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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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**Technical Paper No.4**

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**Questionnaire and Interview with  
Principals and Teachers**

**Anwei Feng, Bob Adamson & Dong Fang**

April 2013

## **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.

*Models of Trilingual Education in Ethnic Minority Regions of China Project* Technical Papers Series Editors: Anwei Feng (University of Nottingham, Ningbo, China) and Bob Adamson (The Education University of Hong Kong)

This series of Technical Papers presents information about the research instruments used in this project.

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# Questionnaire and Interview with Principals and Teachers

## Introduction

One of the key research questions driving the project is how the policy goals of trilingualism is being interpreted and realised in the People's Republic of China (PRC).

The project distinguished four distinct policy models of trilingual education (Adamson and Feng, 2013). The first model focuses strongly on the ethnic minority language. Typically, the nine years of compulsory education from Grade 1 in primary schools to Grade 3 in junior secondary schools is provided through the medium of the minority language. Chinese and English are taught as subjects in the curriculum. Chinese could be used as the medium of instruction for certain school subjects in late primary and secondary years. The second model is a balance between Chinese and the minority language. The balance is evident in terms not only of the medium of instruction but also of the ethnicity of the teachers and students. The third model often exists in two different forms. The first form is the reverse of the first model, i.e., Chinese is used as the primary medium instruction and the major ethnic minority language is taught as a subject to all students in the school, irrespective of their own ethnicity or mother tongue. The second form is found in many remote village schools in which one minority group dominates. In these schools, the minority language is used as the medium of instruction for the first two to three years with Chinese taught as a major school subject. Starting from Year 3 or Year 4, all school subjects are taught in Chinese. In both cases, English is taught as a school subject, with Chinese being used when necessary in those lessons. A fourth model is represented by schools that proclaim to be an ethnic minority language school but, in reality, do not use the minority language as the medium of instruction nor even teach it as school subject. Such schools also claimed to be bilingual, in the sense that Chinese and English are studied as languages in the curriculum and Chinese serves as the medium of instruction.

## Factors Shaping the Trilingual Education Models

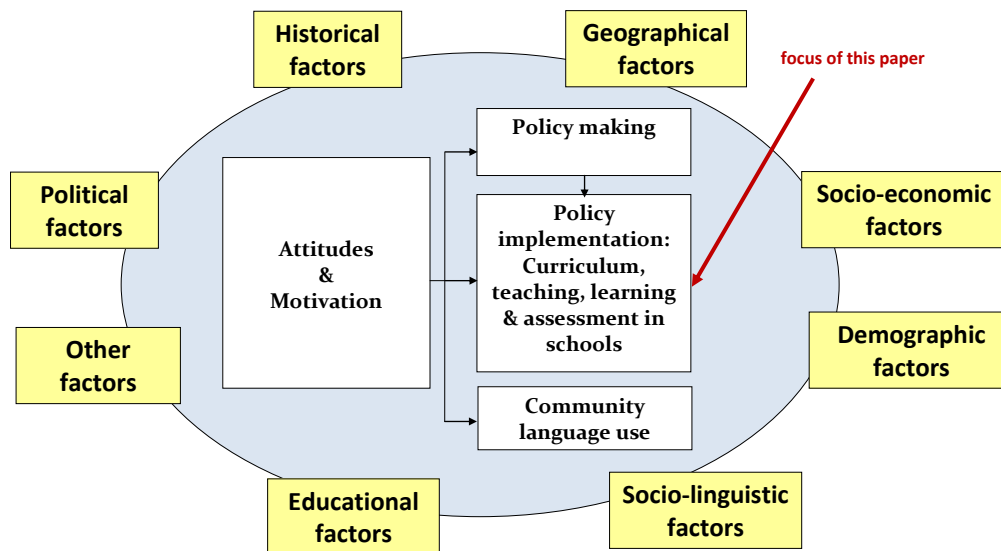
What factors shape and sustain the various models of trilingual education? This question denotes a particular view of education policy—that it emerges from, and forms part of broader contexts.

At the outset of the project, it was possible (on the basis of relevant literature) to identify key contextual factors that would likely play a role in shaping trilingual education policy. For instance, Fägerlind and Saha (1989) propose a triadic framework that positions education policy under the influence of socio-economic, socio-political and educational priorities.

A key concept for the study is ethnolinguistic vitality, the strength of life force of a language within a community. Ethnolinguistic vitality is influenced by geographical, historical, demographic and socio-linguistic factors, in addition to socio-economic and socio-political factors (Landweer, 2000). Other factors, such as religion, are emerging from the first phase of the project.

Figure 1 shows the conceptual framework for the study of models of trilingual education in the PRC.

Figure 1—Conceptual framework



To conduct the research into the factors that shape and sustain the various models of trilingual education, a range of methodological tools were adopted.

A suite of research tools as shown in Table 1 were designed. A typical study of each single school would include:

- focus group interviews with 3-6 community leaders
- 2-3 interviews with regional and local education officials
- 1-3 interviews with school principal, deputy and other school leaders
- focus group interviews with 5-10 teachers
- focus group interviews with approximately 10 students
- 3-5 interviews with former students
- focus group interviews with approximately 10 parents
- documentary analysis of policy papers, syllabuses, timetables, learning resources and curriculum materials
- 5-10 lesson observations
- questionnaire surveys focusing on language attitudes and views of trilingual education among 60-100 students, 20-30 teachers including headteachers and deputies.
- field notes (e.g. observations of the school buildings and wall decorations, of languages used in the school outside of the classroom and of language use in the community).

These tools are described in detail in other Technical Papers in this series.

*Table 1 – Methods to study factors that shape and sustain the models of trilingual education*

| <b>Paradigm</b>  | <b>Instrument</b>                                                                       | <b>Focus</b>                                                                                                                                                                |
|------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | Semi-structured interview with head-teachers and teachers (focus groups or individuals) | Perceptions of and attitudes to trilingualism and each language, and their experiences implementing trilingual education models                                             |
|                  | Semi-structured interview with policy makers (for individuals)                          | Perceptions of & attitudes to trilingualism and each language, and their experiences in policy making and implementation of trilingual education policy                     |
|                  | Semi-structured interview with parents (focus group or individuals)                     | Attitudes to different languages, their knowledge of what is going on in schools and their experiences of their children’s trilingual education                             |
|                  | Semi-structured interview with pupils (focus group or individuals)                      | Attitudes and experiences in using and learning languages in a trilingual education context                                                                                 |
|                  | School observation                                                                      | Language environment: notice boards, signs, pictures, etc.; languages used by staff, pupils, etc.; the role and distribution of languages, as shown in curriculum documents |
|                  | Classroom observation                                                                   | languages used by teacher and pupils, for classroom instruction and activities                                                                                              |
|                  | Ethnographic study                                                                      | To study the language environment in a minority community                                                                                                                   |
| Quantitative     | Teacher Questionnaire                                                                   | Teacher’s perceptions of current practice, views of language use and views concerning language education                                                                    |
|                  | Parent Questionnaire                                                                    | Parents’ knowledge of current practice and views of language use and language education                                                                                     |
|                  | Student Questionnaire                                                                   | Students’ attitude to current practice and views of language use and language education                                                                                     |
|                  | Subjective vitality survey                                                              | Ethnolinguistic vitality of a minority language                                                                                                                             |
| Other (Archival) | Objective vitality study                                                                | Ethnolinguistic vitality of a minority language by collecting data through archives, mass media, official documents, etc.                                                   |

### **Questionnaire and Interview Protocol**

The qualitative research aims to produce a thick description of the model of trilingual education that is in operation in the school under study, and probes the factors that produce and sustain this model.

Principals and teachers are key stakeholders and informants. They have the responsibility of making sense of the policy and implementing it in the classroom. The questionnaire allows the research team to collect quantitative (and to some extent qualitative) data on a range of set issues related to the main research questions. It is advisable to conduct the questionnaire first, as it can produce lines of inquiry for the interviews.

Semi-structured interviews offer the possibility for the research team to deepen our understanding of the perspectives of principals and teachers—how they view the languages in the curriculum, how they implement the language policy, the outcomes that they observe, and so on. In a semi-structured

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interview, there are a number of guiding questions that cover important aspects of the research project, but the researcher should feel free to ask supplementary questions on interesting aspects that arise as the interview proceeds.

Step 1 – Identify and approach the Principal to seek his/her consent to participate in the study, and to allow the teachers to participate. The consent should be in writing but—if the informant is reluctant to sign the consent form—an oral agreement is acceptable.

Step 2 – Distribute the questionnaire and allow the informant sufficient time to answer the questions thoughtfully. Handle any queries over the wording of the questions.

Step 3 – Analyse the questionnaire data and highlight any key themes that emerge. Make a note of any interesting aspects that you could explore further in the interviews.

Step 4 – Approach the Principal and some teachers (selecting those who look articulate as research subjects and are willing to chat to you). With consent, conduct the interviews with them in appropriate (comfortable, non-threatening) venues, using the guiding questions below. Interview the Principal separately, to avoid power relations affecting informants' contributions. The teachers can be interviewed individually or in focus groups, according to their preference and your judgement.

Step 5 – Analyse the interview data as soon as possible, ideally soon after each interview (not necessarily transcribing them, which is time consuming). Whenever necessary, conduct follow-up interviews with the same teachers if there are further points that arise from the analysis.

## TRILINGUALISM QUESTIONNAIRE – TEACHERS/HEADTEACHERS

We are a group of researchers conducting a research project on trilingual education and trilingualism for minority groups in China. Your understanding of the current practice and views on trilingual education and trilingualism are what we wish to study. We assure you that your personal identity will remain confidential. So, please feel free to give the most honest answers to the questions in this survey. The data collected from this survey will be used for research purpose only.

**Part I – Your School and Personal Particulars** (Please write short answers or tick the boxes)

- Name and place of your school: .....
- Total number of pupils in the school: .....
- Percentage of pupils who are of ethnic minority(ies): .....
- Is there an ethnic minority group that dominates the pupil population? Yes  No   
If yes, which .....
- Percentage of pupils who are ethnic Chinese: .....
- Total number of teachers in the school: .....
- Percentage of teachers who are of ethnic minority(ies): .....
- Percentage of teachers who are ethnic Chinese: .....
- Your Gender: Male  Female  Ethnic background: .....
- Your position at the school: Principal  Vice Principal  Section/Dept. Head  Teacher  Teaching Assistant  Other. Please specify .....
- Highest education received: .....
- Your experience (how many years) as a teacher: .....
- Which school subject(s) are you teaching? .....
- Age range: 25 or below  26 to 35  36 to 45  46 and above
- Linguistic background:

|                   | Fluent | OK | Limited | No knowledge at all |
|-------------------|--------|----|---------|---------------------|
| Chinese           |        |    |         |                     |
| Minority language |        |    |         |                     |
| English           |        |    |         |                     |
| Other             |        |    |         |                     |

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**Part II – Current Status of Language Education in Your School** (Please tick the boxes or write short answers)

1. Does the minority group whose children dominate or attend your school have a written language of their own?  
Yes  No  (if no, go directly to 3)

2. Is the written language (L1) of the dominant minority group taught as a school subject in your school?  
Yes  No

If yes, in which year(s) is it taught? .....

3. Is the home language (L1) of the dominant minority group used as the medium of instruction in your school?  
Yes  No

If yes, in which year(s) is it used? .....

Please list the school subject(s) taught in minority language: .....

4. Is Chinese (L2) taught as a school subject in your school? Yes  No   
If yes, in which year(s) is it taught? .....

5. Is Chinese (L2) used as the medium of instruction for most or all school subjects in your school?  
Yes  No

6. Is English (L3) taught as a school subject in your school? Yes  No   
If yes, from which year on is it taught? .....

How many hours/lessons per week? .....

7. Do you think your school in general attaches sufficient importance to minority pupils' home language and their minority culture?  
Yes  Hard to say  No

8. Do you think your school provides adequate English teaching to minority pupils so that they are not disadvantaged in future higher education and in the job market?  
Yes  Hard to say  No

9. Do you think your school is aiming to assimilate minority children into the mainstream society linguistically by excessively promoting Chinese?  
Yes  Hard to say  No

10. Do you think your school is promoting trilingual education with an effective strategy to develop trilingual pupils who are very competent in their home minority language, Chinese and reasonably competent in English?  
Yes  Hard to say  No



**Part III – Your Views on Languages and Language Education** (Please read the statement in the left-hand column and circle the number in right-hand column that best reflects your view. 1 = strongly Disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly Agree)

| Statements                                                                                                                                                                                       | Strongly disagree .....Strongly agree |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---|---|---|---|
| 1. The home language of minority pupils is important because it helps them learn school subjects better if they know it well.                                                                    | 1                                     | 2 | 3 | 4 | 5 |
| 2. Minority pupils should only learn Chinese and use Chinese to learn all other school subjects.                                                                                                 | 1                                     | 2 | 3 | 4 | 5 |
| 3. English is too difficult for minority pupils. They cannot learn it as well as Han pupils.                                                                                                     | 1                                     | 2 | 3 | 4 | 5 |
| 4. Minority culture here is backward. Minority people generally reject anything foreign including foreign languages.                                                                             | 1                                     | 2 | 3 | 4 | 5 |
| 5. Minority pupils' IQ is not as good as the IQ of Han pupils. So they learn new languages slowly.                                                                                               | 1                                     | 2 | 3 | 4 | 5 |
| 6. Minority pupils should not be taught English because their main task is to learn Chinese.                                                                                                     | 1                                     | 2 | 3 | 4 | 5 |
| 7. If English is taught to minority pupils, they should target a lower level of achievement than that required in the NES (英语新课标).                                                               | 1                                     | 2 | 3 | 4 | 5 |
| 8. The language used to teach and learn English, Zhongjeyu (中介语), should be the minority language, not Chinese.                                                                                  | 1                                     | 2 | 3 | 4 | 5 |
| 9. All minority pupils should follow the same syllabuses for Chinese and English as Han pupils, forgetting their minority language.                                                              | 1                                     | 2 | 3 | 4 | 5 |
| 10. The key for minority pupils to do well in school is first of all to learn their own language well. They can then learn all other school subjects including Chinese and English equally well. | 1                                     | 2 | 3 | 4 | 5 |

**Part IV – Your Views on How to Improve Current Practice** (Please read the statement in the left-hand column and circle the number in right-hand column that best reflects your view. 1 = strongly Disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly Agree)

| Statements                                                                                                                                                     | Strongly disagree .....Strongly agree |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---|---|---|---|
| 1. Minority language teaching and learning should be promoted more seriously in schools where minority pupils dominate or attend.                              | 1                                     | 2 | 3 | 4 | 5 |
| 2. Chinese language teaching and learning should be further enhanced in schools where minority pupils dominate or attend.                                      | 1                                     | 2 | 3 | 4 | 5 |
| 3. English language teaching and learning should be further improved in schools where minority pupils dominate or attend.                                      | 1                                     | 2 | 3 | 4 | 5 |
| 4. More English teachers of minority nationality should be employed by minority schools because they know pupils' needs better.                                | 1                                     | 2 | 3 | 4 | 5 |
| 5. More English teachers of Han nationality should be employed by minority schools because their English is generally better than their minority counterparts. | 1                                     | 2 | 3 | 4 | 5 |
| 6. More hardware such as computers and language labs should be provided for minority schools.                                                                  | 1                                     | 2 | 3 | 4 | 5 |
| 7. There should be more schools with pupils of mixed nationalities so that they integrate better.                                                              | 1                                     | 2 | 3 | 4 | 5 |
| 8. There should be different syllabuses for Han and minority pupils, even in the same school, because their learning abilities differ.                         | 1                                     | 2 | 3 | 4 | 5 |
| 9. Linguistic assimilation will not work, but serious bi/trilingual education will. So we should promote bi/trilingualism, not assimilation.                   | 1                                     | 2 | 3 | 4 | 5 |
| 10. Given equal conditions, minority pupils can learn English as well as Han pupils in addition to mastering their own home language and Chinese.              | 1                                     | 2 | 3 | 4 | 5 |

Please write any other comments here .....

.....  
 .....

**Many Thanks for Your Time!!!**

### 三语教学调查问卷—教师/教师负责人

我们是研究小组的成员，正在进行一项关于三语教学和中国少数民族三语教学的项目调查及研究。我们希望了解一下您对当前三语教学实施和瞻望的想法。我们保证您的个人意见不会外泄给他人。因此，请您在我们随后的调查问卷中给与您最真诚的答复。此次调查所收集的资料仅用于研究目的。

**第一部分—您的学校和有关个人信息（请您简要回答或是在□里画对勾）**

- 您的姓名和学校所在地： .....
- 您所在学校中学生的总人数： .....
- 少数民族学生所占的比例： .....
- 是否有一个完全由少数民族组成的学生群体？ 是□ 否□  
如果是，请标明是哪一个民族.....
- 汉族学生所占的百分比： .....
- 您所在学校中教师的总人数： .....
- 少数民族教师的百分比： .....
- 汉族教师的百分比： .....
- 您的性别: 男性 □ 女性 □ 民族: .....
- 您在学校的职位： 校长□ 副校长□ 部门/系主任□ 教师□ 助教□ 其他职位. 请标明.....
- 您目前最高学历： .....
- 您从事教师的工作经历（如多少年）： .....
- 您从事的教学科目？ .....
- 年龄： 25 岁以下□ 26 岁到 35 岁□ 36 岁到 45 岁□ 46 岁以上□
- 语言背景：

|        | 流利 | 一般 | 有限 | 不会 |
|--------|----|----|----|----|
| 汉语     |    |    |    |    |
| 少数民族语言 |    |    |    |    |
| 英语     |    |    |    |    |
| 其他语种   |    |    |    |    |

**第二部分—您所在学校当前语言教学的现状（请您简要回答或是在□里画对勾）**

11. 您所在专门接收少数民族子女或者允许接收少数民族子女的学校里，民族学生是否有本民族的文字？  
是□ 否□ (如果否，请直接到第3题)

12. 您所在学校是否把所占主要部分的少数民族文字(L1)作为一门学科教授？  
是□ 否□

如果是，在哪一年开始教授的？ .....

13. 您所在学校是否把所占主要部分的少数民族语言(L1)作为一种授课方式？  
是□ 否□

如果是，在哪一年使用的？ .....

请列出使用少数民族语言教学的科目： .....

14. 你所在学校是否开设教授汉语的科目？  
是□ 否□

如果是，哪一年开设的 .....

15. 您所在学校是否把汉语(L2)作为大多数或者所有教学科目授课语言？  
是□ 否□

16. 你所在学校是否开设教授英语的科目？  
是□ 否□

如果是，哪一年开设的？ .....

每周多少学时/课程？ .....

17. 总体来说您认为您所在的学校是否在少数民族语言和其文化方面给予了足够的重视？  
是□ 很难说□ 否□

18. 您认为学校是否给少数民族学生提供了足够的英语教学资源，使少数民族学生将来能够达到高等教育的要求和满足人才市场需求？  
是□ 很难说□ 否□

19. 您认为您所在的学校是否正通过广泛普及汉语而力图使少数民族学生逐渐融入到社会主流语言中?  
是  很难说  否

20. 您认为学校是否正通过有效的策略促进三语教学的发展, 从而培养三语学生, 使其能在少数民族语言、汉语及适当的英语表达方面都有所见长?  
是  很难说  否

**第三部分—您对语言和语言教育的观点（请阅读左栏的声明并且用圆圈标记相应右栏中体现自己观点的数字。1=完全反对；2=不同意；3=不太确信；4=同意；5=完全赞同）**

| 观点                                                        | 完全反对..... 完全赞同 |   |   |   |   |
|-----------------------------------------------------------|----------------|---|---|---|---|
| 1.少数学生的民族语言非常重要, 因为如果学生掌握的好的话, 他们能够更好的学习学校课程。             | 1              | 2 | 3 | 4 | 5 |
| 2. 少数民族学生应该只学习汉语, 并且通过汉语来掌握其他学校课程。                        | 1              | 2 | 3 | 4 | 5 |
| 3. 英语对于少数民族学生来说太难了, 他们无法做到像汉族学生一样掌握的十分流利。                 | 1              | 2 | 3 | 4 | 5 |
| 4. 少数民族文化在褪减, 少数民族群体总体在排斥包括外语在内的任何外来事物。                   | 1              | 2 | 3 | 4 | 5 |
| 5. 少数民族学生的智商略低于汉族学生, 所以他们掌握新语言的过程缓慢。                      | 1              | 2 | 3 | 4 | 5 |
| 6.少数民族学生不应该学习英语, 因为他们的主要目标是学习汉语。                          | 1              | 2 | 3 | 4 | 5 |
| 7. 如果要教授少数民族学生英语, 其目标成绩应该比新课标英语的要求低一层次。                   | 1              | 2 | 3 | 4 | 5 |
| 8. 英语教学中使用的中介语应该是少数民族语言, 而不是汉语。                           | 1              | 2 | 3 | 4 | 5 |
| 9. 所有少数民族学生都应该按照和汉族学生一样大纲学习汉语和英语, 忘记本族的少数民族语言。            | 1              | 2 | 3 | 4 | 5 |
| 10. 少数民族学生在学校学习的关键首先是学好自己的语言, 然后他们才能学好包括汉语和英语在内的其他所有校设课程。 | 1              | 2 | 3 | 4 | 5 |

第四部分—您对如何提高当前实施效果的看法。（请阅读左栏的声明并且用圆圈标记相应右栏中体现自己观点的数字。1=完全反对；2=不同意；3=不太确信；4=同意；5=完全赞同）

| 观点                                                    | 完全反对..... 完全赞同 |   |   |   |   |
|-------------------------------------------------------|----------------|---|---|---|---|
| 1. 在民族学校或者有少数民族的学校里，少数民族教育与学习应该受到更认真的对待。              | 1              | 2 | 3 | 4 | 5 |
| 2. 在民族学校或者有少数民族的学校里，汉语教育与学习应该得到进一步加强。                 | 1              | 2 | 3 | 4 | 5 |
| 3. 在民族学校或者有少数民族的学校里，英语教育与学习应该得到深层次的提高。                | 1              | 2 | 3 | 4 | 5 |
| 4. 少数民族学校应该聘用更多的少数民族英语教师，因为他们能更好的了解学生的需求。             | 1              | 2 | 3 | 4 | 5 |
| 5. 少数民族学校应该聘用更多的汉族英语教师，因为他们的英语能力总体要好于同龄的少数民族群体。       | 1              | 2 | 3 | 4 | 5 |
| 6. 少数民族学校应该具备更多的硬件资源，如计算机和语言实验室。                      | 1              | 2 | 3 | 4 | 5 |
| 7. 鼓励更多的学校招收不同民族的学生，这能促进他们彼此间更好的融合沟通。                 | 1              | 2 | 3 | 4 | 5 |
| 8. 对汉族和少数民族学生，即使是在同一学校，也应该采取不同类型的教学大纲，因为他们的学习能力有差异。   | 1              | 2 | 3 | 4 | 5 |
| 9. 语言同化不会有很大作用，但是双语或者三语教育会有，所以我们应该促进双语或者三语教育，而不是同化现象。 | 1              | 2 | 3 | 4 | 5 |
| 10. 只要条件平等，少数民族学生除了掌握本族的语言和汉语之外，也能像汉族学生一样学好英语。        | 1              | 2 | 3 | 4 | 5 |

如有其他想法请添加至此.....

.....  
 .....

再次感谢您的参与!!!

## TEACHER INTERVIEW

### (For Semi-Structured Interviews with Head-teachers or Teachers)

School: .....

Date of Interview: .....

Language used for the interview: Chinese  Minority Language  Other. Specify .....

Thanks for your time. I hope our conversation is informal and casual. Please do feel relaxed. Though I have some questions for you, you can also ask any question during our talk. We understand that this is a school dominated (or attended) by minority pupils. We are doing some research on the languages you teach and use and pupils learn and use in the school. We focus on the languages minority pupils learn and use. So the languages we talk about include pupils' home language, Chinese and English. ...

Questions:

**21. Could you please first of all say something about yourself?**

- Gender: ..... Ethnic background: .....
- Highest education received: .....
- Teaching experience (years of being a teacher): .....
- Age range: 25 or below  26 to 35  36 to 45  46 and above
- Linguistic background:

|                   | Fluent | OK | Limited | Not knowledge at all |
|-------------------|--------|----|---------|----------------------|
| Chinese           |        |    |         |                      |
| Minority language |        |    |         |                      |
| English           |        |    |         |                      |
| Other             |        |    |         |                      |

**22. Could you please say something about your school and the pupils?**

- Total number of pupils in the school: .....
- Percentage of pupils who are of ethnic minority(ies): .....
- Percentage of pupils who are ethnic Chinese: .....
- \*Ratio SES (teacher's definition and estimate):  
 100% from 'well-to-do families'  70:30  50:50  30:70  100% from 'low income families'

*Ask Teacher for a rating to collect this information*

- 
- Total number of teachers in the school: .....
  - Percentage of teachers who are of ethnic minority(ies): .....
  - Percentage of teachers who are ethnic Chinese: .....

**23. Is the home language (L1) of the minority pupils used and taught in the school?**  
Possible probing questions:

- Why or why not?
- (And if yes, how?)

**24. How is Standard Chinese (L2) used and taught in the school?**  
Possible probing questions:

- When does the transition from L1 to L2 take place?
- Can minority pupils handle school subjects in L2 as well as Chinese children?
- Do you take any measure if minority pupils lag behind? If yes, what?

**25. Does the school offer English (L3) to pupils?**  
Possible probing questions:

- When (from which Grade)?
- How (how many lessons per week)?
- Do minority pupils follow the same syllabus as the majority Han children?
- Do they cope with the language equally well?

**26. What do you think of the importance of each language for minority pupils in this school?**  
Possible probing questions:

- Does the minority language have a role to play in their studies?
- Are they disadvantaged at Chinese being used as the medium of instruction? Or is their Chinese as competent as the majority Han children?
- Do you think it is important for them to learn English?

**27. How is the competence in each language assessed in this school?**  
Possible probing questions:

- L1, the minority language?
- L2, Chinese?
- L3, English?

**28. What's your general view about pupils' L1, L2 and L3 in terms of their usefulness for their future?**

**29. Any comment on how language education can be improved for the pupils of this school or for minority pupils in general?**



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## References

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- Landweer, M. L. (2000). Indicators of ethnolinguistic vitality. *Notes on Sociolinguistics* 5(1), 5-22.