

LANGUAGE EDUCATION ISSUES IN THE KAZAKH COMMUNITY OF MONGOLIA



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Outline of the Presentation

- Kazakh community as an ethnic minority
- Legal framework
- Current situation and main challenges
- Bilingual education model
- Mongolian language instructions
- Teaching and learning materials
- Learning Cycle
- Innovative methodology
- Conclusion

Kazakh Community as an Ethnic Minority



Main Features of the Kazakh Community



Legal Framework: Constitution of Mongolia

- *“The Mongolian language is the official language of the state.” (8.1);*
- *“Paragraph 1 does not affect the right of the national minorities of other tongues to use their native language in education and communication, and pursuit of cultural, artistic and scientific activities.” (8.2);*
- *“No person may be discriminated on the basis of ethnic origin, language, race, age, sex, social origin or status, property, occupation or post, religion, opinion, or education.” (14.2)*

Legal Framework: Law on Official Language Use

- *“The Mongolian language is considered the official language to be used for official purposes all around the country (in both spoken and written modes)”*
- *“The Mongolian language is used as medium of instruction at all levels of educational institutions”*
- *“The Kazakh people as a national minority can use their own language as a medium of instruction in schools, and are to be assisted in learning the Mongolian language”*

Legal Framework

- **Law on Culture of Mongolia states:** *“inheritance, development and protection of native language and writing”*
- **Law on Primary and Secondary Education supports:** *“providing children with skills to articulate one’s thoughts and opinions clearly and write and speak logically and coherently in their native language”*
- **Law on Education guarantees:** *“taking measures for ensuring conditions for ethnic minorities to obtain education, maintain their cultural heritages and communicate in school setting using their native language”*
- **State Policy on Education provides:** *“no citizens shall be discriminated against while studying on the grounds of nationality, ethnicity, language, age, sex, social background, wealth, religion and ideology”*

Current Situation: Research findings

Indicators	Mongolian language	Kazakh language
Instructional time allotment	4 hours per week	no time allocated
Standards/curriculum	nationwide standards	no standards
Teaching/learning materials	outdated textbooks, need to be improved	need to be improved
Teachers	low proficiency of Mongolian language	no quality, subjects are taught through translation
Methodology	traditional	traditional
Assessment	knowledge based	knowledge based

Main Challenges

- No national policy on bilingual education
- No support from the central and local authorities
- No systemic approach to a Kazakh school and no adjustments
- Lack of effective teacher training system for Mongolian and Kazakh language teachers
- Lack of effective language programs and instructions for both Kazakh and Mongolian language (low quality of instructions)
- Lack of teaching/learning materials
- Lack of funding

Project Activities



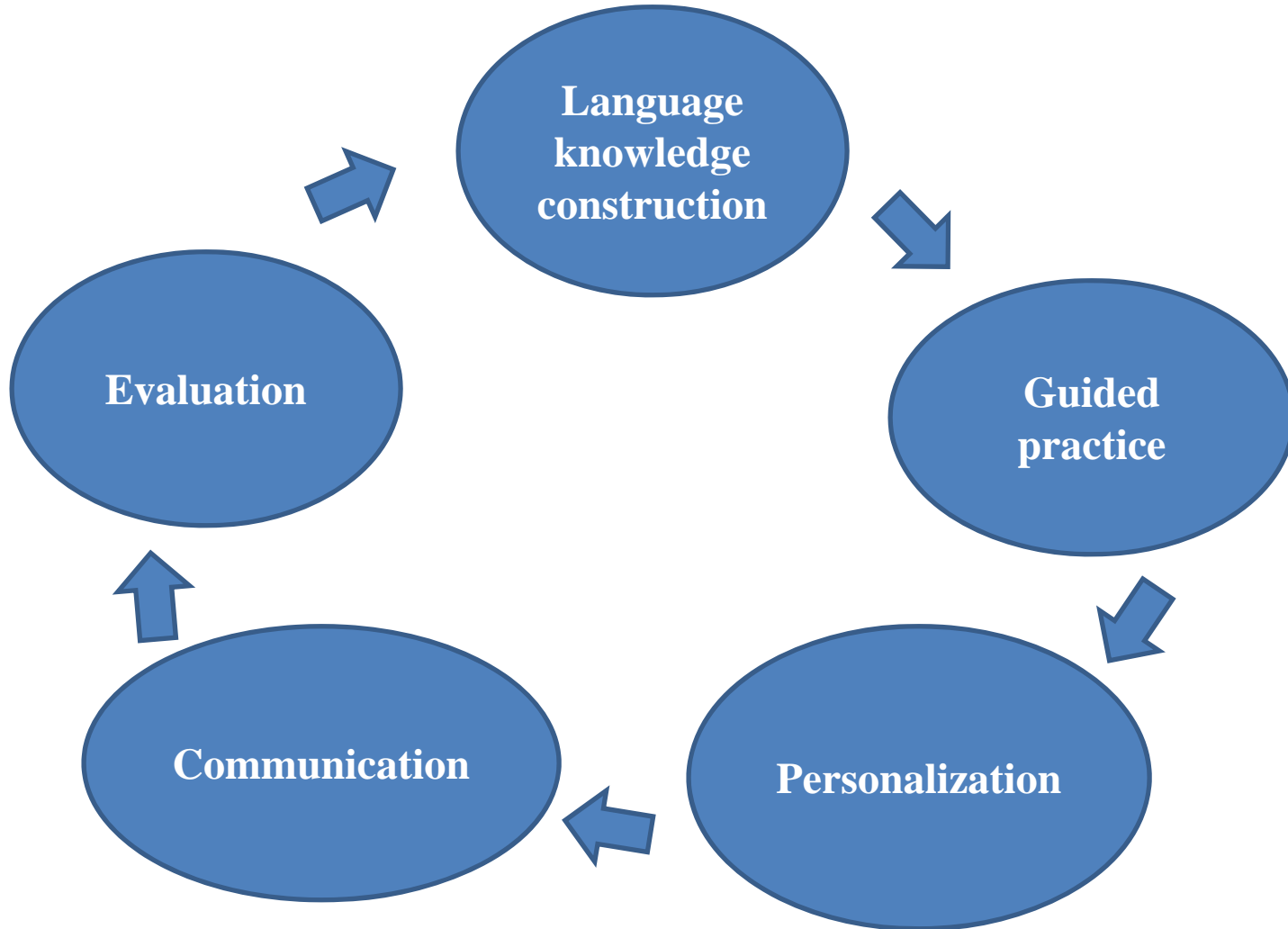
Bilingual Education Model

Level of education	Grades	Kazakh language (L1)	Mongolian language (L2)
Upper secondary	G 12	L1 and Kazakh literature	L2 (LoI, all subjects)
	G 11		
	G 10		
Secondary	G 9		
	G 8		
	G 7		
Primary	G 6	L1 (LoI, literature, all subjects)	L2 (oral and written literacy)
	G 5		
	G 4	L1 (LoI, literacy, all subjects)	
	G 3		
	G 2		L2 (oral)
	G 1	L1 (LoI, literacy, all subjects)	
Pre-school	K	L1 (oral L1)	

Teaching and Learning Materials



Learning Cycle



Innovative Methodology

- Language learning acquisition theory
- Learner centered: learning competencies
- Knowledge construction
- Practice
- Production
- Communicative
- Assessment of language skills and learning outcomes

Conclusions

- National policy focusing on bilingual education for Kazakh children is crucial.
- Standards and curriculum need to be adjusted to a Kazakh school.
- A teacher training (both pre-service and in-service) system has to be revised.
- Language teaching methodology needs to be effective and suitable for Kazakh children.
- Teaching and learning materials has to be developed to meet Kazakh children's needs.
- Teaching and learning environment needs to be improved.

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**Thank you for
your attention**