Survey on Adjustments to MOI Policy (Dec., 2007)

No. of Replies Received: 87

1. Student Ability:
   A. Increase the percentage of EMI-capable students from 40% of Primary 6 students to 60%.
      Agree: 48, Disagree: 34, 58.5% Agree, 41.5% Disagree
   B. Decrease the required percentage of EMI-capable students from 85% to 75%.
      Agree: 71, Disagree: 14, 83.5% Agree, 16.5% Disagree

2. MOI of School* (S1 – S3):
   A. School-based: One MOI for the whole school
      Agree: 52, Disagree: 24, 68.4% Agree, 31.6% Disagree
   B. Class-based: Different MOI for different classes in the same form
      Agree: 37, Disagree: 41, 47.4% Agree, 52.6% Disagree
   C. Subject-based: Different MOI for different subjects in different classes
      Agree: 50, Disagree: 27, 64.9% Agree, 35.1% Disagree

3. Resources: Should the MOI of a school be Class-based or Subject-based, there will be no clear distinction between EMI and CMI schools. In this case,
   A. All schools should be allocated a maximum of $3,000,000 to strengthen the teaching and learning of English
      Agree: 79, Disagree: 2, 97.5% Agree, 2.5% Disagree
   B. All schools should be allocated additional English language teachers
      Agree: 81, Disagree: 1, 98.8% Agree, 1.2% Disagree
   C. All schools should be allocated a maximum of two NETs
      Agree: 76, Disagree: 4, 95.0% Agree, 5.0% Disagree
   D. Other (please specify):
      1) As NETs might not be a blessing to some schools, can we say “NETs or extra English teachers”?
      2) All schools should be allocated at least 2 NETs
      3) All schools, EMI and CMI, should be given the same resources.
      4) Employment of NETs causes the school more headaches than benefits, more English Language teachers are preferred.
      5) Do not change the policy on ‘Teacher Capability’.
      6) CMI schools may choose to be EMI schools if they fulfil the current criteria.
      7) EMI schools may also choose to be CMI schools, but they will not be forced to be CMI schools.
      8) Add one option under Student Ability- Increase the percentage of EMI-capable students from 40% of Primary 6 students to 50%
Summary of Survey Results

1. Student Ability: A majority (58.5%) is in favour of “Increase the percentage of EMI-capable students from 40% of Primary 6 students to 60%.” An even greater majority (83.5%) is in favour of “Decrease the required percentage of EMI-capable students from 85% to 75%.”

2. MOI of School: Similar percentages of schools (68.4% and 64.9%) are in favour of “School-based: One MOI for the whole school” and “Subject-based: Different MOI for different subjects in different classes”, while slightly less than half the schools are in favour of “Class-based: Different MOI for different classes in the same form”.

3. Resources: Overwhelming majorities (at least 95.0%) of schools are in favour of equal allocation of resources by EDB.
Recommendations to EDB

Based on the above, the Association made the following recommendations to the Secretary for Education and the Permanent Secretary for Education:

1. Any adjustment to the MOI Policy must be implemented for the good of the students while bearing in mind the heavy workload of schools and teachers as they continue their preparations for the 334 reforms.

2. Any adjustment to the MOI Policy must achieve the following Aims:
   - To avoid the social and academic disruption caused by having some schools change MOI every 6 years.
   - To maximise the number of students who are capable of learning in the two languages, Chinese and English, to learn in these two languages
   - To give greater choice to parents.
   - To give more freedom to schools to choose the MOI so as to maximise the use of their teacher resource.
   - To provide more bridging programmes.
   - To better match cognitive learning of students with the appropriate MOI.


4. Increase the percentage of EMI-capable students from 40% of Primary 6 students to 60%: Now that all primary school English language teachers meet the Language Proficiency Requirement set by EDB, the standard of English of Primary 6 students can be expected to improve, resulting in a higher percentage, say 60%, of EMI-capable students.

5. Decrease the threshold percentage of EMI-capable students from 85% to 75%: For “through-train” secondary schools, the Report sets 75% as the threshold percentage of EMI-capable students from linked primary schools. This should apply to all schools.

6. Grant schools the freedom to choose Class-based or Subject-based MOI: The difficulties entailed, though real, are not insurmountable with the provision of additional resources, which may be worth it as Class-based and Subject-based choices of MOI eliminate the labelling of schools. Schools, however, must make these choices known to parents.