

Table 1
Bi/multilingual practices in Part 2.

Item	Issue	Construct
1. Have students bi/multilingually analyse the relation between language use and audience in subject area texts.	Learning Purpose	"L" in CLIL
2. Have students bi/multilingually communicate to construct their own subject area texts in English.	Learning Purpose	"L" in CLIL
3. Provide, or have students make, bilingual glossaries of key vocabulary or vocabulary cards with an English word on one side and a first language (L1) translation on the other side.	Learning Purpose	Metalinguistic Awareness
4. Gather information on students' English vocabulary by translating and using the words and sentences in English and L1.	Interactional Process	Teacher-led
5. Embed words from the students' languages into classroom procedures, rules and materials.	Language Policy/ Ideology	Plurilingual (beyond official languages)
6. Explain bilingually in English and the L1 spoken by the majority of the students.	Language Policy/ Ideology	Bi/multilingual (official languages)
7. Discuss nouns/verbs/adjectives that appear almost the same, but have different meanings across languages.	Learning Purpose	Metalinguistic Awareness
8. Have students bi/multilingually explore academic sentence structures that are presented in English to serve as templates for students' subject area writing.	Learning Purpose	"L" in CLIL
9. Compare English sentence structures with sentence structures in students' L1(s).	Learning Purpose	Metalinguistic Awareness
10. Investigate how grammar is similar or different across languages.	Learning Purpose	Metalinguistic Awareness
11. Activate background knowledge students already know in another language and show them how these same concepts are now being taught in English.	Learning Purpose	"C" in CLIL
12. Have students bi/multilingually discuss new and unfamiliar topics that are presented in English.	Learning Purpose	"C" in CLIL
13. Have students bi/multilingually explain the content of an academic text that is presented in English.	Learning Purpose	"C" in CLIL
14. Have students bi/multilingually plan how to present their ideas in English using the language conventions of a subject area.	Learning Purpose	"L" in CLIL
15. Bi/multilingually explore the reasoning behind certain word choices or sentence structures in English.	Learning Purpose	Metalinguistic Awareness
16. Follow the students' lead in making meaning across languages—letting them combine languages if that will help them learn and express themselves better.	Interactional Process	Student-led
17. Have bi/multilingual discussions about key English vocabulary, to prepare students to write in English based on what they discussed.	Modality Direction	Written Assessment
18. Allow bi/multilingual discussions as students plan how to phrase or construct sentences in an English-only written product.	Modality Direction	Written Assessment
19. Have students share phrases from different languages they know and promote these as linguistic resources for the whole class.	Language Policy/ Ideology	Plurilingual (beyond official languages)
20. Have bi/multilingual discussions to help students determine the author's intentions and identify bias in an English text.	Learning Purpose	Critical Language Awareness ^a
21. Let students use all the languages they know, pulling these languages into the flow of meaning-making, as they discuss a topic or solve a problem.	Interactional Process	Student-led
22. Let students research bi/multilingual information to prepare for oral activities (e.g., discussions, formal/informal presentations) in English only.	Modality Direction	Oral Assessment
23. Discuss how languages are presented in the media and in public spaces to achieve social purposes.	Learning Purpose	Critical Language Awareness
24. Promote students' academic proficiency through both English and another language, even if the course is officially in English.	Language Policy/ Ideology	Bi/multilingual (official languages)
25. Implement bi/multilingual learning strategies for students who are linguistic minorities in the class.	Language Policy/ Ideology	Plurilingual (beyond official languages)
26. Examine how different languages express emotions differently (i.e., culture-specific ways of saying things).	Learning Purpose	Metalinguistic Awareness
27. Invent "new" academic language by combining two languages (e.g., an academic word from Language X in the grammar of Language Y; a prefix from Language X added to a word in Language Y).	Interactional Process	Student-led
28. Draw on multiple languages and modalities (e.g., images, gestures) simultaneously in a given lesson.	Interactional Process	Student-led
29. Help students to examine the inequality of languages in society (how proficiency in some languages is more valued than proficiency in others).	Learning Purpose	Critical Language Awareness
30. Have students critically explore what is in their own language repertoires: what language(s) they use in different domains of life, together or separately, and how they use them.	Learning Purpose	Critical Language Awareness

^a While Q20 is a critical language awareness question, the definition of "critical thinking" in this question does not yet evoke social inequality. In contrast, Q29 involves explicit discussions about language inequalities, and Q30 is about having students examine their language use in different domains, e.g., *diglossia*, or the use of "official" languages in public while other languages are seen as "valuable only for communication within linguistically minoritized homes and social arenas" (Beiler, 2021, p. 133).

in Mainland China: Putian Hua, Lei Zhou Min, Hangzhou Hua, Yantai Hua, Shunde Hua and Chongqing Hua (Table 2). Part 1 asked participants to rate their proficiency in each language according to Blommaert and Backus' (2013) framework of *maximal competence*, *partial competence* (in certain domains or registers, or receptive only), *minimal competence* (knowledge of a few words/phrases for specific purposes), or *recognizing competence* (doesn't know the language but recognizes it). Teacher information is summarized in Table 2.

All the interviews took place individually on Zoom, lasted 1.5–2 h, and were recorded with the teacher's consent. Each teacher reported on a class they were currently teaching or had taught in the past academic year. We used the screen share feature to look at the instrument together while the meeting was being recorded, and the researchers asked probing questions to guide teachers to think