

Research Grants Council of Hong Kong (General Research Fund 840012)

# **Models of Trilingual Education in Ethnic Minority Regions of China Project**

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## **Briefing Paper No.3**

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**有效发展学校三语教学能力的概述  
(Overview of the Development  
of Effective Trilingual Education  
in Schools)**

**Liu Chengyu**

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## **Models of Trilingual Education in Ethnic Minority Regions of China Project**

This research project offers a holistic and descriptive account of trilingualism and trilingual education in China. Policy changes have led to the introduction of English language teaching and learning in primary schools. These reforms pose particular challenges to communities in ethnic minority areas, where Putonghua often competes with the minority language, and English is often taught in under-resourced schools with teachers with the requisite training in short supply.

The project involves extensive and intensive research comprising investigations into school- and community-level practices, policies and perceptions relating to trilingualism in such key regions as Xinjiang, Yunnan, Inner Mongolia, Sichuan, Gansu, Guizhou, Guangxi, Qinghai, Jilin, Tibet and Guangdong. Using first-hand data collected from each region, the researchers examine language policies and curricula, as well as language allocation in the classroom and in the community, and analyse them in their specific historical, socio-political, demographical, economic, geographical and cultural contexts.

A distinctive feature of the project is its presentation of a new methodology and approach to researching such phenomena. This methodology encompasses policy analysis, community language profiles, as well as school-based field work in order to provide rich data that facilitates multilevel analysis of policy-in-context.

This series of Briefing Papers presents information about different aspects of the project.

*Models of Trilingual Education in Ethnic Minority Regions of China Project*  
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# 有效发展学校三语教学能力的概述 (Overview of the Development of Effective Trilingual Education in Schools)

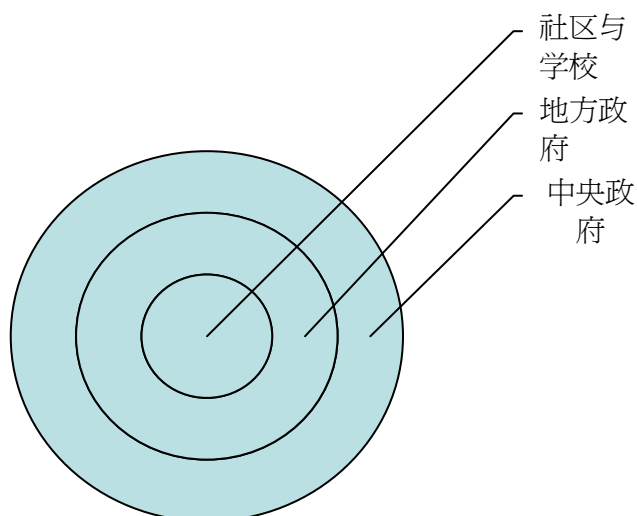
## 项目

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- 五、 如何建构有效的三语教学环境
- 六、 影响三语教学的负面因素

### ✓ 学校制定教育语言限额相关政策

- 宏观政策 (Macro policy) : policies concerning language status and language use (e.g. Language status: equal vs. biased; language use: monolingualism, bilingualism or trilingualism)
  - 中观政策 (Intermediate policy) : policies concerning the implementation of language policy and language education
  - 微观政策 (Micro policy) : policies concerning language teaching
- 学校制定教育语言限额相关政策



✓ 学校招聘三语教师的相关政策

(一) 常规招聘

1、岗位与编制

2、语言背景和语言能力（少数民族三语教师、非少数民族三语教师）

(二) 特岗教师

(三) 对口支援、顶岗执教、志愿者服务

✓ 三语教学课程设置与教学模式

(一) 少数民族语言课程设置（小学、初中、高中）与教学模式（L1>L2 or L2>L1?）

(二) 汉语课程设置（小学、初中、高中）与教学模式（L1 → L2; L2 L1?）

(三) 外语（英语）课程设置（小学、初中、高中）与教学模式（L3 only? L1 → L2? L2 → L3?）

✓ 如何对三语教师进行有效的培训

(一) 职前培训（师范教育）

1、学生：少数民族英语教师，非少数民族英语教师（不懂少数民族语言 vs. 懂少数民族语言）

2、教师：少数民族英语教师，非少数民族英语教师（懂少数民族语言 vs. 不懂少数民族语言）

(二) 职前培训（国培计划）

1、学生：少数民族英语教师，非少数民族英语教师（不懂少数民族语言 vs. 懂少数民族语言）

2、教师：少数民族英语教师，非少数民族英语教师（懂少数民族语言 vs. 不懂少数民族语言）

✓ 如何建构有效的三语教学环境

➤ 宏观教学环境

➤ 中观教学环境

➤ 微观教学环境

✓ 影响三语教学的负面因素

(一) 宏观社会文化环境（人口与地域分布，是否是跨境语言，社会经济发达程度，文化教育传统，社会语言态度）

(二) 国家和地方政府的语言政策与语言教育政策

(三) 三语教育教学大纲与课程标准

(四) 三语教育师资队伍

(五) 三语教育教学资源（教学经费，教材，教学辅导材料，网络数字化资源等）

(六) 三语教育环境（学生，社区）

(七) 三语教育学术研究

(八) 三语教育理论与实践的推广（影响）

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