Models of trilingual education for ethnic minorities in China
China: Trilingualism

Putonghua

English

Minority language
Trilingualism in education

• No coherent planned policy (three separate strands)

• No official models

• Very little research
155 autonomous areas in 64% of national territory
55 ethnic minority groups
106 million people (8.49% of population)
Mainly border areas, rural, underdeveloped
Our findings came from the first study of trilingualism in education in China:

Four models of trilingual education (two strong, two weak)
Strong Models

Found in **just a few schools** in Yanji City, NE China and in rural Inner Mongolia

Very rare!

We also researched the **factors supporting these models**
Knowledge Transfer

We have established teacher development programmes in various provinces.

More than 1600 senior teachers have been trained in the strong models since 2012.

Around 880,000 primary school pupils have been affected by the research KT through the teacher development in Yunnan, Qinghai, Jilin, Inner Mongolia and Guizhou.
Knowledge Transfer

We have also

• Developed a teachers’ resource centre in Qinghai

• Written policy briefs for national and provincial level

• Been commissioned by the Ministry of Education to write a book in Chinese on policy and implementation

• Developed a project website
Knowledge Transfer

We have established the International Association for Multilingual Education and the Chinese Society for Multilingualism and Multilingual Education
Knowledge Transfer

- Held seven annual symposia for researchers, policymakers, teacher educators and teachers (Hong Kong, Kunming, Chongqing, Chengdu, Yanji, Ningbo, Xining)

- Produced a large number of journal articles, book chapters, technical papers, etc.

- Presented our findings at national and international conferences

- Influenced language policy implementation in HKIEd!
I was given the Kunlun Expert Award by Qinghai Province for my contributions. I have given more than ten lectures and written two reports (in Chinese) for policymakers in Qinghai.

I have been named Honorary Professor by Yunnan Normal U, Yanbian U, Qinghai University for Minorities and Qujing Normal U.

We have established a group of more than 10 doctoral students to carry out further research in Qinghai, Yunnan, Sichuan and Jilin.
• Elected Hon. Secretary, International Association of Multilingual Education, 2014-

• Elected member, Standing Committee on Teacher Education and Professional Development, National Association of Foreign Language Education of the People’s Republic of China, 2013 (First foreigner)

• Named as a Consultant, Office for Poverty Alleviation, Tsinghua University, PRC, 2014

• Editor, *Journal of Multilingual Education*, 2011-2016

• Visiting Professor, Queens University, Kingston, Ontario, Canada, 23-27 November, 2015


Adamson, B. (July 2014). *Marginalized languages and marginalized identity*. Invited lecture, Liverpool Hope University, UK.


Thank you!

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