



番禺會所華仁小學家長教師會
Pun U Association Wah Yan Primary School
Parents Teachers Association

ANNEX B

Review of MOI & SSPA Consultation Document --Annex 4
On “Analysis of the HKCEE Results”

It has been our contention that the Working Group (WG) has used

- 1) faulty research, and
- 2) selective bias to support its conclusions.

The captioned research which serves to conclude the “effectiveness of mother-tongue teaching” has at least the following serious defects:

1. Baseline

- a) A single year, the year 2002, is used as baseline against which the results of HKCEE 2003 and 2004 are compared. Normally, the baseline would comprise the average of results of at least 5 years so as to minimize the chance variations between one year and the next. In the absence of a proper baseline or standard for comparison, it would be premature to conclude changes in performance in 2003 and in 2004 to MOI.
- b) By the same logic, positive or negative changes in performance in HKCEE 2003 and in 2004 would not be sufficient proof that such changes are due to MOI and not the result of chance variations.

2. Trend

The WG have satisfied themselves that only two consecutive years are sufficient (2003 and 2004) for a trend to be observed. In more serious and scientific studies, existence of trends is based on about 5 to 7 years.

3. Statistical tests of significance

Even though there are differences between 2002 on the one hand and 2003 and 2004 on the other, in the absence of statistical tests of significance, it would be irresponsible to attribute the differences to MOI. But this is what the WG has done.



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4. Hypothesis and research design

From the information that was made available by the EMB (“HKCEE Results of CMI Schools in 2002, 2003 and 2004. Main Points for the Press Conference on 10 August 2004”), we cannot derive anything meaningful about the hypotheses being tested or the research design employed. However, it is stated very clearly in the information given to us that “THIS INFORMATION SHOULD NOT BE USED AS DEFINITIVE EVIDENCE OF THE EFFECTS OF MOI”. We are therefore at a loss to follow why the Working Group has chosen to ignore this important statement. To illustrate, we have juxtaposed below the two abstracts from the same information provided to us:

- *“HKCEE is just one of the many indicators of students’ performance. The data may have reference value for evaluating the effectiveness of MOI policy. But, it is inappropriate to rely solely on the HKCEE results for evaluation of the policy since students’ achievements in examination are affected by many factors. These may include teaching strategies, school and teacher effect, students’ personal growth, their learning motivation, participation in extra-curricular activities and family background and support.”*

vs. *Concluding Remarks*

- *“The HKCEE results in the past three years have revealed that mother-tongue teaching is bearing fruit. The analysis together with our other studies consistently affirm that mother-tongue teaching helps enhance students’ learning effectiveness, cognitive development, motivation and active participation in learning and creativity.”*

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