

## 12. How to Properly Implement Bilingual Training for Work Team Members?

1. **Fully recognize and emphasize the significance of bilingual study.** Work team<sup>1</sup> cadres at various levels are in direct contact with the masses; thus, knowing the language of the ethnic minorities is an important means to effectively conduct mass work and to strengthen ties with the people among the ethnic minorities. For all levels of work team cadres strengthening their bilingual study will help them do a better job of delivering propaganda among the masses, organizing, educating, forming close ties, promoting national unity, and consolidating our foundation among the masses; it is useful for spurring grassroots cadres to deepen their understanding and grasp of Party policy and to increase their capacity for serving the masses; and it helps cadres and people of different ethnicities to learn from each other, improving together, strengthening communication amongst themselves, and furthering their good feelings for one another. All regions, all departments, all units, all levels of work teams, and all sent-down cadres must recognize and stress the significance of bilingual study, strengthen their sense of responsibility and mission, redouble their efforts, push on in carrying out the directives, and get results.
2. **Make objectives and measures clear.** First, a program of study should be formulated. Considering each level of work teams as one unit, leaders of each unit are responsible for ascertaining the bilingual ability of their particular work team members and village cadres. They should accurately ascertain each cadre's bilingual ability by four levels: proficient, average, can speak and understand but not read or write, and can neither speak and understand nor read and write. On the basis of this understanding, based on each cadre's actual situation, group leaders should innovate methods, enrich learning activities, and formulate the program of study. Second, work teams should cultivate a habit of group learning. Members of all work teams and village cadres should study the local language together each day for no less than one hour. Work team members should work on the everyday language of the ethnic minorities; village minority cadres should focus on learning the standard national language. No fewer than six hours each week should be spent studying language. Third, individual self-study should be encouraged. Highlight the principle of practical application and require cadres at each level to develop their own regimen of self-study according to their own level of bilingualism. Generally, cadres should spend no fewer than two hours a day engaged in this self-study. All work team leaders should serve as role models, take the lead in setting an outstanding example, and supervise and urge the implementation of this practice. They should praise and encourage those for whom the results of self-study are notable and improvement in bilingual ability is comparatively quick; they should also criticize and educate those who don't regard self-study as important and for whom improvement in bilingual ability is slow. They should help make language self-study a routine. Fourth, the habit of studying in pairs should be developed. Forms of study such as "one-on-one tutoring," "group tutoring," and "pair work" should be adopted. Leaders should organize cadres so that at work they engage in paired work and mutually

<sup>1</sup> Literally, *gongzuo zu* 工作组, which is a "work team" formed for a particular task—in this instance, to implement "bilingual study." This term is sometimes translated as "working group."



promote each other's study. Leaders should also encourage cadres to use both their native and non-native languages in their daily conversation with each other and in planning their work, forming a rich learning atmosphere. Sent-down cadres have to overcome their fear of difficulty and take the initiative to work in pairs with local cadres, make friends with them, strengthen their communication with them, engage in mutual learning with them and encourage each other. Fifth, putting the language into practice should be stressed. Leaders should treat bilingual study as an important tool for strengthening the effectiveness of the work team's activities, highlighting its effectiveness and practicality. Bilingual study should become tightly integrated with the work of those cadres stationed in the villages; cadres should use local languages to communicate face-to-face with the local masses, truly using the fruits of their bilingual study to develop mass work. They should push sent-down cadres to improve their bilingual ability while engaged in work, and to get to a point where they understand and can speak the local language, and are able to apply what they have learned.

3. **Strengthen organizational leadership.** *First, responsibilities should be made clear.* The offices of the leadership small groups of the campaign are responsible for visiting and monitoring Muslim households in Xinjiang (*fanghuiju huodong* 访惠聚活动) at various levels as well as the various departments and work units should strengthen their supervision and inspection of the development of bilingual study across all levels of work teams. Leaders of work teams at all levels should be charged with the primary responsibility for properly implementing each measure related to language study. Sent-down cadres should fully develop their own capabilities and study and strengthen the usage of the language, and earnestly raise their bilingual ability. *Second, provide what is needed to guarantee the job gets done.* The Autonomous Region should provide sent-down cadres at all levels with the equipment and material necessary for bilingual study such as software programs. It should also compile and publish books for study and send these to all work teams. All regions and levels of departmental units should help with the issues of bilingual study materials, resources, funds, and so on for sent-down cadres. The Party Organization in the region where a given work team is located should support sent-down cadres in their language study and guarantee everything relating to the implementation of said study. Conditions permitting, it can provide language teachers to working groups, or arrange for sent-down cadres who are strong in their language study to participate in locally conducted bilingual language trainings. *Third, strengthen assessment.* The leadership of small group offices for the *fanghuiju* campaign at all levels should strengthen the routine evaluation of the bilingual study of sent-down cadres at all levels. Every year before the end of activities, assessment of the bilingual ability of sent-down cadres should be an important component of the overall assessment for departments, units, work teams, and sent-down cadres at all levels.

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