

HKCCCU Logos Academy

Language Policy

A. Language Development Framework

Language development is a very important aspect of students' education and is accorded to a high priority in the Academy. It is the basis for the acquisition of knowledge, development of high order thinking, as well as the construction and fine-tuning of an individual's personal knowledge, insights and values.

Language development should not be confined to simply the development of communicative skills such as listening, speaking, reading and writing, but should be perceived as a comprehensive development of a person's linguistic and literary competence in a three-level development framework; namely,

- (1) the development of effective communication skills (language);
- (2) the in-depth study of a culture in which that language is rooted (culture); and
- (3) the artistic appreciation of the wonders and elegance of the language (literature).

B. Language Environment

The "cultural root" of a person firmly lies in its mother tongue. Given that nearly all students in Logos are of Chinese ethnic origin, students in the academy should master the written form of Chinese, the mother tongue language. Students should also master Putonghua, the national spoken language, as well as the local dialect of Cantonese, the most common means of verbal communication among Hong Kong people.

To broaden students' horizons in both language use and their knowledge of different cultures in the world, all Logos students should acquire proficiency in English as a second language. As future global citizens, students should master this international language for appropriate interactions with native speakers of the language to develop intercultural understanding and respect, for developing understanding of cultures of nations using the language, for expanding their understanding of the richness and elegance of languages as well as for comparing and contrasting the specific characteristics of at least two distinctly different languages.

As an international language, English also provides a gateway for students to expand their knowledge and to broaden their horizons to the international body of knowledge. An English-rich environment is established for students to learn the language effectively both in and outside the classroom. Teachers and students are encouraged to use English to share their thoughts in school assemblies and to pray in morning devotion sessions.

C. Guiding Principles

Learning more than one language enriches personal growth and facilitates international understanding. The guiding principle underpinning the school language policy is to enculture our students to be confident and fluent biliterate trilingual users of English, Putonghua and Cantonese so that they are well-prepared to meet vigorous challenges in higher education and future workplace environments. With all these important rationales in mind, the Logos Language Policy requires students to be actively engaged in the study of these two languages from the very first year of the Foundation Stage, developing their capabilities to use them for self-directed learning throughout the course of study at different stages, and in particular utilizing English in the study of the IBDP or HKDSE programme in the latest years of the Logos curriculum.

D. Medium of Instruction

Suitable resources and practices are established in Logos Academy in terms of language provisions. The gradual increase in the use of English and Putonghua in the primary years ensures that students can speak fluent English and Putonghua when they start their secondary education. In the secondary campus, the “English as the Medium of Instruction” (EMI) policy is implemented in order to furnish a natural language environment for students to communicate using the international language. The medium of instruction for different subjects at different levels are summarized in Appendix 1.

E. Advanced Language Provisions

The more challenging “Language and Literature” options are offered in both Chinese and English for HKDSE as well as IBDP to offer interested students the opportunity of studying the artistic appreciation of language through the study of literature. Through these provisions, the language development of students in Logos is catered for comprehensively.

Subjects and Medium of Instruction for 2020-21

| Main Teaching Language | | Chinese | | | English | | | | | | | |
|------------------------|-----------------------|---------|---------|-----|-----------|-----------|---------|---------|-----|-----|-----|--|
| Level | FS1 | FS2 | DS1 | DS2 | DS3 | DS4 | DS5 | MS1 | MS2 | MS3 | MS4 | |
| Chinese | CHI/PTH | CHI/PTH | CHI/PTH | PTH | PTH | PTH | PTH | CHI | CHI | CHI | CHI | |
| English | ENG | ENG | ENG | ENG | ENG | ENG | ENG | ENG | ENG | ENG | ENG | |
| Mathematics | CHI | CHI | CHI | ENG | ENG | ENG | ENG | ENG | ENG | ENG | ENG | |
| Liberal Studies | | | | | | | | CHI | CHI | CHI | CHI | |
| Art | History | | | | | | | ENG | ENG | ENG | ENG | |
| | Geography | | | | | | | ENG | ENG | ENG | ENG | |
| | Economics | | | | | | | ENG | ENG | ENG | ENG | |
| | Chinese History | | | | | | CHI | CHI | CHI | CHI | CHI | |
| | Chinese Literature | | | | | | | CHI | CHI | CHI | CHI | |
| | English Literature | | | | | | | ENG | ENG | ENG | ENG | |
| | Social Studies | CHI | CHI | CHI | CHI / ENG | CHI / ENG | ENG/CHI | ENG/CHI | | | | |
| Science | Physics | | | | | | | ENG | ENG | ENG | ENG | |
| | Chemistry | | | | | | | ENG | ENG | ENG | ENG | |
| | Biology | | | | | | | ENG | ENG | ENG | ENG | |
| | Science | CHI | CHI | ENG | ENG | ENG | ENG | ENG | | | | |
| | CIT/IT | | | CHI | CHI | CHI | ENG | ENG | ENG | ENG | ENG | |
| Others | BAFS | | | | | | | ENG | ENG | ENG | ENG | |
| | Psychology (IB) | | | | | | | ENG | ENG | ENG | ENG | |
| | TOK (IB) | | | | | | | | | ENG | ENG | |
| | Visual Arts | CHI | CHI | CHI | CHI | CHI | CHI | CHI | ENG | ENG | ENG | |
| | Music | CHI | CHI | CHI | CHI | CHI | CHI | CHI | ENG | ENG | ENG | |
| | Physical Education | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | |
| | Family Life Education | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | |
| | Media Education | CHI | CHI | CHI | CHI | CHI | | | | | | |
| | Religious Studies | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | CHI | |
| | Mathematics M1 | | | | | | | | | ENG | ENG | |
| | Mathematics M2 | | | | | | | | | ENG | ENG | |

Notes:

CHI / ENG / ENG / CHI: Chinese (Cantonese) will be used as the medium of instruction for topics related to Chinese Culture and Chinese History as well as Social Issues; English will be used for topics related to World History, Geography, Economics and Public Affairs etc. As the level of studies moves upward, students' learning medium will gradually shift from Chinese to English.