The minority students also have pronunciation problems. Minorities account for about sixty percent of the population; almost all of the people living in Southern part of Xinjiang are minorities. They are in HeTian, KaShi and Kygyz autonomous prefecture which are made up of about ninety percent minorities. Moreover, minority people continue to live traditional-style lives, and they lack of using of Mandarin for communicating with others. Moreover, their children also lack of knowledge of Mandarin and Chinese culture.

Minority students have been learning Mandarin for more than twenty years now, but Han Chinese students are not learning Uygur language. Even though minority students can speak Mandarin, they tend to only want to play with other minority students. Likewise, Han Chinese students also generally only keep friendships with Han nation. For instance, Han students and minority students always have conflicts during school. Han students fight with minority students. Han students do not respect Uyghur students'culture. Adding to the problem, minority pupils and Han pupils are segregated in the schools and have different literacy standards that cause the education to be different among them. Moreover, since the minority pupils have enrolled in bilingual schools from social and ethnic cliques, it may cause minority students to have a difficult time understanding Han culture, and Han students also find it difficult to understand minority students 'culture. So, it means that if you draw parallel lines in space, then the parallel never meets. In the long term, bilingual education has to take both groups into consideration and find ways for them to integrate into the social structure of the school and be able to learn about and respect each other's cultures.

Problems also exist in the bilingual education management level. First, the lack of leadership experts affects bilingual education in Xinjiang at the teaching management level and teaching quality. Secondly, they don't have a structured management system and cannot control the effectiveness of bilingual education. Lastly, the current management system of primary and secondary schools, under the current government, the school principals are all appointed by the state and county organization department. There is an obvious lack of support for school teachers as far as teacher preparation, recruitment, deployment, title quota allocation and review all by people club department management at all levels.

From all mentioned here, it should prove fruitful to carry out a study to survey the factors which affect Xinjiang students' learning achievement since the