LANGUAGE EDUCATION ISSUES IN THE KAZAKH COMMUNITY OF MONGOLIA

Dr. Mira Namsrai, Dr. Tuya Ukhnaa, Oyuuntsetseg Shagdar, Institute of Education, Mongolia
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

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outdated textbooks, need to be improved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

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Grades</th>
<th>Kazakh language (L1)</th>
<th>Mongolian language (L2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper secondary</td>
<td>G 12</td>
<td>L1 and Kazakh literature</td>
<td>L2 (LoI, all subjects)</td>
</tr>
<tr>
<td></td>
<td>G 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>G 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>G 6</td>
<td>L1 (LoI, literature, all subjects)</td>
<td>L2 (oral and written literacy)</td>
</tr>
<tr>
<td></td>
<td>G 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G 4</td>
<td>L1 (LoI, literacy, all subjects)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G 2</td>
<td></td>
<td>L2 (oral)</td>
</tr>
<tr>
<td></td>
<td>G 1</td>
<td>L1 (LoI, literacy, all subjects)</td>
<td></td>
</tr>
<tr>
<td>Pre-school</td>
<td>K</td>
<td>L1 (oral L1)</td>
<td></td>
</tr>
</tbody>
</table>
Teaching and Learning Materials
Learning Cycle

Language knowledge construction

Guided practice

Evaluation

Communication

Personalization
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.
References

Thank you for your attention