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# Language Ideologies of Tertiary Teachers in China: a Deeper Look into English Educational Language Policy in Chinese Universities

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## **Language Ideologies of Tertiary Teachers in China: A Deeper Look into English Educational Language Policy in Chinese Universities**

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In China, many nation-wide educational language policies are in place promoting the teaching and use of English from primary school through higher education. In particular, policies exist requiring university students of all majors to study English and pass certain proficiency tests. Additionally, universities are also required to use a foreign language (usually English) as the medium of instruction for 5-10% of undergraduate courses, and many universities utilize a Chinese-English bilingual method to teach various subjects. Behind the success or failure of these policies are the numerous tertiary teachers in China who teach the English language or use the English language to teach.

Operating under the conceptual framework of language policy (language management, practices, and ideologies), this mixed-methods study investigates the language ideologies of tertiary teachers in Chinese universities in order to better understand the language ideologies that exist alongside the written English educational language policies. The first part of the study involves an interview-based, qualitative investigation of teachers' language ideologies at a Beijing university. The second part of the study utilizes an online questionnaire to gather quantitative data

about language ideologies from various tertiary teachers across universities in China.

This study was successful in discovering the language ideologies of tertiary teachers in China, in comparing these ideologies between foreign teachers and Chinese-national teachers, and in testing for possible relationships between language ideologies and other factors. The results of this study reveal how complex and intricate the component of language ideology is as a part of language policy.

**Keywords:** Language policy, language ideologies, China, English, higher education

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