore, understanding and utilizing students' existing knowledge and understanding is crucial, as it forms the starting point for constructing new knowledge and understanding. In our teaching, we respect and encourage students to use their past life and learning experiences to challenge new cognitive domains and heights of understanding.
2. Based on the theory of the "Zone of Proximal Development", our teachers design different teaching methods and create effective learning opportunities. This allows

students to complete more challenging learning and assessment tasks, thereby constructing meaningful understanding.

3. We progressively expand students' language abilities through teaching, increasing the difficulty of language learning, including language input and output. As students grow older and their language levels increase, they will need to understand more complex and abstract concepts, encounter less frequently used terminology, and learn to use more complex grammatical structures and discourse patterns.

4. We pay attention to students' language learning and identity formation. We respect all languages and cultures, affirm the social and emotional environment of each learner's identity, and cultivate learners' self-esteem in their native language and culture, as well as multicultural awareness.

Additionally, our school offers other foreign language elective courses, such as Japanese, Korean, French, Spanish, etc., adjusting the acquisition courses for each language based on the composition and needs of the students.

The languages of instruction at BRES are Chinese and English, with most subjects pursuing development in both languages. For students who have difficulty understanding and using English, we provide specific support in their daily learning. These supports include, but are not limited to:

1. English elective courses tailored to the different characteristics of each English level to help students improve various English skills: listening, speaking, reading, writing, vocabulary, grammar, culture, etc.
2. If a student's English level improves, they will be adjusted to a class that matches their English proficiency.
3. All IB teachers, administrators, and teaching assistants are language teachers, providing real-time language learning support to students.

References

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Note: This policy is reviewed annually by the MYP Office and communicated to members of the school community.