

Appendix A: Interview Guide

Title of Study

The Implementation Efficacy of Public English Policies in Chinese Universities: A Qualitative Analysis of Teachers' Perspectives

Purpose

This interview aims to explore university English teachers' perspectives on the implementation of national public English policies, particularly the Curriculum Ideological and Political Education (CIPE) mandate. Questions are designed to investigate teachers' professional histories, institutional contexts, teaching practices, and future orientations.

Section 1: Background Information

- Could you briefly introduce your teaching background (years of experience, courses taught, institutional type)?
- How would you describe your professional identity as a university English teacher?

Section 2: Understanding of Policy

- How do you understand the objectives of China's recent public English policies, including CIPE?
- In your view, what are the main expectations these policies place on university English teachers?

Section 3: Iterational Dimension (Professional History & Identity)

- How have your past training and professional experiences shaped the way you approach CIPE?
- Do you feel your professional background prepared you for integrating ideological elements into English teaching? Why or why not?

Section 4: Context of Practice (Institutional Environment)

- What kind of institutional support (e.g., workload allocation, training, materials) have you received for implementing CIPE?

- How does your institution's assessment system (e.g., CET pass rates, diversified evaluation) influence your teaching priorities?

Section 5: Practical-Evaluative Judgements (Teaching Practices)

- How do you decide when and how to integrate CIPE content into your English teaching?
- Can you describe a specific example of how you have integrated CIPE into your classroom activities?
- What challenges or dilemmas have you encountered (e.g., balancing language objectives and ideological requirements)?

Section 6: Projective Dimension (Future Orientation)

- Looking ahead, what are your goals for improving or adapting CIPE implementation in your teaching?
- What kind of support or changes would make CIPE integration more effective in your context?

Section 7: Closing Questions

- Is there anything else you would like to share about your experience of implementing public English policies or CIPE?

Note:

- The guide was piloted with two teachers to ensure clarity. Minor amendments were made following feedback, such as rephrasing technical terms into plain language and reorganising questions to move from general to specific themes.
- This final version reflects those revisions.

Appendix B: Consent Form

Research Title: The Implementation Efficacy of Public English Policies in Chinese Universities: A Qualitative Analysis of Teachers' Perspectives

Researcher: Wenrui Yin

Statement	Please Tick (✓)
I have read and understood the information sheet for this study.	☐
I have had the opportunity to ask questions and received satisfactory answers.	☐
I understand that participation is voluntary and I may withdraw at any time without consequences.	☐
I consent to the interview being audio-recorded.	☐
I understand that my responses will be anonymised and treated confidentially.	☐
I agree that anonymised data may be used for research and publication purposes.	☐

Participant's Name (printed): _____

Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____
