



漢鼎書院
Han Academy

Responsibility for Policy

Implementation:

政策負責方:

Principal (Secondary)

中學校長

Relevant to:

政策關聯方:

All Han Academy academic staff

(Secondary), students and parents

所有漢鼎書院教職員(中學)、學生、家長

Approved by:

政策批准方

Principal (Head of School)

校長

Effective from:

政策生效日期:

20 June 2025

2025年6月20日

Next Review Date:

下次檢討日期:

19 June 2026

2026年6月19日

Relevant Documents:

政策相關文件:

Language Policy

語言政策



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Han Academy

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LANGUAGE POLICY

This policy aims at creating a harmonious learning and teaching environment at Han Academy (hereinafter, the School) as a foundational condition for the development and implementation of learning curricula, meeting students' learning needs and strengthening their character and multicultural understanding.

1. Policy philosophy

- 1.1 Following the core principle that language is the key to all learning, all teachers of the School are language teachers and are expected to teach and communicate with students in the language of instruction of respective subjects. The use of a language in lessons, which is not the language of instruction of the respective subject, is subject to approval by the respective subject/department head, in consultation with the Principal of Secondary and Primary.
- 1.2 Language learning at the School refers not only to learning of a specific language, but it also includes all activities around the language learning process, including those activities that promote the use of languages in the academic programme of the School, including in extra-curricular activities (ECAs). Through language, the school community acquires the ability to think and to learn, to develop social skills and values, and to acquire knowledge.
- 1.3 Language learning is an opportunity provided by the School to all its students, with consideration of inclusive education needs, if any. The School works to further develop its learning environment and conditions in order to enable all its students with various cultural-linguistic backgrounds to respect and learn their mother tongue and other language(s).

2. Language learning

- 2.1 Language learning in the community of the School is supported and promoted through various aspects, as follows:
 - 2.1.1 Bilingual Environment: The school creates a bilingual environment where both Chinese and English are used and valued. This allows students to develop proficiency in both languages and appreciate the cultural diversity of the community.



- 2.1.2 Language Classes: The school offers Chinese and English language classes. These classes may be offered as part of the curriculum or as extracurricular activities.
- 2.1.3. Cultural Activities: The school organises cultural activities and events that celebrate the English and Chinese languages and cultures. This includes festivals and performances that highlight the traditions and customs of the wider community.
- 2.1.4. Community Engagement: The school actively engages with the wider community by collaborating with local organisations, inviting guest speakers, or organising service trips to places of cultural significance. This helps students interact with locals and gain a deeper understanding of the local language and culture.
- 2.1.5. Language Support: The school provides language support for students who are not fluent in English and Chinese. This includes additional language classes, tutoring, or language exchange programs to help students improve their proficiency and integrate into the wider community.
- 2.2 The School accommodates different learning styles (kinetic, auditory, and visual) with differentiated instruction according to the individual needs of students, aimed at shaping students' complete learner profile.
- 2.3 All students at the School are to be provided with an opportunity to learn at least two languages (English and Mandarin Chinese).
- 2.4 Students vary in their ability to learn a language; some will achieve functional proficiency in the target language while others will become truly bilingual or multilingual. The acquisition of language must be seen as a continuum, along which each individual student progresses at his or her own pace toward reaching fluency and accuracy.
- 2.5 The languages of instruction at the School are Chinese (Mandarin) and English, with the exception of subjects taught in a third language (e.g., IBDP Group 2 language ab initio).
- 2.6 Taking into consideration the cultural focus of the School, Chinese language is offered on a regularly taught basis to all students at the School, including students whose mother tongue is not Chinese.
- 2.7 The School encourages and supports students to learn their mother tongue. In cases where it is not Chinese or English, various events can be organised to support



learning and promote a particular language and culture at the School.

- 2.8 Chinese and English, as the main languages of the School, shall be used in the whole teaching process and communication with students.
- 2.9 English has been selected as the language of instruction of the Cambridge and IBDP programmes at the School, except for Chinese language, Chinese History, and Chinese Debate (and any other subject, as approved by the School).
- 2.10 The extent to which the language of instruction and communication is used by a teacher in teacher/student communication with students is a criterion applied for assessing teachers' performance. The extent to which a language other than English can be used in teaching and communication with students (in the case of English-medium subjects) is determined by the respective department/subject head, as approved by the Principal of Secondary.
- 2.11 To enhance bilingual proficiency in primary school, the ratio of English instruction could be gradually increased from 30% in Primary 1 to 70% in Primary 6, while the subject teacher could propose to make reasonable adjustments considering students' abilities in English and the subject-specific related issues to the department head and principals. Secondary School: To prepare students for higher education and global opportunities through immersion in an English-speaking environment, instruction will be delivered in English except for Chinese language, Chinese History, and Chinese Debate (and any other subject, as approved by the School). Flexibility in providing instructions using some other languages, including Chinese, could be allowed, provided the subject teacher applies to the department head and principals and gets approved.

3. Language learning support

- 3.1 All teachers of the School shall possess language skills (Chinese and/or English) suitable to teach their respective academic subjects.
- 3.2 All administration (office) staff members shall possess language skills (Chinese Mandarin and/or Cantonese, and/or English) so that no student can be in a disadvantageous position in his/her verbal communication with the School.
- 3.3 Official communication between the School and students, their parents and/or guardians is conducted in Chinese (Mandarin) and English. In cases where there is a



translation-caused misinterpretation, the English version prevails.

- 3.4 The School encourages teachers to develop their language skills, including further improvement of teachers' subject-medium language skills. The expertise of language teachers, led by the director/head of language curricula, as a valuable resource, can be applied to provide necessary support in the process.
- 3.5 The School's language teachers, led by the directors of language curricula, are to provide the School, including in its assessment process, with technical support related to the respective language profile, including assistance in developing subject formative and summative assessment components.
- 3.6 To involve parents in planning their children's language profile and development, the School utilises various resources and practices, as follows:
 - 3.6.1. Parent workshops: The School organises information sessions specifically designed for parents, to provide them with guidance and resources on language development. These sessions cover topics such as bilingualism, language acquisition, and strategies for supporting language learning at home.
 - 3.6.2. Parent-teacher meetings and Tri-party (student-parent-teacher) conferences: Regular Parent-teacher meetings and Tri-party conferences are scheduled to discuss the child's language progress and development. During these meetings, teachers share information about the child's language profile, provide feedback, and collaborate with parents to set language goals and strategies.
 - 3.6.3. Language assessment reports: The School provides parents with language assessment reports that outline the child's language proficiency levels, strengths, and areas for improvement. These reports serve as a basis for discussion and planning between parents and teachers.
 - 3.6.4. Language development resources: The School provides parents with books, websites, and online platforms that offer language development activities and materials. These resources help parents engage in language-rich activities with their children at home.
 - 3.6.5. Parent communication platforms: The School establishes communication platforms, such as online portals or applications, where parents can access information, resources, and updates on their child's language development. These platforms also facilitate communication between parents and teachers.
 - 3.6.6. Parent involvement in language programmes: The School encourages parents to actively participate in language programmes or events, such as language



festivals or cultural celebrations. This involvement allows parents to experience and support their child's language learning.

3.6.7. Parent surveys and feedback: The School conducts surveys or seeks feedback from parents to understand their perspectives, concerns, and suggestions regarding their child's language development. This feedback can help the school tailor their language programs and support services to better meet the needs of both students and parents.

4. Language admission standards and evaluation of language teaching

- 4.1 All applicants who have applied for admission to the School, in addition to other assessment components, are required to have their Chinese and English language skills assessed in reading, writing, speaking and listening.
- 4.2 The School conducts an assessment of language courses, and the performance of students in all the languages taught at the School is subject to assessment. Review of the Chinese and English curricula and assessment strategies, including examinations, is discussed and undertaken within the Chinese and English departments, respectively.
- 4.3 Assessment of incoming students is to demonstrate near year-level literacy skills in the languages of instruction (English or Chinese, or both), as confirmed by the respective language department/subject group head. The school shall conduct actions aiming to engage parents in providing additional support to their child(ren) relating to the advancement of language skills.

5. Review of the Policy

- 5.1 The Policy shall be reviewed at least once per academic year, with the involvement of the School's leadership and subject (including language) teachers and with consideration of the input from students, their parents/guardians, and the broader school community.
- 5.2 The overall coordination of the review exercise is conducted by the Principal (Secondary and Primary), and the reviewed policy enters into force after being approved by the Head of School.