



Kang Chiao Xi'an Elementary English Education

Director Ryan Clark

Learning to use the English language is one of the most important skills we can teach our children in today's globalised world (Graddol, 2006). Luckily for us, English language learning (ELL) has been a mandatory part of the National curriculum in China since the early 2000s (Hu, 2005). Kang Chiao International has, since its founding in 2002, endeavoured to promote English and provide our students with a positive English environment which can help prepare them for future life and study. While the future may seem like a long ways away to many of our students, I'm sure it hasn't escaped the notice of many of our parents!

One known issue with ELL in China is that even though English has been formally taught here for a number of years, many unfortunately still lag behind other nations when it comes to real, meaningful progress in language development. The reasons are a combination of a lack of interest, opportunity and access to resources, so I wanted to share a few ideas to help address these areas at home.



1. Invest in Engaging English Resources.

All individuals have their own interests. A simple and effective idea can be connect ELL to those interests to engage and promote English learning at home. There are opportunities everywhere, we only need to find them!

Try using your child's interest in Art, Music, Sport, nature, clothing, or technology and seek out English resources connected to them.

Reading / Audio books, TV shows, APPs, board games, colouring / activity books, a Lego teacher or Sports coach who can speak English. Some resources can be quite expensive to access, so connecting them to an existing interest is a great way to ensure they get used effectively.

2. Creating an English Environment at Home.

One of the biggest challenges in China can be a lack of suitable environments to practice and develop their English skills. While there are countless schools dedicated to English learning, there is a noticeable lack of opportunities outside of the classroom to practice. A lack of English in everyday life can seriously limit language development.

Try dedicating a few minutes each day to talk in English about simple daily topics. Asking questions is a great place to start!

"Do you like these noodles? How do they taste?"

"Can you describe the planets for me? What do they look like?"

"Which flower do you like best? Why? What colours are they?"

You could also try labelling parts of the house with common English words or phrases; this can be a simple, fun way to help build more awareness of English. Help your child create posters or artwork to display at home around the house.

Tell jokes and riddles or listen to music or audio books. Don't be afraid to get creative!

3. Take an interest in their English learning! Be Positive!

Language learning is a delicate skill. Sometimes we can learn quite quickly, whereas other times progress can seem quite slow or even non-existent. Motivation is key and it's important for parents to remain positive and supportive in their child's language journey. A positive attitude coupled with a genuine interest in their day-to-day English learning can really help motivate and promote language growth.

Ask your child to tell you about their studies. Open their resource books; read ahead and help with their homework or ask them to teach you some simple words or vocab.

Use English together when playing games, cooking, reading books or doing housework.

It's very important to make learning English an experience you **share** rather than one they do by themselves.





All about Writing Assignments at Kang Chiao

BD IDO



At Kang Chiao we know that practicing writing skills are just as important as reading and speaking in education. For this reason, we incorporate writing assignments into our curriculum. We feel that through writing, the students learn to express themselves creatively and can practice key vocabulary and grammar to form their thoughts into interesting writings.

In addition to improving penmanship; through writing practice, the development of critical thinking and problem-solving skills is encouraged and fostered. Working through journals and personal story writing, students can discover their identities and work through real-life problems.

The primary aim of writing is for students to grasp the ideas and concepts presented in the course in a more personal, creative way. As teachers we also have a chance to reflect on individual growth by seeing how the students develop in their writing ability over time. Through the writing assignment we can also establish where the students need more help and support. Lastly, we hope to cultivate a love for writing that students can nurture throughout their lives. At Kang Chiao we believe that writing is the vehicle that brings other important skills together.



Below is the brief outline of the writing assignments

Grade 1: Their writing assignment was about keeping a calendar and appointments. This helped them to understand why organization and time management is an important skill.

Grade 2: These students created their own Social Media profile. This gave them a chance to explore their interests and how they see themselves.

Grade 3: This assignment was to write a descriptive passage. The students had to explain what they did on a weekend, planned to do, or would have liked to do. This gave the students a chance to work with adjectives and formatting a descriptive text.

Grade 4: The students were required to write a descriptive passage in the form of a postcard where they explained what they did on an imaginary camping trip. Students learned the correct format for informal letter writing as well as how to structure their thoughts in the correct order.

Grade 5: Our students incorporated what they have previously learned in past units to explore the topic of historical places and ancient civilizations. Students wrote an essay about a historical place that they have visited before, such as The Terracotta Army, The Great Wall, The Forbidden City. Students had to bring pictures of photos of the place they have visited. Students had to do some research at home (using the internet, brochures, or family to gather information)

Grade 6: These students were required to design and create an English board game and compare their design to previously learnt content. They also had to write an expository paragraph where they would discuss a subject and support it with details and evidence.

Here are some of the reasons why Kang Chiao feels so strongly about students writing:

- Writing deepens the students' thinking, increases students' engagement with course material and develops their metacognition skills.
- When students write, the teachers are able to learn more about each student's individual likes and needs.
- Writing assignments provide us with an opportunity to teach students to organize ideas, develop points logically, and make connections between two or more ideas.
- Learning to write well is difficult and it requires sustained and repeated practice, we need to ensure that our students continuously practice their writing skills in order to improve.



强化养成教育 促进学生成长

学务处 德育组

小学阶段是行为习惯形成的关键时期，学生初步走出家庭、了解社会、学习知识的新阶段。这个时期的学生心智发育并不完全，对世界的认知仍处于模糊状态，许多因素都可能改变他们的道德观念，而良好的行为习惯一旦养成就会使人一生受益，但是良好习惯的养成并不是一朝一夕就能形成，需要长时间的培养。

双语部学务处德育组致力于培养学生优秀的品格、良好的生活习惯、文明有礼的态度，以养成教育为主线，从日常小事入手，身体力行地引导学生形成正确的价值观、人生观。定期开展学生集会，对同学们的优秀表现提出表扬，鼓励全体学生向优秀班级学习。定期开展安全教育，增强课间督导工作，覆盖教学楼、游具区、走廊等学生经常出入的地点，以确保学生在校期间的安全。

规范学生用语，要求学生讲普通话，使用文明用语，不说脏话、粗话。规范学生日常活动，走廊轻声慢行，不追逐打闹。注重仪容仪表，规范着装，讲究个人卫生和集体卫生，不乱丢垃圾，保持教室干净整洁。尊重师长，友爱同学，平等待人，举止文明有礼貌。开展文明班级评选活动，促进学生生活与品格教育养成。

个人的成长过程，要经历家庭教育、学校教育、社会教育。学校教育在孩子的成长过程中发挥着重要作用，但也需要家长们的配合与理解，在今后的工作中，我们将继续加强学校、家庭的品德建设，使学生的道德素质得到巩固和发展。





家庭是孩子最重要的学校

学务处 辅导组

英国学者赫胥黎说：欲造伟大之国民，必自家庭教育始。家庭可以说是孩子的第一所学校，他们最初的所知、所学都从家庭、父母开始。因此，能让学校教育的成效发挥它最大功能，家长的力量绝不能或缺。

良好的教育始于家庭教育，如何做好家庭教育，以下几项原则跟家长们分享：

一、营造和谐的家庭气氛是重要的基础。

和谐的家庭气氛是培养孩子安全感的重要因素，有安全感的孩子，会勇敢地去探索世界，也是孩子快乐成长的关键因素。

二、父母良好的身教是最好的榜样。

孩子都有模仿的本能，从牙牙学语开始，到长大后的行为态度，孩子呈现的常常都是父母的翻版，最好的家庭教育不需要说太多，用言行身教就可做到最好的示范。

三、父母的教养态度一定要一致。

孩子们在遇到事情时，会往对自己有利的身边靠拢，但不一定是帮助他成长成熟的，因此父母的教养态度需一致，避免孩子找到缝隙，或是无所适从。

四、协助孩子建立良好的生活规矩和习惯。

良好的生活习惯来自于家庭教育，因此在孩子小的时候就要开始培养孩子各项规矩与习惯，包含自律能力及礼貌，平时从各种小地方来培养良好行为。

五、依孩子不同年纪发展给予不同的管教方式。

孩子随着年龄不断的变化，所认知的事物及沟通方式也有所不同，父母与孩子互动及教养的方式也需要有所调整，根据孩子现阶段发展的特质来做适时的调整。

六、奖惩分明，不体罚多肯定孩子的正向表现。

奖惩分明会让孩子对于好坏行为有清楚的界限，许多研究指出体罚只会短期阻断孩子行为，无法长期改正，且会有后续许多的不良影响，多肯定孩子的正向行为才是最佳之道。



庆祝建党100周年

低年级学习小达人活动

教务处 教务组

为了进一步丰富校园文化生活，锻炼孩子们的表达能力，加强团队合作的意识，培养集体荣誉感，双语部教务处结合低年级语文课程“故事”为主的特色，开展了【学习小达人】活动！一年级为讲故事比赛，二年级为故事情景剧大赛。小朋友对此次活动热情很高，班级内的竞赛也是热闹非凡，异常精彩。经过激烈的比拼，最终G1有12名同学、G2有7组同学进入决赛。

在G1讲故事比赛的决赛中，小朋友们的故事个个都很精彩，有寓言、童话、成语、神话等等，从中我们学会了相互包容，因人制宜，懂得取舍等很多道理。

在G2的故事情景剧大赛中，7组同学或造型新颖、或深情并茂，面对两百多位观众，小选手们自信、大方的表现，给大家留下了深刻的印象。丰富生动的动作及语言，惹得全场的观众们开怀大笑。

通过此次比赛，小选手们的语言表达能力和胆量得到锻炼，小观众们也从一个故事中学到了道理，得到了快乐，孩子们都很享受这样的比赛。



我喜欢所有的故事，他们讲的都很棒，让我记忆最深的是《猫和老鼠交朋友》。老鼠相信了猫，最后它的奶酪和它自己都猫被吃掉了，老鼠好可怜！

我喜欢《对牛弹琴》，因为讲的很有趣，也很搞笑，把我周围的同学都逗地哈哈大笑！





快乐学习

双语部副校长 张素莲

双语的能力是康桥学校培养孩子的四大关键能力之一。学校除了在原有的中文课程外，特别开设了国学课程，希望康桥学子能够悠游在中国文化中，深入了解本土文化，增强文化认同感和归属感，达到“厚植东方文化”的修为。

为了给小朋友的未来做更好的准备，让他们成为具国际竞争力的社会菁英，所以康桥学校的英文课程部分由外教授课，让康桥学子实地接触外国老师，自然地使用英文，借由对多元文化的理解让孩子具有国际化的视野。不管是学习中文课程还是英文课程，都是需长期努力累积才能具备一定的能力。康桥在实施活化教学时，不仅重视学生对学习策略和学习方法的理解，还注重培养学生养成终身自主学习的习惯。让学生可以主动学习、快乐学习。

什么是快乐学习？不是老师、学校都不管，任凭小朋友想学也好、不想学也好，叫快乐学习。而是在小朋友学习过程中，让他们经历发现问题、解决问题的过程，感受从这个过程和结果中获得的对学习的满足感和成就感，小朋友的学习才会越来越快乐。

希望康桥的每位小朋友，能在师长和同学的陪伴下，一起快乐地学习，同时享受学习带来的快乐。



光荣榜

2020年西安市中小学生击剑比赛中以下同学获得证书

- 602 强楚涵 女子甲组佩剑个人赛第一名优秀运动员
- 503 王泽贤 男子甲组佩剑个人赛第六名
- 504 何恒宇 601李思成 团体甲组男子重剑 第二名
- 501 晏子轩 503 王泽贤 团体甲组男子佩剑
- 503 王泽贤 个人甲组男子佩剑第六



2021春学习小达人 G1 讲故事比赛获奖名单

- 一等奖**
- 103 赵静一 101 乔欣然
- 二等奖**
- 104 冯梓璐 103 沈筠修
105 饶寅心 106 刘梓言
104 高懿汐
- 三等奖**
- 102 郭珈闻 102 夏一依
105 杨以舟 101 常馨予
106 白可意

2021春学习小达人 G2情景剧大赛获奖名单

- 一等奖**
- 205班 李浦萱 朱浩宇 王婉阁 王芸熙
洪国尧 钱昊禹 杜若临 白清之
- 二等奖**
- 206班 陈籽汐 孟芯竹 单琳淇
王子琪 刘恩巧 葛嘉忆
- 203班 袁墨林 王瑾臻 李侨迦
魏辰宇 赵子赫 王承硕
- 202班 李依陶 陈嘉玥 王悦晗
邱洛意 李文棣 徐水晶
- 204班 李景琪 李景辰 张梓澄
李思奇 刘恒希 王旻捷
张白蔚轩
- 三等奖**
- 201班 赵钰涵 吴恩需 李明浩 杨力鑫
黄齐格 孙嘉暹 田依晨 李尚锦
- 207班 李沐瑄 王奕涵



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