

Chapter 3

Methodology



In this chapter we explain the research design, illustrating how we collected the views from all stakeholders at different stages: school principals, panel chairs (heads of department), subject teachers, students, and parents.

3.1 Pilot Study

As a preliminary step, we carried out a detailed pilot case study of the trilingual education model adopted in one government-funded primary school in 2009–2010 school year (Wang and Kirkpatrick 2013). Views of key stakeholders (the Principal, teachers, students and parents) on the trilingual education model adopted by the school were collected, and a number of lessons taught using English, Cantonese or Putonghua as the medium of instruction were recorded and analysed. Students are allocated to the school according to standard government criteria. The school has little say on the types of students they accept.

The school has adopted its own model of trilingual education. In Hong Kong, there are 6 years of primary education. In ‘our’ school, English is the MoI for English, Physical Education (PE) and Visual Arts lessons all the way through the full 6 years, from Primary 1 (P1) to Primary 6 (P6). Putonghua is the MoI for the study of the Putonghua subject (focusing only on pronunciation and word form) (P1–P6) and the Chinese Language subject (P4–P6). Cantonese is the MoI for Maths, General Studies, Music, IT, and for other non-mainstream subjects and school activities. It is also the MoI for the Chinese Language subject from P1 to P3. At the time of our study, the school was trialling the use of Putonghua as the MoI for the Chinese Language subject in one of the three P1 classes.

3.1.1 Classroom Discourse Data Analysis

In order to analyse what actually happens in different lessons taught in different MoIs, eight 35-minute long lessons were recorded and transcribed. 3 English MoI, 3 Putonghua MoI and 2 Cantonese MoI lessons were recorded. Details are shown in Table 3.1.

In terms of classroom discourse data analysis, Ellis and Barkhuizen's (2005) model was followed. This involves recording authentic data which are carefully transcribed, 'unmotivated looking', rather than pre-stated research questions, selecting a sequence of utterances characterising the actions/acts in the sequence, and describing and analyzing turn-taking, sequence organisation (including adjacency pairs) and repairs, and discussing any issues that arise. We paid particular attention to evidence of code-switching and co/trans-languaging, and the reasons for this. We also studied the ratio of student/teacher talk in each lesson, and how questions are used by teachers and students to facilitate teaching and learning.

3.1.2 Interviews

All together 13 staff in the school were interviewed: the school principal (Interview Protocol see Appendix 1), two English subject teachers (MoI: English), one PE subject teacher (MoI: English), one Visual Arts subject teacher (MoI: English), two General Studies subject teachers (MoI: Cantonese), two Chinese Language subject teachers teaching the Chinese Language subject (MoI Cantonese), two Chinese Language subject teachers teaching the Chinese Language subject (MoI Putonghua), and two Putonghua subject teachers (MoI: Putonghua). Ten students' parents were also interviewed, and their views on the school's trilingual education model were elicited.

Table 3.1 Information of recorded lessons in the pilot case study

Subject	MoI	Class grade
English Language	English	P6
Visual Arts	English	P4
Physical Education (PE)	English	P4
Putonghua (pronunciation)	Putonghua	P1
Chinese Language	Putonghua	P1
Chinese Language	Putonghua	P5
Chinese Language	Cantonese	P1
General Studies	Cantonese	P6

3.1.3 Questionnaire Survey

The questionnaire survey (Appendix 2) is mainly concerned with the students' perceptions of the trilingual education model in the school. Altogether 121 Primary 4 to Primary 6 students were surveyed (P4: 45, P5: 48, P6: 28). A five-point Likert scale was used (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The questionnaire items can be found in the data analysis section.

By employing this mix of classroom discourse analysis, questionnaire survey and interviews, the research seeks to answer the following questions:

- (1) How is the trilingual education model structured in the school?
- (2) What is the role of Cantonese in classes in which English or Putonghua is used as the MoI, and vice versa?
- (3) Is there any evidence of code-switching and co/trans-langaging and how is this used?
- (4) What languages are used to teach which subjects, when and why?
- (5) How successful is the school in creating trilingual and biliterate children?

The data analysis and discussions are presented in Chap. 4.

3.2 Survey of Hong Kong Primary School Principals

3.2.1 School Types in Hong Kong

There are three main types of schools in Hong Kong – government schools, aided schools and private schools (Information Services Department 2016). Government schools are operated and funded by the Government. They enrol local students, use the standard design school buildings, follow the local curriculum recommended by the Education Bureau (EDB) and prepare students for the local examinations. Aided schools receive full funding from the Government but are operated by non-profit-making voluntary bodies such as local charitable and religious organisations. They are administered in accordance with the Code of Aid and have to observe the conditions laid down in the service agreement signed with the EDB (Yung 2006, p. 99). These schools develop a school-based curriculum on the basis of the local curriculum prescribed by the EDB and prepare students for the local examinations as well. Like government schools, aided secondary schools need to follow “The Medium of Instruction Guidance for Secondary School” to select a suitable MoI (Yung 2006). Only children who are Hong Kong residents are accepted in government schools and aided schools. Primary and secondary education is free. The major difference between government schools and aided schools is financial autonomy, which in many ways also affects decision making and policy outcomes in individual schools (Information Services Department 2016; Yung 2006). Teachers of government schools are public service employees and therefore possess a relatively smaller

degree of freedom in deciding how money is spent. Though aided schools also receive funding from the government, they enjoy more freedom and flexibility. For example, they are allowed to appoint their own staff, including the principals and teachers and administrators according to the sponsoring body's own preferences (and this includes both religious affiliation and academic orientation) as long as they follow government regulations (Yung 2006).

All schools receiving government subsidies are required to participate in the Territory-wide System Assessment (TSA) at Primary 3, Primary 6 (implemented in alternate years starting from 2011) and Secondary 3 since 2004. The TSA provides schools with objective data on students' performances in the three subjects of Chinese Language, English Language and Mathematics at the end of the three key stages. The TSA is a low-stakes assessment and is not a tool for ranking and selection (http://www.info.gov.hk/gia/general/201404/11/P201404110467_print.htm). The TSA reports and school reports provide information about students' strengths and weaknesses against specific Basic Competencies at various key learning stages which help schools and teachers to identify students' learning difficulties.

Private schools are operated and funded in two ways. First, the Private Independent (primary and secondary) Schools (PIS) do not receive any subsidy from the government but are solely funded by individual providers/investors or education trust foundations. Second, the Direct Subsidy Scheme schools (DSS schools), introduced in 1988, are financed by their individual providers/investors or education trust foundations but at the same time are subsidised or assisted by the government under the Direct Subsidy Scheme (DSS), in the form of capital grants based on enrolment. They need to observe the conditions laid down for admission to the DSS scheme and in the service agreement signed with the EMB (Yung 2006, p. 99). However, they are allowed complete freedom with regard to curricula, fees and entrance requirements that is consistent with basic educational standard (Education Commission 1988; Yung 2006; British Council 2007). They need not adhere to government's centralised policies on school finance and curriculum design (Chan and Tan 2008; Education Commission 1988; Yung 2006). They can choose their own students without district or regional constraints and set up their own admission examinations (Yung 2006, p. 107). They mainly follow the local curriculum but are free to design their own curriculum targeting in preparing students to sit for both local examinations and non-local examinations. Moreover, they are free to choose the MoI (Education Commission 1988; Yung 2006). Most significantly, they can charge fees, with the additional income being invested in staff and facilities (British Council 2007, p. 4).

Apart from the three main types of schools mentioned above, there are also 51 international schools (including 15 schools operated by the English Schools Foundation (ESF)), offering non-local curricula mainly to children of overseas families residing in Hong Kong (Information Services Department 2016). ESF schools initially aimed to provide an affordable English medium education to those not proficient in Chinese. Today, many local students are enrolled in ESF schools, as their parents have decided that they want their children to be taught through the medium of English.

In this study, we only surveyed government schools, aided schools and DSS schools.

3.2.2 Survey Questionnaire to Hong Kong Primary School Principals

As explained earlier, there are no clear guidelines on how trilingual education should be implemented effectively in primary schools (Wang and Kirkpatrick 2013). To better understand how trilingual education is implemented in Hong Kong primary schools, we designed and sent a survey questionnaire (Appendix 3) to all the 474 primary schools in Hong Kong in late February 2014. These included all the 34 government schools (7.2%), all the 420 aided schools (88.6%) and all the 20 DSS schools (4.2%) as shown in Table 3.2.

The Principal of each surveyed school was invited to complete the questionnaire. The questionnaire was designed to find out how the ‘biliterate’ and ‘trilingual’ language policy was implemented in Hong Kong primary schools and demographic information was also gathered. Various types of questions were included in the questionnaire, for instance, contingency questions, matrix questions, closed questions such as yes/no questions and multiple choice questions, and open-ended questions. An example of a matrix question is that five aspects of students’ proficiency level in Cantonese, Putonghua, Spoken English, Written Chinese and Written English are compared across five levels: Well above average, Slightly above average, Average, Slightly below average and Much below average. Altogether 155 schools responded to the survey, representing a response rate of 32.7%.

The findings of this study provide an overall picture of the current situation of trilingual education implementation in Hong Kong primary schools. Some patterns have been identified. The data analysis and discussions will be presented in Chap. 5.

As some questions remained unanswered following the data analysis of this part of the study, follow-up case studies in selected primary schools were undertaken. Questions we sought to answer included:

Table 3.2 Distribution (out) and collection (in) of the questionnaires in each category (return rates)

School type	HK Island		Kowloon		New territories		Total	
	Out	In (%)	Out	In (%)	Out	In (%)	Out	In (%)
Aided School	58	18 (31.03%)	119	40 (33.61%)	243	87 (35.8%)	420	145 (34.52%)
DSS School	4	3 (75%)	7	2 (28.57%)	9	1 (11.11%)	20	6 (30%)
Government School	11	1 (9.09%)	13	1 (7.69%)	10	2 (20%)	34	4 (11.76%)
Total	73	22 (30.14%)	139	43 (30.94%)	262	90 (34.35%)	474	155 (32.7%)

- (1) What was the rationale behind adopting different MoIs in teaching different subjects?
- (2) Do the origins of students affect the MoI policies in schools?
- (3) Are there conflicts between the school's language policies and teachers' real practices in the classroom?
- (4) What is the real picture of code-switching between different languages in real classrooms?
- (5) What are teachers', students' and parents' views towards trilingual education?
- (6) How confident are students themselves in achieving good proficiency in the three languages when they graduate?

We hoped that the findings from the case studies would allow us to propose a trilingual education model that would suit most schools.

3.3 Case Studies

3.3.1 Information of the Three Researched Schools

3.3.1.1 School A

A co-educational school established in 1967, School A is located on Hong Kong Island. It was initially a CMI school in which all subjects, apart from English Language subject, were taught in Cantonese. In September 2008, the language policy regarding the use of MoI in the Chinese Language subject changed: Putonghua became the MoI for the Chinese Language subject. The school is unusual in that it attracts a large number of international students. In the 2014–2015 school year, 271 students were enrolled comprising 23 nationalities, including Chinese (including Hongkongers, Mainlanders and Taiwanese), Filipino, British, Canadian, Indian, Nepalese, American, Australian, French, Japanese, Thai, Egyptian, Indonesian, Pakistani, Cameroonian, Singaporean, Sri Lankan, Venezuelan, Spanish, Swiss, German, Dutch, and Nigerian. In order to help the students to strengthen their bi-literacy and tri-lingualism, the school implemented its own school-based Internationalised Curriculum (I.C.) in the academic year 2011–2012. The I.C. is based on the structure of the Hong Kong Primary Curriculum, set by the EDB Curriculum Development Institute. Table 3.3 shows the MoI policies of School A.

3.3.1.2 School B

School B is another co-educational school, which is the first “through-train” mode whole day primary school in Tung Chung, the New Territories. Aided or government primary and secondary schools implementing the “through-train” have the same philosophy and aspiration for education and strive to enhance continuity in primary and secondary education. Moreover, a P6 pupil of a “through-train” school

Table 3.3 Official MoI policies of School A

Subject	Medium of Instruction (MoI)
Chinese Language	Putonghua
English Language	English
Putonghua (not offered as a subject)	N.A.
Mathematics	English (P2-P4) (P1) English mainly, supplemented by Cantonese (P5)Cantonese mainly, supplemented by English (P6) One group in English and another group in Cantonese
General Studies	English (P1) English mainly, supplemented by Cantonese (P2-P4) Cantonese (P5) Half English and half Cantonese (P6)
Visual Arts, Music, Physical Education & Computing	English mainly, supplemented by Cantonese (P1-P4) Cantonese mainly, supplemented by English (P5-P6)

Table 3.4 Official MoI policies of School B

Subject	Medium of Instruction (MoI)
Chinese Language	Cantonese
English Language	English
Putonghua	Putonghua
Mathematics	Cantonese mainly, supplemented by English (P1-P3) Cantonese (P4-P6)
General Studies	Cantonese
Visual Arts, Music, Physical Education & Computing	Cantonese

may proceed directly to its linked secondary school without going through the central allocation process. (<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/through-train/introduction.html>).

This school was established in September 2000. Putonghua was used as the MoI in the teaching of the Chinese Language subject until September 2008. After seeing the ineffectiveness of using PMI in the teaching of the Chinese Language subject, the school decided to replace Putonghua by Cantonese as the MoI for the Chinese Language subject. Table 3.4 shows the MoI policies of School B.

Table 3.5 Official MoI policies of School C

Subject	Medium of Instruction (MoI)
Chinese Language	Putonghua (P1-P4)
	Cantonese (P5-P6)
English Language	English
Putonghua	Putonghua
Mathematics	Cantonese
General Studies	Cantonese
Visual Arts, Music, Physical Education & Computing	Cantonese

Table 3.6 Demographic information of the researched schools

Area	School code	Origins of students			
		Local Hongkongers	Mainlanders	Come from a South Asian area	Come from other areas
Hong Kong Island	A	51%	2%	10%	37%
New Territories	B	67.4%	6.8%	21.8%	4%
Kowloon	C	100%			

3.3.1.3 School C

Located in Kowloon, School C is a single-sex boys' school. It has a long history as it was established in 1930. The language policy in the school has changed several times throughout the years. In 1972, Cantonese was the medium of instruction. Today Putonghua is the MoI for the Chinese Language subject for P1-P4, and Cantonese is used for P5-P6. Table 3.5 shows the MoI policies of School C.

Demographic information of each school is shown in Table 3.6.

3.3.2 Data Collection

A multi-modal approach for the case study was adopted so as to obtain as complete a picture of each setting as possible. Our data came from interviews with teaching staff and parents, focus group interviews with students, classroom discourse data analysis, a student questionnaire survey, teachers' reflections, and ethnographic field research data analysis (only applicable to School A).

3.3.2.1 Interviews with Teaching Staff and Parents

Interviews were conducted with teaching staff including the school principals, the subject panel chairs and subject teachers (Interview Protocol see Appendix 4). The interviews with school principals, which focused on the rationale behind the present trilingual education model implemented in the school and the extent of the success of the model, were conducted in Cantonese and each one lasted for one hour. The interviews were translated/transcribed into English. We also interviewed thirty-three teachers in the three schools. These interviews were conducted in Cantonese and were translated/transcribed into English. Each interview lasted for about half an hour. Table 3.7 summarises this information.

In addition, 31 parents (ten from both School A and School B and eleven from School C) were interviewed (Interview Protocol see Appendix 5) and each interview lasted for about 20–25 min. Cantonese was used when interviewing local parents, Putonghua was used for parents from the Mainland and English was used for overseas parents. All the interviews conducted in Chinese were translated/transcribed into English.

3.3.2.2 Classroom Discourse Data Analysis

We recorded and transcribed a total of 30 lessons in the case study schools so as to analyse what actually happens in different lessons taught in different MoIs. Each lesson lasted for 35 min. Tables 3.8, 3.9 and 3.10 summarise the recorded lessons in each school.

Table 3.7 Information of the teacher interviewees in the researched schools

Subject	School A		School B		School C	
	Panel chair	Subject teacher	Panel chair	Subject teacher	Panel chair	Subject teacher
Chinese Language	✓	✓✓	✓	✓	✓	✓
English Language	✓	✓	✓	✓	✓	✓
Putonghua	N.A.	N.A.	✓		✓	✓
Mathematics	✓*		✓		✓	
General Studies	✓		✓		✓	
Visual Arts	✓		✓		✓	
Music	✓*		✓		✓	
Physical Education	✓		✓		✓	
Computing	✓		✓		✓	
Total	10		11		12	

*The panel chair of the Mathematics subject and the Music subject is the same teacher

Table 3.8 Information of the recorded lessons in School A

Subject	MoI	Class grade
Chinese Language	Putonghua	P1
Chinese Language	Putonghua	P6
English Language	English	P2
English Language	English	P5
Mathematics	English mainly, supplemented by Cantonese	P4
Mathematics	Cantonese mainly, supplemented by English	P5
General Studies	English	P1
General Studies	Half in English and half in Cantonese	P6
Visual Arts	English	P4
Music	English mainly, supplemented by Cantonese	P2
Physical Education	English mainly, supplemented by Cantonese	P1
Computer	English mainly, supplemented by Cantonese	P4

Table 3.9 Information of the recorded lessons in School B

Subject	MoI	Class grade
Chinese Language	Cantonese	P3
English Language	English	P1
English Language	English	P5
Putonghua	Putonghua	P2
Mathematics	Cantonese and English	P3
Mathematics	Cantonese	P6
General Studies	Cantonese	P5
Visual Arts	Cantonese	P4
Music	Cantonese and English	P2
Physical Education	Cantonese	P6
Computer	Cantonese	P6

Table 3.10 Information of recorded lessons in School C

Subject	MoI	Class grade
Chinese Language	Putonghua	P2
Chinese Language	Cantonese	P5
English Language	English	P1
English Language	English	P5
Putonghua	Putonghua	P3
Putonghua	Putonghua	P6
General Studies	Cantonese	P1

In terms of classroom discourse data analysis, Ellis and Barkhuizen's (2005) model was followed in the same way as described above.

3.3.2.3 Teachers' Reflections

Boud et al. (1985) view reflection as employing “intellectual and affective abilities in which individuals engage to explore their experiences in order to achieve new understandings and appreciations” (p. 19). Therefore, reflective teachers think of the problems in their own teaching practices and consciously consider how those problems are related to their educational and social contexts. In this study, we asked teachers to reflect on their performance on the lessons we recorded. We asked them to fill in the “Reflection Form” (Appendix 6) focussing on the following issues:

- (1) The MoI the teacher used in the lesson;
- (2) The language students used when they interacted with the teacher;
- (3) The language students used when they interacted with peers;
- (4) Teacher’s self-evaluation of the use of the MoI in conducting the lesson;
- (5) The existence of code-switching by the teacher and students during the lesson and the reasons for this; and
- (6) The consideration of making use of other MoI(s) in the lesson as a supplement to facilitate students’ trilingual development.

3.3.2.4 Questionnaire Survey

A 5-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) questionnaire survey in Chinese and English (Appendix 7) was designed to collect students’ perceptions of the trilingual education model in the school. 405 P4 to P6 students in the three schools completed the survey questionnaire (71 students from School A, 141 from School B and 193 from School C).

3.3.2.5 Focus Group Interviews

The focus group interview is a research technique that “collects data through group interaction on a topic determined by the researcher. In essence, it is the researcher's interest that provides the focus, whereas the data themselves come from the group interaction” (Morgan 1997, p. 6). We employed Students’ Focus Group Interviews to collect the students’ views on the trilingual education model implemented in the schools. One student Focus Group Interview was conducted in each of the three schools. In each Focus Group, there were 8–10 P4-P6 student interviewees. The Focus Group Interviews were conducted in Cantonese in School B and School C, while mixed code was used in School A. In total, 27 students were interviewed (eleven from School A, eight from School B and eight from School C) and each Focus Group Interview lasted for about an hour. The Focus Group Interviews were translated/transcribed into English.

3.3.2.6 Ethnographic Field Research Data Analysis

Ethnographic studies support a qualitative approach, comprising extended participant observation periods and ethnographic interviews (Christensen 2011; Creswell 2013), in which researchers investigate and interpret the meaning of values, behaviours, thought processes, customs, the interactions of members, and the communal language in a shared culture (Harris 1968). In ethnography, data collection is primarily through fieldwork (Whitehead 2005). Wolcott (2005) defines fieldwork as a form of inquiry that requires a researcher to be immersed personally in the ongoing social activities of some individual or group carrying out the research. Ethnographic research always involves face-to-face contact between the ethnographer and the community of study (Schensul et al. 1999). Therefore, ethnographic field research involves first hand participation in some initially unfamiliar social worlds and the production of written accounts of that world by drawing upon such participation (Emerson et al. 1995). We only conducted ethnographic research in School A, in which the ethnographer observed how the three languages were used in two events on campus: the school Morning Assembly on 3 February, 2015 from 8:00 to 8:30a.m., and the Prize-giving Ceremony and the 2nd Annual General Meeting of the 8th Parents-teacher Association held on 14 February, 2015 from 10:00a.m. to 12 noon. In addition, the project research assistant who acted as an ethnographer attended the school's 14th Parent-child Sports Day held in the Aberdeen Sports Ground on 19 March, 2015 from 2:00 to 4:30p.m. The ethnographer also took photos of signs and bulletin board displays written in a variety of languages.

The case-study data therefore came from a variety of sources, namely classroom discourse data, interviews with teaching staff and parents, student focus group interviews, student questionnaire survey, and teachers' reflection, and an ethnographic study conducted in School A. The findings from the three case studies will be presented in Chaps. 6, 7 and 8.

Appendices

Appendix 1

A Case Study of Trilingual Education in a Hong Kong Primary School HKIED IRG Project (2010–2011)

Interview with the School Principal

- 1) Is trilingual education one of the School Missions? Why? (Mission from where? Government policy? Personal aim?)
- 2) How is the trilingual education model structured? (When to start using English as MOI in what subjects? When to start using Putonghua as MOI for Chinese

class? What is the role of Cantonese in classes in which English or Putonghua is used as the MOI, and vice versa? What are the rationales behind?)

- 3) How many class hours are devoted to each of the three languages? What variations exist across different grades? What are the reasons for the variations?
- 4) Why has P4 been chosen as the starting point for teaching Chinese in Putonghua? Are there any noticed advantages of using Putonghua as MOI? Is any specific preparation needed for the students?
- 5) What kinds of qualifications do teachers need to have to teach subjects using English or Putonghua? (e.g. Types of degrees, English proficiency test results, Putonghua proficiency test results, etc.)
- 6) What kinds of changes have been made to implement trilingual education?
e.g. change of administrative procedures?

change of school curriculum

change of class schedule

change of teaching materials (textbook etc.)

change of assessment (methods, exam content, standardised exit language tests, etc.)

- 7) Any difficulties met in the process?
- 8) What are the implications of trilingual education in the school? What is your overall evaluation of the effectiveness of this model? What do you think about students' language proficiency level when they graduate? Any language proficiency benchmark tests before graduation?

Appendix 2

Survey on the Trilingual Education Model in the XXX Primary School 關於香港XXX小學三語教學模式的問卷調查

Please put a √ in the appropriate box. 請在適當的空格內打√。

No.	Question 問題	Strongly Agree 完全同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly Disagree 完全不同意
1	I find it appropriate to start using Putonghua to study the Chinese subject in P4. 我覺得從小四開始用普通話學習中文科目很合適。					
2	I feel comfortable studying the Visual Arts subject using English. 用英文作為教學語言學習視覺藝術課程對我來說很容易。					
3	I feel comfortable studying the Physical Education subject using English. 用英文作為教學語言學習體育課程對我來說很容易。					
4	I find it appropriate using Cantonese as the major language for communication in the school. 我覺得用廣東話作為學校內的主要交流語言很合適。					
5	I enjoy the trilingual education model implemented in the school. 我喜歡學校的三語教學模式。					
6	I feel comfortable switching from one language to another when studying different subjects in the school. 在學校學習不同科目時在三種語言間轉換對我來說很容易。					
7	I find myself code-switch between English and Cantonese regularly during the study of the English subject. 我在學習英文科目時經常混用英文和廣東話。					
8	I find myself code-switch between Cantonese and Putonghua regularly during the study of the Chinese subject. 我在學習中文科目時經常混用普通話和廣東話。					
9	I find code-switching in different subjects useful for my language development in general. 總的來說,我覺得在學習不同科目時混用不同語言有助於我的語言能力發展。					
10	I am happy with my progress in the study of written English. 我對自己對書面英文的學習的進展感到滿意。					
11	I am happy with my progress in the study of written Chinese 我對自己對書面中文的學習的進展感到滿意。					

12	I am happy with my progress in the study of spoken English. 我對自己對英文口語的學習的進展感到滿意。					
13	I am happy with my progress in the study of spoken Cantonese. 我對自己對廣東話口語的學習進展感到滿意。					
14	I am happy with my progress in the study of spoken Putonghua. 我對自己對普通話口語的學習進展感到滿意。					
15	I am confident that when I graduate I will achieve good proficiency in written English. 我很有信心在小學畢業時書面英文達到較高的水準。					
16	I am confident that when I graduate I will achieve good proficiency in written Chinese. 我很有信心在小學畢業時書面中文達到較高的水準。					
17	I am confident that when I graduate I will achieve good proficiency in spoken English. 我很有信心在小學畢業時英文口語達到較高的水準。					
18	I am confident that when I graduate I will achieve good proficiency in spoken Cantonese. 我很有信心在小學畢業時廣東話口語達到較高的水準。					
19	I am confident that when I graduate I will achieve good proficiency in spoken Putonghua. 我很有信心在小學畢業時普通話口語達到較高的水準。					

Thanks for your participation. 謝謝您的參與。

Appendix 3

Survey on Trilingual Education in Hong Kong Primary Schools

有關香港小學三語教育的問卷調查

(Please tick ✓ any of the appropriate boxes 請在任何適合的空格內加✓號)

1. Your school is in 貴校位於: HK Island 港島 Kowloon 九龍 N.T. 新界

2. Please specify the rough percentage of students in your school who

請填寫貴校學生來源的大概百分比

are local Hongkongers 香港本地人	come from Mainland China 來自內地	come from a South Asian area 來自南亞地區	come from other areas 來自其它地區
%	%	%	%

3. What are the school policies regarding the use of the Medium of Instruction (MOI) in different subjects?

學校針對不同科目採用何種教學語言有哪些政策？

Subject 科目	Language(s) used as MOI(s) 所使用的教學語言
Chinese 中文	<input type="checkbox"/> Cantonese 廣東話 <input type="checkbox"/> Putonghua 普通話 <input type="checkbox"/> In junior grades, Cantonese is used as MOI; in senior grades, Putonghua is used 低年級使用廣東話為教學語言，高年級使用普通話為教學語言 <input type="checkbox"/> In the same grade, some classes use Cantonese as MOI, others use Putonghua 在同一年級，一些班別使用廣東話為教學語言，另一些班別使用普通話 <input type="checkbox"/> Teachers may switch between the two languages in class 老師上課時兩種語言可以轉換使用
English 英文	<input type="checkbox"/> English (almost 100%) 英文（幾乎100%） <input type="checkbox"/> Other than English, teachers may use Cantonese subject to teaching and learning needs 除了英文，老師可因應教學需要加插廣東話 <input type="checkbox"/> In junior grades, both English and Cantonese can be used as MOIs; in senior grades, only English can be used as MOI 低年級可同時使用英文和廣東話教學，高年級只使用英文教學
Putonghua 普通話	<input type="checkbox"/> Putonghua (almost 100%) 普通話（幾乎100%） <input type="checkbox"/> Putonghua mainly, supplemented by Cantonese 普通話為主，輔以廣東話 <input type="checkbox"/> In junior grades, both Putonghua and Cantonese can be used as MOIs; in senior grades, only Putonghua can be used as MOI 低年級可同時使用普通話和廣東話教學，高年級只使用普通話教學
Mathematics 數學	<input type="checkbox"/> Cantonese (almost 100%) 廣東話（幾乎100%） <input type="checkbox"/> Putonghua (almost 100%) 普通話（幾乎100%） <input type="checkbox"/> English (almost 100%) 英文（幾乎100%） <input type="checkbox"/> Cantonese mainly, supplemented by Putonghua 廣東話為主，輔以普通話 <input type="checkbox"/> Cantonese mainly, supplemented by English 廣東話為主，輔以英文 <input type="checkbox"/> Putonghua mainly, supplemented by Cantonese 普通話為主，輔以廣東話 <input type="checkbox"/> Putonghua mainly, supplemented by English 普通話為主，輔以英文 <input type="checkbox"/> English mainly, supplemented by Cantonese 英文為主，輔以廣東話 <input type="checkbox"/> English mainly, supplemented by Putonghua 英文為主，輔以普通話

<p>General Studies 常識</p>	<p><input type="checkbox"/>Cantonese (almost 100%) 廣東話 (幾乎100%) <input type="checkbox"/>Putonghua (almost 100%) 普通話 (幾乎100%) <input type="checkbox"/>English (almost 100%) 英文 (幾乎100%) <input type="checkbox"/>Cantonese mainly, supplemented by Putonghua 廣東話為主, 輔以普通話 <input type="checkbox"/>Cantonese mainly, supplemented by English 廣東話為主, 輔以英文 <input type="checkbox"/>Putonghua mainly, supplemented by Cantonese 普通話為主, 輔以廣東話 <input type="checkbox"/>Putonghua mainly, supplemented by English 普通話為主, 輔以英文 <input type="checkbox"/>English mainly, supplemented by Cantonese 英文為主, 輔以廣東話 <input type="checkbox"/>English mainly, supplemented by Putonghua 英文為主, 輔以普通話</p>
<p>Visual Arts 視覺藝術</p>	<p><input type="checkbox"/>Cantonese (almost 100%) 廣東話 (幾乎100%) <input type="checkbox"/>Putonghua (almost 100%) 普通話 (幾乎100%) <input type="checkbox"/>English (almost 100%) 英文 (幾乎100%) <input type="checkbox"/>Cantonese mainly, supplemented by Putonghua 廣東話為主, 輔以普通話 <input type="checkbox"/>Cantonese mainly, supplemented by English 廣東話為主, 輔以英文 <input type="checkbox"/>Putonghua mainly, supplemented by Cantonese 普通話為主, 輔以廣東話 <input type="checkbox"/>Putonghua mainly, supplemented by English 普通話為主, 輔以英文 <input type="checkbox"/>English mainly, supplemented by Cantonese 英文為主, 輔以廣東話 <input type="checkbox"/>English mainly, supplemented by Putonghua 英文為主, 輔以普通話</p>
<p>Music 音樂</p>	<p><input type="checkbox"/>Cantonese (almost 100%) 廣東話 (幾乎100%) <input type="checkbox"/>Putonghua (almost 100%) 普通話 (幾乎100%) <input type="checkbox"/>English (almost 100%) 英文 (幾乎100%) <input type="checkbox"/>Cantonese mainly, supplemented by Putonghua 廣東話為主, 輔以普通話 <input type="checkbox"/>Cantonese mainly, supplemented by English 廣東話為主, 輔以英文 <input type="checkbox"/>Putonghua mainly, supplemented by Cantonese 普通話為主, 輔以廣東話 <input type="checkbox"/>Putonghua mainly, supplemented by English 普通話為主, 輔以英文 <input type="checkbox"/>English mainly, supplemented by Cantonese 英文為主, 輔以廣東話 <input type="checkbox"/>English mainly, supplemented by Putonghua 英文為主, 輔以普通話</p>
<p>Physical Education 體育</p>	<p><input type="checkbox"/>Cantonese (almost 100%) 廣東話 (幾乎100%) <input type="checkbox"/>Putonghua (almost 100%) 普通話 (幾乎100%) <input type="checkbox"/>English (almost 100%) 英文 (幾乎100%) <input type="checkbox"/>Cantonese mainly, supplemented by Putonghua 廣東話為主, 輔以普通話 <input type="checkbox"/>Cantonese mainly, supplemented by English 廣東話為主, 輔以英文 <input type="checkbox"/>Putonghua mainly, supplemented by Cantonese 普通話為主, 輔以廣東話 <input type="checkbox"/>Putonghua mainly, supplemented by English 普通話為主, 輔以英文 <input type="checkbox"/>English mainly, supplemented by Cantonese 英文為主, 輔以廣東話 <input type="checkbox"/>English mainly, supplemented by Putonghua 英文為主, 輔以普通話</p>
<p>IT/Computer 資訊科技 / 電腦</p>	<p><input type="checkbox"/>Cantonese (almost 100%) 廣東話 (幾乎100%) <input type="checkbox"/>Putonghua (almost 100%) 普通話 (幾乎100%) <input type="checkbox"/>English (almost 100%) 英文 (幾乎100%) <input type="checkbox"/>Cantonese mainly, supplemented by Putonghua 廣東話為主, 輔以普通話 <input type="checkbox"/>Cantonese mainly, supplemented by English 廣東話為主, 輔以英文 <input type="checkbox"/>Putonghua mainly, supplemented by Cantonese 普通話為主, 輔以廣東話 <input type="checkbox"/>Putonghua mainly, supplemented by English 普通話為主, 輔以英文 <input type="checkbox"/>English mainly, supplemented by Cantonese 英文為主, 輔以廣東話 <input type="checkbox"/>English mainly, supplemented by Putonghua 英文為主, 輔以普通話</p>

4. The total number of periods per week/cycle for each subject 每門科目每星期/循環周的上課節數:

Subject 科目	No. of periods per week/cycle 每星期/循環周的上課節數
Chinese Language 中文	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
English Language 英文	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
Putonghua 普通話	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
Mathematics 數學	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
General Studies 常識	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
Visual Arts 視覺藝術	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
Music 音樂	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
Physical Education 體育	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
IT/Computer 資訊科技/電腦	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10

Please specify the length of each period 請寫明每節課長度為：_____ minutes 分鐘

5. Compared with other primary schools in Hong Kong, how would you rate your school's graduates' proficiency level in the three languages based on their language benchmark test results before graduation? (Please tick the boxes) 與其它香港小學比較，根據貴校學生畢業前語言基準試的成績，您如何評價貴校畢業生三種語言的能力？（請在相應空格內加✓號）

Language 語言	Well Above Average 大大高於平均水準	Slightly Above Average 稍高於平均水準	About Average 達平均水準	Slightly Below Average 稍低於平均水準	Much Below Average 大大低於平均水準
Cantonese 廣東話					
Putonghua 普通話					
Spoken English 英文口語					
Written Chinese 書面中文					
Written English 書面英文					

6. Do different subject teachers using the same MOI collaborate across subjects? 任教不同科目但採用同一教學語言的老師有進行跨科目的教學合作嗎？

6.1 Collaboration between different subject teachers using English as the MOI 用英文作為教學語言的不同科目的老師間的合作： Yes 有 No 沒有

If yes, please give examples of collaboration 如有，請舉例說明：

6.2 Collaboration between different subject teachers using Putonghua as the MOI 用普通話作為教學語言的不同科目的老師間的合作：
 Yes 有 No 沒有
 If yes, please give examples of collaboration 如有，請舉例說明:

6.3 Collaboration between different subject teachers using Cantonese as the MOI 用廣東話作為教學語言的不同科目的老師間的合作：
 Yes 有 No 沒有
 If yes, please give examples of collaboration 如有，請舉例說明:

7. What are the difficulties encountered during the implementation of trilingual education? (Please tick✓). 實施三語教育過程中，學校遇到了哪些方面的困難？（請加✓號）

- curriculum design 課程設計 class scheduling 課時編排
- choosing textbooks/teaching materials 課本/教材選擇
- making assessment arrangements 測試安排
- finding qualified and suitable teaching staff 找到既符合資格又合適的師資
- students' low level of Putonghua standards 學生的普通話水準較低
- students' low level of English standards 學生的英文水準較低
- students' low motivation in trilingual learning 學生對三語學習的積極性較低
- teachers' low motivation in trilingual teaching 教師對三語教學的積極性較低
- other (please specify) 其它（請列明）：

8. If your school wishes to receive the final report of this survey, and/or participate in a detailed case study about trilingual education in the 2014-15 academic year, please fill in the information below: 如貴校希望將來收到是次調查的最終報告，和/或有意於2014-15學年參加有關三語教育的更詳盡的個案研究，請填寫以下聯絡資料：

School Name 學校名稱: _____

Name of contact person 聯絡人姓名: _____

Contact number 聯絡人電話: _____

Email address 聯絡人電郵地址: _____

- We wish to receive the final report of this survey. 我們希望將來收到是次調查的最終報告。
- We wish to participate in the case study of the project. 我們有意參加這項計劃的個案研究。

End of questionnaire. Many thanks! 問卷結束，多謝！

Appendix 4

A Case Study of Trilingual Education in a Hong Kong Primary School UGC GRF Project (2014–2015)

Interviews with English Panel and one English Language subject teacher teaching english using english

- 1) Is English the only language used in class (by both teacher and students) in English Language lessons? Do students code-switch between English and Cantonese or co-langaging in class? What is your view on code-switching/co-langaging? Do you find it harmful or helpful to students' English language learning?
- 2) What teaching materials do you use in class? Are they different from those used in other schools? If yes, what are the differences?
- 3) What kind of assessment strategies do you use? Are there benchmark English tests?
- 4) What is your opinion on using Cantonese as the major language for communication in the school?
- 5) What do you think of your students' English language proficiency?
- 6) How confident are students in your school in achieving good language proficiency level in English after completing primary education?
- 7) Is it appropriate for your school to use English to teach other subjects? What is your view?
- 8) Do you collaborate with other subject teachers in order to improve students' English proficiency? If yes, how?

A Case Study of Trilingual Education in a Hong Kong Primary School 三語教育在香港小學實施情況的個案研究 UGC GRF Project (2014–2015)

Interviews with Chinese Language subject Panel and/or one Chinese Language subject teacher teaching the Chinese Language subject using Putonghua

- 1) What is your view on using Putonghua to teach the Chinese Language subject? What are the advantages of using Putonghua to teach the subject? Is there any specific preparation need for the students and teachers? 您是怎麼理解用普通話教中文這種教學模式的?用普通話教中文有哪些優勢?學生和老師需要對普教中做特別準備嗎?
- 2) Are there any difficulties/problems using Putonghua to teach the Chinese Language subject? What are they? 您在用普通話教中文的時候會否遇到困難或問題?具體有哪些困難和問題?
- 3) What teaching materials do you use in class? Are they different from those used in Chinese language lessons taught in Cantonese? 您在授課的時候採用什麼教材?那些教材是否與用粵語教授中文的教材不同?

- 4) Is Cantonese allowed in the class? What is your view on the role of Cantonese in your class, and in the school as a whole? 在您的中文課上可以使用粵語嗎?粵語在您的課堂上扮演什麼樣的角色?在整個學校粵語又扮演著什麼樣的角色?
- 5) What kinds of assessment strategies do you use? Are they different because of using Putonghua rather than Cantonese as the Medium of Instruction (MOI)? 您用哪些評估策略來評價中文教學效果? 評估策略是否會因為用普通話而不是粵語作為教學語言(MOI)而有所不同呢?
- 6) What is your view on using Cantonese as the major language for communication in the school? 您對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 7) What do you think of your students' Chinese language proficiency? Has the use of Putonghua as the MOI made a positive impact on the enhancement of students' language proficiency? In what ways? 您覺得您的學生中文水準如何? 用普通話作為教學語言(MOI)是否對學生產生了積極的影響並提高了學生們的中文水準?具體體現在那些方面?
- 8) How confident are students in your school in achieving good language proficiency level in written Chinese and Putonghua after completing primary education? 您的學生是否很有信心在小學畢業時書面中文及普通話將達到較高的水準?
- 9) Do you collaborate with different subject teachers using Putonghua as MOI in order to improve students' proficiency in Putonghua? If yes, how? 您有沒有和其他採用普通話為教學語言的科目老師合作以提高學生普通話的水準?如有, 是採取甚麼措施?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with Chinese Language subject Panel and / or one Chinese Language subject teacher teaching the Chinese Language subject using Cantonese

- 1) What is your view on using Cantonese to teach the Chinese Language subject? What are the advantages of using Cantonese to teach the subject?
您是怎麼理解用粵語教中文這種教學模式的?用粵語教中文有哪些優勢?
- 2) Are there any difficulties/problems using Cantonese to teach the Chinese Language subject? What are they?
您在用粵語教中文的時候會不會遇到困難或問題?具體有哪些困難和問題?
- 3) What teaching materials do you use in class? Are they different from those used in Chinese Language lessons taught in Putonghua?
您在授課的時候採用什麼教材?那些教材是否與用普通話教授中文的教材不同?
- 4) Is Putonghua allowed in the class? What is your view on the role of Putonghua in your class. What role do you think Cantonese should play in the school as a whole?
在您的中文課上可以使用普通話嗎?普通話在您的課堂上扮演什麼樣的角色?您認為在整個學校粵語應該扮演什麼樣的角色?

- 5) What kinds of assessment strategies do you use? Are they different because of using Cantonese other than Putonghua as the Medium of Instruction (MOI)?
您用哪些評估策略來評價中文教學效果? 評估策略是否會因為用粵語而不是普通話作為教學語言(MOI)而有所不同呢?
- 6) What is your view on using Cantonese as the major language for communication in the school?
您對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 7) What do you think of your students' Chinese language proficiency? Has the use of Cantonese as the MOI made a positive impact on the enhancement of students' language proficiency? In what ways?
您覺得您的學生中文水準如何?用粵語作為教學語言(MOI)是否對學生產生了積極的影響並提高了學生們的中文水準?具體體現在那些方面?
- 8) How confident are students in your school in achieving good language proficiency level in written Chinese and Cantonese after completing primary education?
您的學生是否很有信心在小學畢業時書面中文及廣東話將達到較高的水準?
- 9) Do you collaborate with different subject teachers using Cantonese as MOI in order to improve students' proficiency in Chinese? If yes, how?
您有沒有和其他採用廣東話為教學語言的科目老師合作以提高學生中文的水準?如有, 是採取甚麼措施?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with Putonghua subject Panel and one Putonghua subject teacher teaching Putonghua subject using Putonghua

- 1) What is your view on the role of Putonghua and Cantonese in the school? Should Putonghua be used more in subject teaching over Cantonese? Why or why not?
您是如何看待普通話和粵語在學校教學中的作用? 在各科教學中是否應該更多採用普通話而不是粵語教學?為什麼?
- 2) What is your view on using Putonghua to teach the Chinese Language subject? What are the advantages of using Putonghua to teach the Chinese Language subject?
您對用普通話教中文科目持怎樣的態度?您覺得用普通話教中文有優勢嗎?有哪些優勢?
- 3) Is Cantonese allowed in your class? What is your view on the role of Cantonese in your class?
在您的普通話課上可以使用粵語嗎?您覺得粵語在您的課堂上能發揮什麼作用?
- 4) What do you think of your students' Putonghua proficiency? Has the use of Putonghua as the MOI of Chinese Language lessons made a positive impact on the enhancement of students' Putonghua proficiency? Has students' Cantonese proficiency suffered because of this?

您覺得您的學生普通話水準如何?在中文科用普通話作為教學語言(MOI)是否對學生產生了積極的影響並提高了學生的普通話水準?學生的粵語水準是否因為普通話教學而受到負面影響?

- 5) How confident are students in your school in achieving good language proficiency level in Putonghua after completing primary education?
您的學生是否很有信心在小學畢業時普通話將達到較高的水準?
- 6) What is your view on using Cantonese as the major language for communication in the school?
您對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 7) Do you collaborate with different subject teachers using Putonghua as MOI in order to improve students' proficiency in Putonghua? If yes, how?
您有沒有和其他採用普通話為教學語言的科目老師合作以提高學生普通話的水準?如有,是採取甚麼措施?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with Mathematics Panel

- 1) What is your view on using Cantonese as the major language for communication in the school?
您對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 2) Is Cantonese the only language used in your class (by both teacher and students)? Do students use English or Putonghua sometimes? If yes, what is your view on code-switching/co-linguaging?
粵語是否是您課堂上使用的唯一語言(學生和老師雙方都使用粵語)?學生有時候會不會用英文或者普通話?如果是, 您對這種交替使用不同語言的態度有甚麼看法?
- 3) Does English appear in your teaching materials? If yes, what are the reasons? Is it necessary?
您的教學資料中會否出現英文?如果是, 您覺得為什麼會有英文?有這個必要嗎?
- 4) What do you think of your students' Cantonese proficiency? Are the students Having difficulty following this subject because of low Cantonese proficiency? If yes, how do you help them?
您覺得您學生的粵語水準怎樣?有沒有同學因為粵語水準有限而影響到學習的進度?如果有這種情況, 您是怎麼幫助他們解決困難的?
- 5) What is your view on using Cantonese as the main MOI in the school in most subjects? Do you think this is good, or do you think Mathematics and more subjects should be taught in English/Putonghua, or use Cantonese mainly, supplemented by English/Putonghua? Why?
您是怎麼看待貴校以粵語為主要教學語言教授大部分科目這個現象?您覺得這很好, 還是希望數學科或更多的科目將來都用英語或者普通話教授、或以廣東話為主, 輔以英文/普通話?為什麼?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with General Studies Panel

- 1) What is your view on using Cantonese as the major language for communication in the school?
您對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 2) Is Cantonese the only language used in your class (by both teacher and students)? Do students use English or Putonghua sometimes? If yes, what is your view on code-switching/co-linguaging?
粵語是否是您課堂上使用的唯一語言(學生和老師雙方都使用粵語)?學生有時候會不會用英文或者普通話?如果是, 您對這種交替使用不同語言的態度有甚麼看法?
- 3) Does English appear in your teaching materials? If yes, what are the reasons? Is it necessary?
您的教學資料中會否出現英文?如果是, 您覺得為什麼會有英文?有這個必要嗎?
- 4) What do you think of your students' Cantonese proficiency? Are the students having difficulty following this subject because of low Cantonese proficiency? If yes, how do you help them?
您覺得您學生的粵語水準怎樣?有沒有同學因為粵語水準有限而影響到學習的進度?如果有這種情況, 您是怎麼幫助他們解決困難的?
- 5) What is your view on using Cantonese as the main MOI in the school in most subjects? Do you think this is good, or do you think General Studies and more subjects should be taught in English/Putonghua, or use Cantonese mainly, supplemented by English/Putonghua? Why?
您是怎麼看待貴校以粵語為主要教學語言教授大部分科目這個現象?您覺得這很好, 還是希望常識科或更多的科目將來都用英語或者普通話教授, 或以廣東話為主, 輔以英文/普通話?為什麼?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with Visual Arts Panel

- 1) What is your view on using Cantonese as the major language for communication in the school?
您對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 2) Is Cantonese the only language used in your class (by both teacher and students)? Do students use English or Putonghua sometimes? If yes, what is your view on code-switching/co-linguaging?
粵語是否是您課堂上使用的唯一語言(學生和老師雙方都使用粵語)?學生有時候會不會用英文或者普通話?如果是, 您對這種交替使用不同語言的態度有甚麼看法?

- 3) Does English appear in your teaching materials? If yes, what are the reasons? Is it necessary?
您的教學資料中會否出現英文?如果是, 您覺得為什麼會有英文?有這個必要嗎?
- 4) What do you think of your students' Cantonese proficiency? Are the students having difficulty following this subject because of low Cantonese proficiency? If yes, how do you help them?
您覺得您學生的粵語水準怎樣?有沒有同學因為粵語水準有限而影響到學習的進度?如果有這種情況, 您是怎麼幫助他們解決困難的?
- 5) What is your view on using Cantonese as the main MOI in the school in most subjects? Do you think this is good, or do you think Visual Arts and more subjects should be taught in English/Putonghua, or use Cantonese mainly, supplemented by English/Putonghua? Why? 您是怎麼看待貴校以粵語為主要教學語言教授大部分科目這個現象?您覺得這很好,還是希望視藝科或更多的科目將來都用英語或者普通話教授, 或以廣東話為主,輔以英文/普通話?為什麼?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with Music Panel

- 1) What is your view on using Cantonese as the major language for communication in the school?
對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 2) Is Cantonese the only language used in your class (by both teacher and students)? Do students use English or Putonghua sometimes? If yes, what is your view on code-switching/co-linguaging?
粵語是否是您課堂上使用的唯一語言(學生和老師雙方都使用粵語)?學生有時候會不會用英文或者普通話?如果是, 您對這種交替使用不同語言的態度有甚麼看法?
- 3) Does English appear in your teaching materials? If yes, what are the reasons? Is it necessary?
您的教學資料中會否出現英文?如果是, 您覺得為什麼會有英文?有這個必要嗎?
- 4) What do you think of your students' Cantonese proficiency? Are the students having difficulty following this subject because of low Cantonese proficiency? If yes, how do you help them?
您覺得您學生的粵語水準怎樣?有沒有同學因為粵語水準有限而影響到學習的進度?如果有這種情況, 您是怎麼幫助他們解決困難的?
- 5) What is your view on using Cantonese as the main MOI in the school in most subjects? Do you think this is good, or do you think Music and more subjects should be taught in English/Putonghua, or use Cantonese mainly, supplemented by English/Putonghua? Why?

您是怎麼看待貴校以粵語為主要教學語言教授大部分科目這個現象?您覺得這很好,還是希望音樂科或更多的科目將來都用英語或者普通話教授、或以廣東話為主,輔以英文/普通話?為什麼?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with PE Panel

- 1) What is your view on using Cantonese as the major language for communication in the school?
您對學校採用廣東話作為校內的主要交流語言有甚麼看法?
- 2) Is Cantonese the only language used in your class (by both teacher and students)? Do students use English or Putonghua sometimes? If yes, what is your view on code-switching/co-linguaging?
粵語是否是您課堂上使用的唯一語言(學生和老師雙方都使用粵語)?學生有時候會不會用英文或者普通話?如果是, 您對這種交替使用不同語言的態度有甚麼看法?
- 3) Does English appear in your teaching materials? If yes, what are the reasons? Is it necessary?
您的教學資料中會否出現英文?如果是, 您覺得為什麼會有英文?有這個必要嗎?
- 4) What do you think of your students' Cantonese proficiency? Are the students having difficulty following this subject because of low Cantonese proficiency? If yes, how do you help them?
您覺得您學生的粵語水準怎樣?有沒有同學因為粵語水準有限而影響到學習的進度?如果有這種情況, 您是怎麼幫助他們解決困難的?
- 5) What is your view on using Cantonese as the main MOI in the school in most subjects? Do you think this is good, or do you think PE and more subjects should be taught in English/Putonghua, or use Cantonese mainly, supplemented by English/Putonghua? Why?
您是怎麼看待貴校以粵語為主要教學語言教授大部分科目這個現象?您覺得這很好, 還是希望體育科或更多的科目將來都用英語或者普通話教授、或以廣東話為主, 輔以英文/普通話?為什麼?

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with Computer/IT Panel

- 1) What is your view on using Cantonese as the major language for communication in the school?
您對學校採用廣東話作為校內的主要交流語言有甚麼看法?

- 2) Is Cantonese the only language used in your class (by both teacher and students)? Do students use English or Putonghua sometimes? If yes, what is your view on code-switching/co-languaging?
粵語是否是您課堂上使用的唯一語言(學生和老師雙方都使用粵語)?學生有時候會不會用英文或者普通話?如果是, 您對這種交替使用不同語言的態度有甚麼看法?
- 3) Does English appear in your teaching materials? If yes, what are the reasons? Is it necessary?
您的教學資料中會否出現英文?如果是, 您覺得為什麼會有英文?有這個必要嗎?
- 4) What do you think of your students' Cantonese proficiency? Are the students having difficulty following this subject because of low Cantonese proficiency? If yes, how do you help them?
您覺得您學生的粵語水準怎樣?有沒有同學因為粵語水準有限而影響到學習的進度?如果有這種情況, 您是怎麼幫助他們解決困難的?
- 5) What is your view on using Cantonese as the main MOI in the school in most subjects? Do you think this is good, or do you think Computer/IT and more subjects should be taught in English/Putonghua, or use Cantonese mainly, supplemented by English/Putonghua? Why?
您是怎麼看待貴校以粵語為主要教學語言教授大部分科目這個現象?您覺得這很好,還是希望電腦科或更多的科目將來都用英語或者普通話教授、或以廣東話為主, 輔以英文/普通話?為什麼?

Appendix 5

A Case Study of Trilingual Education in a Hong Kong Primary School

三語教育在香港小學實施情況的個案研究

UGC GRF Project (2014–2015)

Interviews with Students' Parents

- 1) What is your understanding of the trilingual education policy? What do you think the goal of the trilingual education policy is?
您是怎麼理解三語教學政策?三語教學的目的是什麼?
- 2) What is your opinion on trilingual education? Was the trilingual education model an attractive feature when you chose the XXXX School for your child?
您對三語教學的態度如何?三語教學這一模式是不是吸引您當初為您的孩子選擇XXXX學校的原因之一?
- 3) What is your view on using both English and Cantonese as the major language for communication in the school? How about using Putonghua?
您對學校採用英語及廣東話作為校內的主要交流語言有甚麼看法?採用普通話又如何?

- 4) What is your view on using Putonghua as the MoI in teaching the Chinese language subject? What are the advantages and disadvantages of using PMI in teaching the Chinese language subject?
您對學校採用普通話作為教授中文科的教學語言有什麼看法?採用普通話教授中文科有什麼好處和弊端?
- 5) What kind of progress has your child made after entering XXXX School regarding language development? Do you think they have benefitted from the trilingual model? To what extent? (Fluency of English, Cantonese and Putonghua, and reading and writing ability in English and Chinese.)
您的孩子在入讀XXXX學校後在語言方面有哪些進步?您覺得您孩子是否可以從XXXX學校三語教學模式中受益呢?受益程度如何?(英語,普通話和粵語流利程度?英語和中文的閱讀和寫作能力如何?)
- 6) Is Cantonese the mother tongue of your child? What role do you think Cantonese should play in the school and in the classroom? Are you happy with the current arrangement of the school regarding the three languages used in the classroom (teaching the Chinese Language subject in Putonghua, teaching the English subject in English, teaching other subjects in both English and Cantonese)? Do you want to see any changes? What kind of changes?
粵語是您孩子的母語麼?您覺得粵語在學校和課堂上應該扮演怎樣的角色?您對XXXX學校當前對三語教學的安排滿意麼? [採用普通話教授中文科,用英語教授英文科、用英語及廣東話教授其他科目] 您是否希望看到一些改變?希望是什麼樣的改變?
- 7) How confident is your child in achieving good language proficiency level in the three languages after completing primary education?
您的孩子是否很有信心在小學畢業時兩文三語將達到較高的水準?
- 8) Do you think English/Putonghua can be used in teaching other subjects in your school? If yes, what subjects, and why?
您認為貴校可以採用英文/普通話教授其他科目嗎?如果可以, 會是哪些科目,為什麼?
- 9) Do you think the three languages should be used as media of instruction, but the ratio of each should alter as students make progress through primary education, with the emphasis on Cantonese in the early years? 您是否認為三種語言都可作為教學語言,但每種語言的比例可按照年級的遞增作出改變,而在初小時應以廣東話為主?

Appendix 6

A Case Study of Trilingual Education in a Hong Kong Primary School UGC GRF Project (2014–2015)

Reflection Form (To be filled in by teachers after class observation)

Teacher's Name: _____ Class observed: P _____

Subject: _____ Date: _____

1. The MOI(s) I used in the lesson, and the rough percentages (e.g., 100% English; 80% English and 20% Cantonese) 我在本課節所採用的教學語言及大概百分比

2. When interacting with me in the lesson, the language(s) students used, and the rough percentages 學生在本課節與我互動時使用的語言及大概百分比

3. When students interacting with each other in the lesson, the language(s) they used, and the rough percentages 在本課節，學生之間互動時使用的語言及大概百分比

4. My self-evaluation of the use of the MOI(s) in conducting this lesson (advantages of using the said MOI(s), issues of concern, etc.) 我對本課節所採用的教學語言使用情況的自我評估（採用該教學語言的優勢，值得關注的事項，等）

5. Whether students and/or I code-switched between two languages during this lesson, and the reasons and impacts on teaching and learning 在本課節，我和/或學生有否交替使用不同語言，原因是什麼，對教與學有何影響

6. If possible, whether I would consider making use of other MOI(s) in this lesson as a supplement so as to facilitate students' trilingual development. The reasons are 如果可能的話，我是否會考慮在本課節上採用其它教學語言輔助教學，以促進學生三語的發展。原因是：

Appendix 7

Survey on Trilingual Education in Hong Kong Primary Schools (with P4-P6 students) 關於香港小學三語教育的問卷調查（針對小四至小六學生）

Please put a \checkmark in the appropriate box. 請在適當的空格內加 \checkmark 號。

No.	Question 問題	Strongly Agree 完全同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly Disagree 完全不同意
1	I find it appropriate to use Putonghua to study the Chinese subject. 我覺得用普通話學習中文科很合適。					
2	I find it appropriate using both English and Cantonese as the major languages for communication in the school. 我覺得用英語及廣東話作為學校內的主要交流語言是合適的。					
3	I enjoy the trilingual education model implemented in the school. 我喜歡學校的三語教育模式。					
4	I find it acceptable switching from one language to another when studying different subjects in the school. 我可以接受在學校學習不同科目時轉換使用不同語言。					
5	I find myself code-switching/code-mixing between English and Cantonese regularly during the study of the English subject. 我在學習英文科時經常夾雜使用英文和廣東話。					
6	I find myself code-switching/code-mixing between Cantonese and Putonghua regularly during the study of the Putonghua subject. 我在學習普通話科時經常夾雜使用普通話和廣東話。					
7	I find code-switching/code-mixing in different subjects useful for my language development in general. 總的來說，我覺得在學習不同科目時，將不同語言夾雜使用有助於我的語言能力發展。					
8	I am satisfied with my progress in the study of written English. 我對自己書面英文的學習進展感到滿意。					
9	I am satisfied with my progress in the study of written Chinese. 我對自己書面中文的學習進展感到滿意。					
10	I am satisfied with my progress in the study of spoken English. 我對自己英文口語的學習進展感到滿意。					
11	I am happy with my progress in the study of Cantonese. 我對自己廣東話的學習進展感到滿意。					

No.	Question 問題	Strongly Agree 完全同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly Disagree 完全不同意
12	I am happy with my progress in the study of Putonghua. 我對自己普通話的學習進展感到滿意。					
13	I am confident that when I graduate I will achieve good proficiency in written English. 我很有信心在小學畢業時書面英文將達到較高的水準。					
14	I am confident that when I graduate I will achieve good proficiency in written Chinese. 我很有信心在小學畢業時書面中文將達到較高的水準。					
15	I am confident that when I graduate I will achieve good proficiency in spoken English. 我很有信心在小學畢業時英文口語將達到較高的水準。					
16	I am confident that when I graduate I will achieve good proficiency in Cantonese. 我很有信心在小學畢業時廣東話將達到較高的水準。					
17	I am confident that when I graduate I will achieve good proficiency in Putonghua. 我很有信心在小學畢業時普通話達到較高的水準。					

Thank you for your participation. 謝謝你的參與。

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