**Appendices**

*A. Questionnaire*

1. Place-Based English Teaching in Rural Areas in China (Student Version)

Dear Student,

Hello!

This questionnaire aims to survey the current state of English teaching in middle schools. Please complete it independently and thoughtfully. The questionnaire requires basic personal information for sampling purposes, but there are no right or wrong answers. The results will be used solely for group analysis and research, with no individual presentations. Please ensure all questions are answered. Thank you very much for your cooperation!

In this questionnaire, “local culture” refers to the unique natural ecology (such as hydrology, mountains, rivers, plants, animals, etc.), folk arts, local customs and traditions, and values specific to the region or ethnic group.

“Local responsibility” primarily includes the responsibilities of preserving local culture, promoting rural revitalization, and supporting rural development.

“Cultural care” refers to the deep concern that the caregiver has for the cultural circumstances of those being cared for, along with a strong sense of responsibility. It involves employing a series of culturally relevant practices aimed at improving the cultural conditions of the cared-for individuals and meeting their reasonable cultural needs, thereby enabling them to lead a meaningful life.

Part One

1. Gender:

 A. Male

 B. Female

2. Age: \_\_\_\_ years old

3. School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Grade:

 A. 7th Grade

 B. 8th Grade

 C. 9th Grade

5. Years of English Learning: \_\_\_\_ years

6. Average daily time spent on learning English:

 A. Less than 1 hour

 B. More than 1 hour but less than or equal to 3 hours

 C. More than 3 hours but less than or equal to 5 hours

 D. More than 5 hours

Part Two

Please select the option that best reflects your opinion for each statement. Only one option can be selected for each question. The options are as follows: 1: Strongly Disagree, 2: Disagree, 3: Uncertain, 4: Agree, 5: Strongly Agree.

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| --- | --- |
| 1. I experience a lot of local/rural culture in my English classes. | 12345 |
| 2. My English classes are closely connected to real life, local context, and ecology. | 12345 |
| 3. The school rarely conducts teaching activities related to local/rural culture. | 12345 |
| 4. Teachers often incorporate local/rural cultural resources into English teaching. | 12345 |
| 5. I rarely learn about the sense of responsibility and importance of rural development and revitalization in my English classes. | 12345 |
| 6. I believe that local culture can be promoted through English. | 12345 |
| 7. I am familiar with the natural resources and cultural characteristics of my hometown. | 12345 |
| 8. I often find myself wanting to express things around me in English. | 12345 |
| 9. I don’t know how to accurately express the things around me in English. | 12345 |
| 10. I feel that learning English cannot solve real-life problems. | 12345 |
| 11. I find the knowledge learned in English class to be obscure and disconnected from local life. | 12345 |
| 12. The English textbooks I use contain very little content related to local culture. | 12345 |
| 13. When I can’t express local culture in English, I can hardly find relevant resources to verify or learn about it. | 12345 |
| 14. I hope to explore the outside world through learning English. | 12345 |
| 15. I believe that rural development and revitalization have little to do with us personally. | 12345 |
| 16. I am willing to contribute to my hometown’s development and support rural growth after completing my studies. | 12345 |
| 17. I believe that both learning local cultural knowledge and learning English are important. | 12345 |
| 18. I hope that English teachers will frequently incorporate local cultural knowledge into their lessons. | 12345 |
| 19. Incorporating familiar things from my surroundings into the English textbook would make it easier for me to understand and accept. | 12345 |
| 20. I hope to learn English within real-life environments. | 12345 |
| 21. I would feel proud if I could fluently express local cultural knowledge in English, and I would be very happy when other students praise me for it. | 12345 |
| 22. I hope to learn local cultural knowledge in my English classes. | 12345 |
| 23. Integrating local cultural knowledge into English teaching can spark my interest in learning. | 12345 |
| 24. Understanding local culture during my studies can cultivate my affection for my hometown. | 12345 |
| 25. Education that connects with life and the environment can deepen my sense of identity with local culture. | 12345 |

(2) Place-Based English Teaching in Rural Areas in China (Teacher Version)

Dear Teacher,

Hello!

This questionnaire aims to investigate the current state of place-based English teaching in middle schools. There are no right or wrong answers to the questions presented. Please respond based on your feelings and perspectives. Thank you for your support and cooperation!

Part One

1. Gender:

 A. Male

 B. Female

2. Years of Teaching Experience: \_\_\_\_\_\_ years

3. Educational Background: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Grade Level(s) Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part Two

Please select the option that best reflects your opinion for each statement. Only one option can be selected for each question. The options are as follows: 1: Strongly Disagree, 2: Disagree, 3: Uncertain, 4: Agree, 5: Strongly Agree.

|  |  |
| --- | --- |
| 1. I make an effort to teach local cultural knowledge to students during my classes. | 12345 |
| 2. In my classes, I focus more on English language knowledge rather than local cultural knowledge. | 12345 |
| 3. I have opportunities to participate in training and professional development related to place-based education to improve myself. | 12345 |
| 4. My school has already begun promoting and implementing place-based education. | 12345 |
| 5. Place-based education has achieved good practical results in my school. | 12345 |
| 6. I have adopted various methods and strategies to carry out place-based teaching. | 12345 |
| 7. The English textbooks do not cover local cultural knowledge. | 12345 |
| 8. Place-based teaching can help students better digest and absorb English knowledge. | 12345 |
| 9. When evaluating student performance, I incorporate their understanding and mastery of local cultural knowledge as part of the overall assessment. | 12345 |
| 10. The current teaching evaluation system makes it difficult to comprehensively assess place-based education. | 12345 |
| 11. I believe that rural teachers play a crucial role in promoting rural revitalization. | 12345 |
| 12. I feel an inherent sense of responsibility to do well in my role as a rural educator. | 12345 |
| 13. I believe it is important to cultivate students' love for and identification with their hometown, as well as to guide their values. | 12345 |
| 14. I emphasize fostering a sense of responsibility in students to preserve their hometown’s culture and contribute to rural development. | 12345 |
| 15. I have not fully utilized local cultural resources in my teaching. | 12345 |
| 16. I am very passionate about being a rural teacher. | 12345 |
| 17. Even if I have the opportunity to transfer to a city school in the future, I would choose to stay in a rural school. | 12345 |
| 18. I am willing to research and develop place-based teaching resources to provide English instruction that better suits local students. | 12345 |
| 19. I believe it is necessary to incorporate local-related knowledge into English teaching. | 12345 |
| 20. I can accurately express knowledge related to local culture in English. | 12345 |
| 21. I have sufficient knowledge of both local culture and English. | 12345 |
| 22. I possess sufficient English teaching skills and abilities to conduct localized instruction. | 12345 |
| 23. I am willing to use various methods and strategies to conduct localized instruction. | 12345 |
| 24. Modern teaching methods can help me better conduct localized instruction. | 12345 |
| 25. I am willing to participate in training programs related to rural localized education to enhance my skills. | 12345 |
| 26. I regularly recommend English reading materials and other learning resources related to local culture to my students. | 12345 |
| 27. I assign homework that includes content related to local cultural knowledge. | 12345 |
| 28. I aim to create learning scenarios for students by utilizing local cultural resources in real-life settings and environments. | 12345 |

*B Interview protocol*

1. Interview protocol on Place-based English Teaching in Rural Areas (Students)

Name: Date:

School: Grade:

Years of English Study: Years

Average Daily English Study Time: Hours/Day

1. What methods do you currently use to study English? Which method do you prefer, and why?

2. What problems do you think exist in the current English teaching at your school? How well does the school integrate rural cultural identity, cultural inclusion, and value guidance in its teaching? What issues exist in these areas, and what do you think are the reasons for these problems?

3. Can you express local cultural knowledge in English? If English teaching is combined with local culture, what benefits do you think it would bring?

4. Do you understand your hometown's culture (such as natural ecology, folk arts, local customs, etc.)? Please provide examples. How do you perceive the relationship between your personal development and the development of your hometown?

5. Does your current English textbook include knowledge about your local culture? If so, how much? Does it help increase your interest in learning and your sense of identity? If not, does the current textbook make you feel bored or difficult to understand? Would including local cultural knowledge help improve this situation?

6、Are you willing to contribute to rural revitalization and take on the responsibility for your hometown? Please explain your reasons.

7. How do you think localized teaching can be improved to help you enhance your English skills while also deepening your understanding and love for your hometown’s culture and resources, and encouraging you to contribute more to the development of your hometown?

(2) Interview protocol on Place-based English Teaching in Rural Areas (Teachers)

Name: Date:

School: Years of Teaching: Grade(s) Taught:

1. What local/rural resources do you think can be utilized in English teaching?
2. What difficulties or problems do you think currently exist in rural English teaching? How do you think these problems can be solved? From which aspects can we start?
3. Have you already tried, or are you willing to try in the future, to integrate place-based education into rural English teaching? How do you practice it? What methods or strategies have you used?
4. What is your understanding or level of knowledge about local culture?
5. How do you view the relationship between rural revitalization and place-based education in promoting rural English teaching?
6. How do you think the progress of place-based education in rural is currently? What are the reasons and difficulties, and how can they be resolved?
7. What do you think is the key to conducting place-based English teaching in junior high school?