

APPENDIX 1

OBSERVATION SHEET

Day: _____ Class: _____ Observer's name: _____

- | | | |
|--|-----------|----------------|
| 1. Teacher | L1 _____% | Chinese _____% |
| 2. Students with teacher | L1 _____% | Chinese _____% |
| 3. Students with children | L1 _____% | Chinese _____% |
| 4. (outside the class) Teacher with other teachers | L1 _____% | Chinese _____% |
| 5. Textbooks | L1 _____% | Chinese _____% |
| 6. Exercise books | L1 _____% | Chinese _____% |
| 7. Classroom posters and displayed works | L1 _____% | Chinese _____% |
| 8. Other findings | | |

APPENDIX 2

QUESTIONNAIRES (问卷)

你好。我的名字是御堂丸刚。我们的工作是与泰国西北大学（清迈）研究少数民族语言。我们想知道更多有关在中国少数民族之间的语言教育系统。今天我们希望你帮助我们。这些问题并不困难：问题是你自己和你的学生们的语言学习。你不必害怕。根据你的想法来回答。如果有一些你感到非常不方便回答的问题，那好，你没有必要回答。这将需要约 30-45 分钟，但如果你有什么其它事情要做的话，也没关系。你可以帮助我们吗？（是/否）

1. 您贵姓？
2. 你多大年纪？
3. 你的学历是什么？
4. 你在哪里出生（区和省）？
5. 你在哪里长大的？
6. 你的母语是什么？
7. 你能不能讲其它语言？
 - a)（如果有的话）有什么语言？
8. 所有的语言中，哪一种你说的最好？
 - a)第二个最好的？
 - b)第三个最好的？
9. 什么语言你既会读也会写？
10. 你教书多久了？
11. 你在学校教（过）什么科目？
12. 你教（过）几年级？
13. 你的班级有少数民族学生吗？
 - a)（如果有的话）他们是什么族的？
14. 你有多少个少数民族学生？ [几乎所有的、一半以上、大约一半、不到一半、或几乎一点]
15. 少数民族学生说什么语言？

a) (两种以上) 所有语言中, 少数民族学生在家里说哪一种语言 (或说最好)?

16. 其他学生能讲少数民族语言吗?

在课堂

17. 上课的时候, 你用什么语言?

a) (两个以上) 每一种语言你用多长时间? [几乎所有的时间、一半以上的、其中大约一半、不到一半、或几乎一点]

18. (如果你教两个以上的年级) 你会根据学生的年级使用不同的语言吗?

a) (如果有的话) 有什么不同呢?

19. 学生用什么语言更感兴趣学习? [用汉语、用少数民族语言、用两种、或不知道]

20. (如果你教两个以上的年级) 根据学生的年级使用不同的语言感兴趣学习吗?

a) (如果有的话) 有什么不同呢?

21. 你认为在课堂上应该用什么语言吗? [用汉语、用少数民族语言、用两种语言、或其它]

22. 学生允许在课堂上使用少数民族语言吗?

23. 学生在课堂上实际使用少数民族语言吗?

24. 如果有一个学生用少数民族语言问你一个问题, 你会用什么语言回答? [用汉语、用少数民族语言、用两种语言、或其它]

25. (当学生入学前没有足够的汉语知识时) 你认为学生应该受到一些特殊照顾比如用少数民族语言上一些课吗?

a) (如果有的话) 你认为多久学生应该有这样的照顾用少数民族语言?

26. 你实际上给了学生多久的照顾?

外课堂

27. 谁把你的班级和学校评价? (学生、教师、督导、资助者等)

28. 课程的什么的部分被评价?

29. 这些书籍多大程度上帮助学生用两种语言学习 (或使用少数民族语言作为支持)? [极大帮助, 一些帮助, 几乎一点, 根本没有, 或妨害]

a) 怎么做?

30. 在村 (或镇) 里的公共图书馆或学校图书馆里, 有多少书籍供给继续学习?

a) 它们是用什么语言编写的?

31. 这些书籍多大程度上帮助学生用两种语言学习（或使用少数民族语言作为支持）？ [极大帮助，一些帮助，几乎一点，根本没有，或妨害]

a) 为什么？

32. 你建议学生阅读少数民族语言的书籍还是汉语的书籍吗？

a)（如果有的话）请你举例你建议的书籍。

33. 你期望学生在他们日常的生活中使用多少少数民族语言和汉语？ [只有汉语、大多是汉语、大约一半、大部分的少数民族语言、或只有少数民族语言]

34. 用少数民族语言学习有哪些益处（或好处）？

35. 用汉语学习有哪些益处？

教材，课程，以及其他支持

36. 你在你的班级用什么教科书？

a) 它们是用什么语言编写的？ [只有汉语、大多是汉语、大约一半、大部分的少数民族语言、或只有少数民族语言]

37. 教科书多大程度上帮助学生用两种语言学习（或使用少数民族语言作为支持）？ [极大帮助，一些帮助，几乎一点，根本没有，或妨害]

a) 为什么？

38. 是否有任何其他教材帮助学生（电视，电台等）

a) 他们提供什么语言的？ [只有汉语、大多是汉语、大约一半、大部分的少数民族语言、或只有少数民族语言]

39. 谁对课程内容、在课堂上使用的语言、教科书等做决定？

40. 他们对教学语言怎么说？ [正面建议使用两种语言，允许使用两种语言，不提，建议只使用一种语言，强烈建议使用一种语言，或其它]

41. 他们说多久学生应该用两种语言学习（或使用少数民族语言作为支持）？

42. 课程多大程度上帮助学生用两种语言学习（或使用少数民族语言作为支持）？ [极大帮助，一些帮助，几乎一点，根本没有，或妨害]

43. 既然你工作在学校，为老师安排的培训有什么样的？（什么时候？多久？谁安排？）

44. 培训对教学语言有什么建议？ [正面建议使用两种语言，允许使用两种语言，不提，建议只使用一种语言，强烈建议使用一种语言，或其它]

45. 他们说多久学生应该用两种语言学习（或使用少数民族语言作为支持）？

46. 你有什么专家（教授、政府担当官等）的建议吗？

a)（如果有的话）谁为你提供专业建议？他们如何支持？

47. 专家对教学语言怎么说？ [正面建议使用两种语言，允许使用两种语言，不提，建议只使用一种语言，强烈建议使用一种语言，或其它]

48. 他们说多久学生应该用两种语言学习（或使用少数民族语言作为支持）？

49. 你有什么机构（政府部门，大学，出版社等）的支持吗？

a)（如果有的话）它们是什么？

50. 那些机构多大程度上帮助学生用两种语言学习（或使用少数民族语言作为支持）？ [极大帮助，一些帮助，几乎一点，根本没有，或妨害]

a) 为什么？

51. 你知不知道一些关于教学语言的政府政策？

a)（如果有的话）他们对教学语言怎么说？ [正面建议使用两种语言，允许使用两种语言，不提，建议只使用一种语言，强烈建议使用一种语言，或其它]

b) 他们说多久学生应该用两种语言学习（或使用少数民族语言作为支持）？

52. 你的学校关于教学语言的政策怎么说？ [正面建议使用两种语言，允许使用两种语言，不提，建议只使用一种语言，强烈建议使用一种语言，或其它]

53. 你们说多久学生应该用两种语言学习（或使用少数民族语言作为支持）？

APPENDIX 3

QUESTIONNAIRES

Hello. My name is Tsuyoshi Midomaru. We work with Payap University in Chiang Mai studying minority languages. We want to know more about the language education system of different Chinese ethnic minorities. We would like you to help us today. These questions are not difficult; they are questions about yourself and your students' language learning. You do not need to be afraid. You can answer according to what you think. If there is a question that you don't feel comfortable answering, that's OK, you do not have to answer. It will take about 30-45 minutes, but if something comes up, do not feel like you have to stay. Is this something you could help us with? (Yes/No)

1. What is your name?
2. How old are you?
3. Up to what level of education did you complete?
4. Where were you born (district and province)?
5. Where did you grow up?
6. What language did you speak first?
7. Can you speak any other languages?
 - a) (if yes) What languages?
8. Of all languages, which language do you speak best?
 - a) ...Second best?
 - b) ...Third best?
9. What languages can you read and write?
10. How long have you been teaching in the school?
11. What subjects do you teach (or have you taught) in the school?
12. Which grades do you teach (or have you taught)?

13. Do you have any ethnic minority students in your class?
- a) (if yes) Which ethnic minority groups do they come from?
14. How many minority students are there? [almost all, more than half, about half, less than half, or almost nobody]
15. What languages do the minority students speak?
- a) (if more than two) Of all languages, which language do the minority students speak at home (or best)?
16. Can other students speak the minority language(s)?

In class

17. When you teach, what languages do you use?
- a) (if more than two) How much do you use each language? [almost all the time, more than half, about half, less than half, or only a little]
18. (if you teach more than two grades) Do you use the languages in different ways according to the students' grades?
- a) (if yes) How different?
19. In what languages are the students interested in studying?
20. Is it different according to the students' grades?
- a) (if yes) How different?
21. What languages do you think should be used in class? [Chinese, a minority language, both languages, or others]
22. Are the students allowed to use minority languages in class?
23. Do the students actually use minority languages in class?
24. If the students ask you a question in a minority language, in what language do you respond? [Chinese, a minority language, both languages, or others]
25. (When the students come to school without enough Chinese experiences) Do you think the students should have any special support by using minority languages?
- a) (if yes) How long do you think the students should have such a support in minority languages?

26. How long do you actually give the students special support in minority languages?

Outside the class

27. Who (students, teachers, supervisors, funders, etc) has evaluated your class and school?

28. What parts of the class have been evaluated?

29. Have there been any evaluation is performed concerning teaching languages (what languages are used in class)?

a) How?

30. In public or school library in the village (or town), how many books are there for further studies?

a) In what languages are they written? [only Chinese, mostly Chinese, about half, mostly minority languages, or only minority languages]

31. How much do the books help the students learning in both languages (or using minority languages as support)? [very much, positive, a little, not at all, or obstructive]

a) Why do you think so?

32. Do you suggest the students read books in both languages (minority languages and Chinese)?

a) (if yes) Could you name some of the books you have recommended?

33. How much do you expect the students to use minority languages and Chinese in their daily life? [only Chinese, mostly Chinese, about half, mostly minority languages, or only minority languages]

34. Are there any benefits (or motivations) of studying in minority languages?

35. Are there any benefits of studying in Chinese?

Materials, curriculum, and other support

36. What textbooks do you use in your classes?

a) In what languages are they written? [only Chinese, mostly Chinese, about half, mostly minority languages, or only minority languages]

37. How much do the textbooks help the students learning in both languages (or using minority languages as support)? [very much, positive, a little, not at all, or obstructive]
- a) Why do you think so?
38. Are there any other materials that help students study? (TV, radio, and so on)
- a) In what languages are they provided? [only Chinese, mostly Chinese, about half, mostly minority languages, or only minority languages]
39. Who makes decisions on curriculum, languages used in class, textbooks, and so on?
40. What do they say about teaching languages? [positively suggest using both languages, allow using both languages, do not mention, suggest using only one language, strongly command using only one language, or others]
41. How long do they say the students should learn in both languages (or using minority languages as support)?
42. How much does the curriculum help the students learning in both languages (or using minority languages as support)? [very much, positive, a little, not at all, or obstructive]
43. Since you have worked in the school, what kind of training was arranged for the teachers? (When? How long? Who arranged?)
44. What did the training say about teaching languages? [positively suggest using both languages, allow using both languages, do not mention, suggest using only one language, strongly command using only one language, or others]
45. What did they say about how long the students should study in both languages (or using minority language as support)?
46. Do you have any professional support (professors, government officers)?
- a) (if yes) Who provides you with the professional support? How do they support?
47. What do the professionals say about teaching languages? [positively suggest using both languages, allow using both languages, do not mention, suggest using only one language, strongly command using only one language, or others]
48. How long do they say the students should learn in both languages (or using minority language as support)?

49. Do you have any institutions (government offices, universities, publishers, etc) to support?

a) (if yes) What are they?

50. How much do the institutions help the students learning in both languages (or using minority languages as support)? [very much, positive, a little, not at all, or obstructive]

a) Why do you think so?

51. Do you know any government policies talking about teaching languages?

a) (if yes) What do they say about teaching languages? [positively suggest using both languages, allow using both languages, do not mention, suggest using only one language, strongly command using only one language, or others]

b) How long do they say the students should learn in both languages (or using minority language as support)?

52. What do the school policies say about teaching languages? [positively suggest using both languages, allow using both languages, do not mention, suggest using only one language, strongly command using only one language, or others]

53. How long do they say the students should learn in both languages (or using minority language as support)?

APPENDIX 4

EVALUATION CHECK SHEET

PAYYAP UNIVERSITY

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
(1) Ideological subsystem					
1. Does the program state its underlying purpose of student's CALP development?	Clearly stated on paper	Their support is implied on paper	Not written on paper (still show their positive attitudes)	Not written on paper (and show their negative attitudes)	Actions of forbidding are clearly stated on paper
2. What languages do teachers think should be used in class?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages can be used, but one is only for trifle issues	Both languages can be used only when it is necessary	Only L1 or only Chinese
3. How long do the teachers think the students should have any special support by using both languages of L1 and Chinese?	More than 5 years (whole school)	3-5 years	1-2 year / they do not think it is a matter (positive)	Less than 1 year / only when it is necessary / they do not think it is a matter (negative)	None
4. Others					
(2) Policy and Planning subsystem					
1. Do the government policies state the use of two languages for instruction?	Clearly stated on paper	Their support is implied on paper	Not written on paper (positive)	Not written on paper (negative)	Actions of forbidding are clearly stated on paper
2. Do the school policies state the use of two languages for instruction? (if it is different)	Clearly stated on paper	Their support is implied on paper	Not written on paper (positive)	Not written on paper (negative)	Actions of forbidding are clearly stated on paper

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
3. How long do the government policies support the use of two languages in education?	More than 5 years (whole school)	3-5 years	1-2 years / not mentioned (positive to a long term)	Less than 1 year / not mentioned (negative to a long term)	None
4. How long do the school policies support the use of two languages in education? (if it is different)	More than 5 years (whole school)	3-5 years	1-2 years / not mentioned (positive to a long term)	Less than 1 year / not mentioned (negative to a long term)	None
5. Others					
(3) Institution building and organizational subsystem					
1. Consistency of the use of two languages for instruction through the whole system.	Consistent	Mostly consistent, but slightly different b/w subsystems and actors	Not consistent, but still same directions	Inconsistent, and there is a clash of opinions	Exact opposite understandings coexist
2. Consistency of how long two languages should be used through the whole system.	Consistent	Mostly consistent, but slightly different b/w subsystems and actors	Not consistent, but still same directions	Inconsistent, and there is a clash of opinions	Exact opposite understandings coexist
3. Does the program have all the eleven subsystems?	Yes	Some subsystems are not sure who takes the responsibility	More than half subsystems are not sure who takes the responsibility	Some subsystems are surely missing	More than half subsystems are surely missing

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
4. Others					
(4) Mobilizational subsystem					
1. Are the students allowed to use both languages in class?	Yes	Yes, but they are expected to use one more than the other	Yes, but they are expected to use one only for trifle issues	They can use both languages only when it is necessary	They must use only L1 or only Chinese
2. Do the teachers encourage the students to read books in both languages?	Yes	Yes, but in one language more than the other	No, because there are no books available in one language	No, because they think one language is more important than the other	They forbid the students to read in L1 or in Chinese
3. Do the teachers find any benefits for the students' CALP development from learning in both languages?	CALP develops in both languages	There are more benefits (CALP development) in one than the other	There are more benefits in one and the other gives a support	There are no benefits of learning in two languages	Learning in two languages causes more problems
4. In which languages are the students interested in learning and how does it change in the long term?	Both in L1 and Chinese all the time	Both languages, but it changes to more interest in one than the other	More interest in one language than the other all the time	More interest in one more than the other and it changes more significant	They are not interested in learning in two languages
5. Others					
(5) Professional support subsystem					

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
1. What languages do the professionals tell the teachers to use for instruction?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages can be used, but one is only for trifle issues / not mentioned (positive)	Both languages can be used only when it is necessary / not mentioned (negative)	Only L1 or only Chinese
2. How long do the professionals tell the teachers to use both languages of L1 and Chinese?	More than 5 years (whole school)	3-5 years	1-2 years / not mentioned (positive to a long term)	Less than 1 year / not mentioned (negative to a long term)	None
3. Others					
(6) Curriculum development and programming subsystem					
1. What languages does the curriculum tell the teachers to use for instruction?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages can be used, but one is only for trifle issues / not mentioned (positive)	Both languages can be used only when it is necessary / not mentioned (negative)	Only L1 or only Chinese
2. How long does the curriculum support using both languages for?	More than 5 years (whole school)	3-5 years	1-2 years / not written on paper (positive to a long term)	Less than 1 year / not written on paper (negative to a long term)	None
3. How much do the teachers think the curriculum helps the students to learn in both languages?	Very much	Positive	A little	Not at all	Obstructive

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
4. Others					
(7) Media and materials subsystem					
1. In what languages are the textbooks written?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages are used, but one is only for new vocabularies and so on	There is a way to find in both languages if the students need them	Only L1 or only Chinese
2. In what languages are the other class materials written? (if there are)	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages are used, but one is only for new vocabularies and so on	There is a way to find in both languages if the students need them	Only L1 or only Chinese
3. Until which grade are the bilingual textbooks provided?	Until Grade 6	Until Grade 3-5	Until Grade 1-2	It is provided just as supplemental	None
4. Until which grade are the other bilingual class materials provided? (if there are)	Until Grade 6	Until Grade 3-5	Until Grade 1-2	It is provided just as supplemental	None
5. How beneficial are the textbooks in helping the students in both languages according to the teachers?	Very much	Positive	A little	Not at all	Obstructive
6. Others					

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
(8) Orientation and training subsystem					
1. What languages does the training tell the teachers to use for instruction?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages can be used, but one is only for trifle issues / not mentioned (positive)	Both languages can be used only when it is necessary / not mentioned (negative)	Only L1 or only Chinese
2. According to the training how much time should teachers use both languages of L1 and Chinese?	More than 5 years (whole school)	3-5 years	1-2 years / not mentioned (positive to a long term)	Less than 1 year / not mentioned (negative to a long term)	None
3. Others					
(9) Teaching-learning subsystem					
1. What languages do the teachers use for instruction?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages can be used, but one is only for trifle issues	Both languages can be used only when it is necessary	Only L1 or only Chinese
2. What languages do the students use in class?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages can be used, but one is only for trifle issues	Both languages can be used only when it is necessary	Only L1 or only Chinese
3. How long do the teachers give the students any special support by using both languages?	More than 5 years (whole school)	3-5 years	1-2 years	Less than 1 year	None

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
4. Others					
(10) Post-literacy subsystem					
1. In what languages are the books in school or public libraries written?	Both in L1 and Chinese	Both in L1 and Chinese, but one has more than the other	Both languages are used, but one has only few books available	There is a way to find in both languages if the students need them	Only L1 or only Chinese
2. In what languages are other materials, such as newspapers and TV programs written/made? (if there are)	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages are used, but one is only few materials available	There is a way to find in both languages if the students need them	Only L1 or only Chinese
3. How much do the teachers think the books help the students learning in both languages?	Very much	Positive	A little	Not at all	Obstructive
4. Others					
(11) Evaluation subsystem					
1. Have there been any evaluation is performed concerning the languages for instruction?	Officially performed	Not officially performed, but some evaluators seem concerned it	Not performed (but the teachers think it is a concern)	Not performed (and the teachers do not think it is a concern)	Evaluators suggest teachers should use only L1 or only Chinese
2. In what languages are the evaluations/exams for the students performed?	Both in L1 and Chinese	Both in L1 and Chinese, but one is more than the other	Both languages are used, but one is only for the language subject	There is a way to find in both languages if the students need them	Only L1 or only Chinese

Subsystem/checklist	Promotive (5)	Permissive (4)	Non-discriminative (3)	Tolerative (2)	Prohibitive (1)
3. Others					

PAYAP UNIVERSITY