

Table 2
Teachers interviewed in this study.

Teacher	School type	Class taught ^a	Exp.	Language Competencies			Students' L1(s)
				Maximal	Partial	Minimal	
HK01 Amy	Public school in Hong Kong	P3 English, 25 students, hybrid	2 yrs.	Cantonese, English	Mandarin		Almost all Cantonese; about half also speak Mandarin at home
HK02 Noor	Public school in Hong Kong	Form 4 (Gr. 10) English, 21 students, hybrid	5 yrs.	Mandarin, English	Cantonese	Urdu, Japanese, Arabic, French, Korean	Most Nepali, 5 or 6 from India, a few from Pakistan and/or Philippines
HK03 Nancy	Private school in Hong Kong	Gr. 3 English, 23 students, hybrid	5 yrs.	Mandarin, English	Cantonese, Yantai Hua		Majority Cantonese L1, with 10–15% speakers of Mandarin, English or Spanish
HK04 Kylie	Public school in Hong Kong	P2 English, 26 students, all but one f2f	3 yrs.	Cantonese, Mandarin, English			Everyone is conversational in Cantonese; 50% speak Mandarin and 20% speak South Asian languages
HK05 Charity	Private school for newly arrived students in Hong Kong	P2 English, 15 students, hybrid	5 yrs.	Cantonese, English	Mandarin		70% Mandarin L1 and 30% Cantonese L1 (with overlap), 10% English L1
HK06 Hannah	International school in Hong Kong	Gr. 6 reading support, 5 students, hybrid	13 yrs.	French, German, English	Spanish, Italian	Mandarin, Cantonese	3 Chinese boys with complex transnational backgrounds speaking Cantonese, Mandarin, and English; 1 English-dominant Chinese boy who grew up in the U. S.; 1 Hindi-English bilingual girl
HK07 Priya	Private school in Hong Kong	Gr. 4 English and moral education, 27–29 students, hybrid	9 yrs.	English	Hindi, Gujarati	French, Spanish, Mandarin, Cantonese, Japanese	Majority Cantonese L1 speakers; <10% Mandarin or English L1 speakers
HK08 Sin	Public school in Hong Kong	Gr. 2 English, 27 students, hybrid	2 yrs.	Cantonese, Mandarin, English			60% Cantonese, 30–40% Mandarin, 10–15% English or South Asian languages
HK09 Vincent	Public school in Hong Kong	P4 English and Music, 33–36 students, hybrid	5 yrs.	Cantonese, English	Mandarin	Japanese, Korean, French, German, Spanish, Japanese	Almost all Cantonese L1 with a couple Mandarin L1
HK10 Lily	Public school in Hong Kong	P2 Science, Visual Arts, English, & Socials, 30 students, hybrid	2 yrs.	Cantonese, Mandarin, English			80% Cantonese, 10% Mandarin, 10% English
HK11 Candice	Private school for newly arrived students in Hong Kong	Gr. 1 English, 16 students, hybrid	3 yrs.	Cantonese, English, Mandarin		Korean	Mandarin L1 speakers; about 10% also speak Cantonese
MC01 Nana	Private school in Fujian	Gr. 12 English, 60 students, hybrid	4 yrs.	Mandarin, English, Putian Hua	French	Cantonese	Most students speak Mandarin and/or Putian Hua at home; one speaks Cantonese as HL
MC02 Rona	International school in Guangdong	Gr. 12 English, 19 students, f2f	6 yrs.	Cantonese, Mandarin, English		Shunde Hua	Most students Mandarin L1; some also speak Cantonese, Chongqing Hua, or Shunde Hua
MC03 Yvette	International school in Guangdong	Gr. 3 Math, 10 students, f2f	4 yrs.	English, Mandarin, Lei Zhou Min	Cantonese		3 Mandarin speakers and 3 Cantonese speakers (overlap in this group), 1 Arabic speaker and 1 Spanish speaker (could be L1 or HL). The rest English-dominant.
MC04 Lucy	Public school in Guangdong	Gr. 5 English, 42 students, f2f	15 yrs.	Mandarin, English, Liuyang Hua	Cantonese	Wuning Hua	Mandarin L1 with around 20% also speaking Cantonese
MC05 Maggie	Private school in Zhejiang	Gr. 9 English class, 20 students, f2f	5 yrs.	Mandarin, Hangzhou Hua, English		French	Mandarin L1 speakers; some speak Zhejiang dialects as HLs

^a At the time of this study (summer 2021), the COVID-19 pandemic was more controlled in Mainland China than in Hong Kong and many classes in the former were face-to-face. In Hong Kong, it was common for classes to be “hybrid”—to switch between on- and offline, or to have some students face-to-face and others online, depending on school, class, and individual situation, with arrangements changing quickly. It must also be taken into account that Hong Kong students are more mobile than Mainland Chinese students, as Hong Kong students could be “cross-border” Mainland Chinese who cross the border daily or live in Hong Kong with one parent to be schooled in EMI, or the children of expats or emigres. Thus, while teachers reported class sizes for 2020–21, fluctuation would have been unavoidable. Here, mobility correlates with socioeconomic privilege.