

双语 Dual 项目 Language Pathway

The dual language pathway at Wellington Shanghai reflects the mission and vision of Wellington College China by creating a caring learning community that develops well-rounded individuals with strong values and the knowledge, skills and dispositions to thrive in an ever-changing world.

惠灵顿沉浸式双语项目，秉承惠灵顿中国的使命和远景，立志于营造富有人文关怀的国际社群，培养全面发展的、秉承惠灵顿价值观和具备优质综合才能的学生，使他们能适应日新月异的世界并茁壮成长。



WELLINGTON COLLEGE
INTERNATIONAL
SHANGHAI

Our aim is to nurture your child to become truly bilingual and biliterate, and to develop deep bicultural understanding. Pupils joining this bespoke bilingual, bicultural programme are able to follow it through to Year 8, with the aim of being adequately prepared to progress on to first language English and Chinese iGCSE courses and the bilingual IB Diploma, should they wish.



Our Aim 目标

Early Years
幼儿阶段

Prep School
小学阶段

Bilingual 双语
iGCSE & IB

Wellington's
Dual Language Pathway
Milestones
惠灵顿双语项目里程碑

该项目目标是将您的孩子培养成精通中英两种语言、具备双语读写能力和跨文化理解能力的双语人才。参加这一定制的双语、双文化课程的学生将具备足够的能力从学前持续学习到8年级，进行英语和汉语iGCSE第一语言课程的学习，以及在自身选择的基础上，进行双语IB文凭的学习。



Curriculum

Early Years Centre (EYC)

The content and mode of delivery of the dual language curriculum in the EYC is founded on what we know about early language development from research and excellent practice worldwide in the acquisition of more than one language. It is built on a strong sense of attachment to familiar learning environments and adults, and a solid foundation in the child's first language. Our dual language pathway looks to transform traditional Chinese teaching into more meaningful project-based learning that presents as seamless and indistinct from the more general approaches in the EYC. The curriculum also focuses on achieving excellent standards of Chinese for native speaking children within the additional accelerated literacy programme as well as the introduction of higher levels of Chinese for non-native speakers. High standards of English are maintained alongside the dual language model at all times. This will not only prepare our EYC learners for the Y1 dual language track, but also enhance learning more generally through the cognitive benefits of multilingual learning. Finally, a greater focus on the dual culture aspect of the pathway mirrors the Wellington Values and acknowledges the breadth of Chinese teaching in the College.

The whole of our early years team is part of the dual language pathway and includes increased Chinese sessions from 3 to 5 per week. We also offer an additional dual language track in the reception year which is suitable for families who want to be part of the long-term dual language pathway through to Prep School and beyond. The dual language track pupils in reception have focused intervention time from our Chinese team on a daily basis.

幼儿园

幼儿园沉浸式双语项目的内容和模式是以幼儿早期多种语言习得的相关研究和优秀实践经验为基础。我们认为，为儿童提供熟悉的环境和强化儿童的第一语言是推进此项目的核心。我们幼儿园的沉浸式双语项目在传统中文教学法的基础上升级到和班级探究项目一致的项目式教学法。此沉浸式项目致力于通过中文文学课程进一步提高母语为中文的小朋友的整体文学能力，为中文非母语的小朋友提供更具有挑战性的中文课程。而这一系列目标的前提是儿童的英文仍然保持高的水平。我们致力于通过上述的教学法帮助儿童衔接好Year 1的学习，并且让多语言学习对于认知发展的积极效能最大化。

我们对整个幼儿园开展沉浸式双语项目，中文课的课时从原来的一周三节课提升至一周五节课。在Reception年龄段，针对部分对于长期参与沉浸式双语项目有规划的儿童提供常规一周五节中文课之外的每天一小时的中文强化项目。

Prep School

Building upon the language skills developed in our dual language Early Years Centre (EYC) learning environment, one class in each year group from Year 1 will follow the dual language pathway. While still very much part of the year group, pupils in our dual language classes learn in a carefully planned English-Chinese immersion environment.

The proportion of English and Chinese teaching input in dual language classes is 60:40, compared with 85:15 in mainstream classes. In the 60:40 immersion model, pupils will develop their Chinese language knowledge and skills, not just in the Chinese lessons (based on the Chinese National Curriculum) but also in Mathematics, cross-curricular Humanities, PE, Art and other specialist lessons. Our content and language integrated learning model (CLIL) places particular focus on Chinese culture and comparative cultural studies, in order to cultivate pupils' bicultural awareness and communication proficiency.

To ensure that our pupils truly make the most of such a rich curriculum, each dual language class benefits from an additional Chinese Class Teacher, working alongside the English-speaking Class Teacher and a specialist Teaching Assistant.

课程

小学阶段

在幼儿阶段 (EYC) 双语强化学习的基础上，从一年级开始，每个年级将有一个班级开展沉浸式双语项目。

双语项目课程的中英文比例为40：60，与英语主流项目的15：85相比，除了以中国国家课程为基础的中文课，还将在数学、跨学科人文课程、体育、艺术等专业课中发展双语的语言和学科技能。同时，双语项目课程的内容和语言综合学习模式 (CLIL) 特别注重中国文化和比较文化研究，以培养学生的双文化意识和沟通能力。

为达到以上丰富的课程目标，与英语主流项目班级不同的是，每个双语班级除了一名母语为英语的教师，一名母语为汉语的助理教师 (双语)，还会额外配备一名母语为汉语的教师 (双语)。

Pupils enrolled on the dual language pathway will develop:

- Communication skills in both English and Chinese
- Bicultural competency; an appreciation of both Western and Chinese values and ways of life
- The necessary critical thinking skills to interpret information in different languages and to adapt to different approaches to thinking and being in China and the rest of the World
- The same standard of knowledge and skills expected for all of our pupils, across the same range of subjects, but developed in both English and Chinese

沉浸式双语学生将获得:

- 中英双语的沟通交流能力
- 理解和欣赏中西方价值观和生活方式的跨文化交际能力
- 批判性思维能力，使他们能理解不同语言之间的信息冲突，适应中西不同的思维模式
- 涵盖所有学科，在相同知识和技能等学习目标的基础上，中英双语的理解和运用能力

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FAQ

► Is the dual language pathway the right choice for my child?

The dual language pathway has been specifically designed to cater for:

- Children from Chinese speaking families
- Children from non-Chinese speaking families
- Children from mixed-heritage families

From Year 3 enrollment is dependent upon language frequency in both English and Chinese. Research shows that the success of bilingual education depends on the length of time pupils study bilingual courses. Therefore, a long-term commitment of at least seven years is suggested.

► Are there any additional costs?

As a core member of Wellington College China, Wellington Shanghai is determined to cultivate bilingualism with a global vision. Although additional teachers are deployed and a large amount of high-quality training is invested, there is no additional charge for families who join the pathway during the founding year.

► Will a higher ratio of Chinese affect pupils' progress in English?

As Chinese is one of the most challenging languages, it takes a significantly longer time to achieve fluency in literacy and academic understanding compared to English. Our dual language pathway, which starts from Nursery, allows pupils to learn the language the same way they learn their first language and therefore develop better metalinguistic awareness.

Research shows that pupils who receive less input in English in dual language programmes make similar progress in listening, speaking, reading, and writing as their peers who receive more input in English in the mainstream. In fact, many studies show that pupils in dual language programmes outperform their peers in mainstream programmes in English and other curriculum subjects, long-term, due to the metacognitive benefits of bilingualism.

► How can parents support their child's Chinese learning if they don't speak Chinese?

Supporting English speaking families is an important part of the job for teachers in our dual language pathway. For example, we provide bilingual curriculum materials and homework clubs for families; our generous staffing means that we are able to provide 1:1 support and regular feedback on pupil progress; we encourage parents to get involved in the learning that takes place in school, as well as at home, thereby learning about approach to teaching and learning.



► My child's first language is Chinese. Would the dual language pathway benefit my child?

Our dual language pathway attaches great importance to Chinese literacy. Research shows that reading for pleasure is a critical factor for pupils' long-term language learning. As a more social language in the international environment, once pupils are able to read in English, they tend to read for pleasure primarily in English. If children do not begin reading in Chinese during the Primary years, after they have begun reading in English, they may never choose to read for pleasure in Chinese. Therefore, the English-Chinese immersion pathway from early years is of great benefit for families with mother tongue Chinese. In addition, our dual language pathway provides children with ample and rich opportunities to deeply understand and inherit their own cultural traditions.

常见问题

► 沉浸式双语项目是我孩子的正确选择吗？

> 沉浸式双语项目专门为以下学生设计

- 母语是汉语的学生。
- 母语是英语的学生
- 具有中外混合家庭背景的学生

> 三年级开始，入学取决于中英文语言的使用频率。研究表明，双语能力的成功获得，取决于学生学习双语课程的时长。因此，我们希望申请的家庭对沉浸式双语项目有长期的承诺，我们建议最少七年。

► 费用

作为惠灵顿中国的重要成员，上海惠灵顿外籍人员子女学校立志于培养具备全球视野和优质综合素养的双语人才。虽然配置了额外的教师团队和投入了大量的优质培训，但是对项目创立期加入的家庭，不额外收取任何费用。

► 汉语比例的提高会影响孩子的英文水平发展吗？

汉语作为世界上最难的语言之一，相比较于英语，需要更长的学习时间以获得流利的读写能力和学术理解能力。从学龄前开始的沉浸式双语项目，可以让学生在自然状况下用母语学习方式学习汉语的语言要素，从而培养更好的元语言意识。

研究表明，双语学生与在主流英语课程付出更多英语学习时间的同龄人相比，具有不相上下的英语听说读写的能力。事实上，许多研究表明，由于双语的元认知优势，双语课程的学生在英语和其他课程科目的主流课程中长期表现优于同龄人。

► 家长不会说汉语，怎么进行家庭支持呢？

对英文为母语的家庭支持，是惠灵顿沉浸式双语项目的一个重要内容。我们为家庭提供中英双语的课程资料和家庭作业俱乐部；我们充足的师资配备意味着我们能够为学生提供1:1的支持和定期反馈。此外，我们鼓励家长参与学生在学校和家庭的学习，从而了解双语教学方法。

► 我们家庭的母语是汉语，沉浸式课程对我的孩子有帮助吗？

我们的双语课程非常重视汉语读写能力。研究显示，以兴趣为目的的语言阅读是学生能否长期进行语言学习的一个重要因素。英语作为国际环境中一种更为社会性的语言，学生一旦能够用英语阅读，就会倾向于以英语为兴趣而阅读。如果学生直到小学阶段才开始用中文阅读，在他们开始用英语阅读之后，就可能永远不会选择用汉语进行兴趣阅读。因此，早期的沉浸式双语干预，哪怕对于母语为汉语的家庭，也是非常有帮助的。此外，学生在沉浸式双语项目中，可以有更多机会深入了解和传承自身的文化传统。