Angi Lin and Miguel Perez-Milans
say the policy to allow more English teaching - in whichever medium

The latest Secondary School Leavers' Examination results showed that 73 per cent of candidates opted for a school from their top three choices, while some parents and students were seen to "knock on the door" of some secondary schools to beg for a discretionary place. Many of the schools in demand were those that offer classes taught in English.

Many former Chinese-medium schools are also hurrying to run "English-medium classes", often without adequate planning or qualified staff to ensure quality, with the aim of attracting more students to avoid having to close down. Many maths and science classes have been switched to using English as the language of instruction in these schools. Such a choice is probably due to the impression that these subjects are less language-dependent and thus more suitable for English-medium instruction. However, if teachers are not properly trained in helping students master the highly specialised domains of science and mathematics in English, the medium of instruction can easily stifle students' interest. In fact, explaining science and maths concepts in English is much more difficult than it might seem. Other problems appear to be occurring in other subjects and in different settings of the market. Such problems are revealed in the poor educational benefits of English-medium education for ethnic minority students. The setting up of an international division within a former Chinese-medium school, in which ethnic minority students learn through English - in some cases taught by ethnic minority teachers - is sometimes the result of a strategy to increase the intake of students by targeting ethnic minority students to tertiary education, since ethnic minority students learn through English.

This seems to favour the access of ethnic minority students to higher education and speak Chinese. In this ambivalent case, the ethnic minority populations may be diminished. The invisible hand of the market seems to yield more damage than benefit to the basic education of our children.

If schools are forced to market themselves to the public according to the amount of English-medium instruction they offer, the result will be diminishing their worth to the needs of their students. It is concerning to the general public that the market seems to yield more damage than benefit to the public according to the amount of English-medium instruction they offer. It is concerning that the needs of their students are being sacrificed for short-term commercial gain. The public is wary of the trend of allowing more English-medium instruction as a way to improve the quality of education. However, if teachers are not properly trained in helping students master the highly specialised domains of science and mathematics in English, the medium of instruction can easily stifle students' interest. In fact, explaining science and maths concepts in English is much more difficult than it might seem.

Increasingly, Asian and European societies are focusing on English-medium education policies to increase the competitiveness of their respective economies. In the past 20 years, Hong Kong's government has set up a number of policies to introduce English as a medium of instruction and to increase the competitiveness of its respective economies. In the past 20 years, Hong Kong's government has set up a number of policies to introduce English as a medium of instruction and to increase the competitiveness of its respective economies.