

ENGLISH LANGUAGE POLICY FOR EDUCATION AND IMPLEMENTATION IN MONGOLIA

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Abstract

In this article, we examine the English language policy implementation in Mongolian Education Sector, case of Mongolian National University of Education. The article begins with a short investigation of the term 'applied linguistics' for examine the part of language trying inside this discipline, the association between policies and planning.

The paper utilizes Baldauf and Kaplan's framework of language-in-education policy goals to analyze policy on EFL in Mongolia and makes introductions on access policy, community policy, resourcing policy, curriculum policy, methodology and material policy, personnel policy and evaluation policy. These are the basis for understanding language-in-education policy and issues associated with its implementation. Purpose of the article is to discuss that the results involved in language policy implementation is necessary not only for achieving next level of the language, but also for achieving programs objects and aims. So we generally focused on curriculum policy and evaluation policy.

In survey were participated 210 freshmen students who study at Mongolian National University of Education.

We took proficiency testing and questionnaire from 210 freshman students who are studying English II (B1level) and as the assessment revealed 88.1% of them were failed. Also 81 MA and doctorate students, who were non-professional in English at the Mongolian National University of Education, and 81.4% of them, were failed and they have A1, A2 level even though they had an upper level's academic programs and curriculum. Then we consider English II, IV classes are unlikely to be matched in our evaluation system and objectives of the curriculum.

Key words: language acquisition planning, policy, implementation

1. INTRODUCTION

The term "language planning" was first introduced in 1959 by Haugen, Harvard University Professor in his article, Norwegian Modern Designing "the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogenous speech community ". In 1969, the German philosopher Kloss first cited language policy and planning as corpus and status. Subsequently, language planning was further extended by the third classification. In 2003, American scientists Kaplan and Baldauf have analyzed the types, objectives, forms and responsibilities of this category: access policy, personnel policy, curriculum policy, method and material policy, resourcing policy, community policy and evaluation policy.

500 years ago, 5 to 7 million people lived in the British Islands, speak English. Now, around 1.5 billion people around the world are interacting in English. 360 million of them use English as a native language. Many scientists believe that the specificity and structure of the language has not affected the spread of English, and many politicians, such as politics, military, colonization, trade, technology, education, art and culture have played a role, but some (Philipson etc.,) This epidemic addresses linguistic imperialism or language discrimination. This is explained by the fact that people learn English and have a great deal of advantages. For example, in the past, the people of Britain who were in colonization were required to have English language skills, and would like to have English language literacy and research into more people. This means that the language of the mother tongue or other language is lower and that language discrimination is occurring. Therefore, world countries tend to

develop and adapt English and native languages together to maintain their national identity in terms of globalization.

The main reason for language dominance is the fact that countries choose English as a language for academic language in order to prevent lethargy in business, property, and technology. In some countries, there are two basic approaches to teaching English when considering policies and decisions on foreign languages. For these reasons, ESL is typically the term used in the United States, an English-speaking nation, whereas EFL is more often the term of choice in countries where English is not the native language. ESL students learn English as a Second Language in a foreign country, where English is the predominant language. In our country, the study of English as a foreign language is best suited, but it is still unclear what the legislation is really about.

For example, the first stage of the implementation of the policy (2007-2015) in the resolution of the Mongolian Parliament based on the Millennium Development Goals based on the Comprehensive Development Policy of Mongolia ("2007-2015"). In 2015, the English language was the major foreign language to make; According to the 19th resolution of the State Great Khural of Mongolia on February 5, 2016, "Mongolia's sustainable use of English is the ability to conduct official work in English." Conceptual Approval of Mongolia 2030 "and Resolution No. 26 of the State Great Khural of Mongolia on 3 May 1996 and the" Comprehensive National Development Strategy of Mongolia based on the Millennium Development Goals. "Brother Parliament revoked by Resolution No. 12, dated 01 January, 31, 2008. The resolution did not include any English words. The revocation of the policy documents in English since 2008 has been reversed as a result of a non-enforceable and unpaid decree. In addition, the amendments to the Education Law of Mongolia have been amended 20 times since 2002. (4 times a year in 2012-2016 every year). It is therefore important to keep the structure of the law in line with the unified concept without the unified conception of the legislation and to maintain the continuity, interdependence and stability of the policy.

One of the important modern research directions of social linguistics is language policy and it's closely related to political science, and sociology, ethnography, philosophy, social sciences and humanities which are an integral part of the nation. Language policy has been studied by many aspects such as politics, ethnography, psychology, and social sectors. (Thomas Ricento, 2006)

Language policy is defined differently by scholars. For example, language policy is the policy combination of ideological principles and practical solutions for operational use of language, language ideology, language management, and planning. On the other hand, state participates in public language's life consciously. (Spolsky B, 2004)

The language policy is managing the linguistic problem to develop language issues. (Zegiimaa Ch, 2002)

Language-in-education policy, also known as acquisition planning, is one of the three activity types within language planning and policy, the others being corpus planning and status planning (Cooper, 1989). Baldauf and Kaplan proposed a comprehensive framework for language-in-education policy goals, namely: access policy, resourcing policy, community policy, curriculum policy, methods and material policy, personnel policy and evaluation policy. (Baldauf and Kaplan, 2005) These are the basis for understanding language-in-education policy and issues associated with its implementation.

The objective of the paper includes:

1. To study and summarize the theories and concepts of the scientists on modern social linguistics, language policy and planning.
2. To analyze language policy documents from the Mongolian government
3. To consider language policies and decisions that is being implemented in some countries around the world
4. To study and evaluate the state and non-state primary schools, the English language standards of the universities, the program content, the materials, the methods, and the approaches.

5. To determine the needs and interests of learners in English
6. To evaluate the capability and service delivery of the English language training institutions and their coordination, according to the findings of the survey.

2. MATERIALS AND METHODS

2.1. Materials

Statistical survey: official statistics, policy papers, other relevant books and open/closed questionnaires

2.2. Methods

Quality Facts: questionnaire and observation with group and individual interviews, open question

Comparative study: English language education policy and implementation of other languages, study of English language education and experience

English language policy for education and implementation in Mongolia

Mongolian students first began studying English since English Language Department was established and it's founded by Mongolian National University in 1956. English language training has been becoming increasingly improved for these 63 years. But we are still doubt about we have been prepared high level English language specialists like Russian teachers.

Since the 1992-1993 academic years, Mongolia has officially started teaching English at the secondary school for 27 years. During this period, the issue of English and the use of native language has been developed separately, as evidenced by historical facts and statistical reports. In the 2018-2019 academic year Mongolia has a total of 593,200 students enrolling in 232800 pupils in Ulaanbaatar, and over 10.6 percent of them attend non-governmental non-English speaking schools, approximately 2,300 students from the first grade is learning. Although this figure is small in comparison with the country, it is the number of Mongolian State-run universities and institutes of higher learning and the impact of the quality and evaluation of the training, especially on foreign language training policies. In total, 2275 foreign students are studying in the 2018-2019 academic year, of which 82.5% are students of two neighboring countries. In particular, 1.6 thousand (72.1%) are Chinese, 236 (10.4%) are Russian students. The number of foreign students studying in Mongolia has been growing in recent years, as well as the need to educate internationally capable staff in the English language curriculum of some universities and colleges, but these are regulated and monitored by Mongolian laws and regulations, issues are still unknown.

As for English language evaluation policy, almost all Mongolian universities and schools use The Common European Framework of Reference for Languages (CEFR). CEFR is an international standard for describing language ability. There would six levels: A1, A2, B1, B2, C1, C2.

As for English standard and curriculum of Mongolian National University of Education (MNUE), General English group divided into 'English I' and 'English II'. Objective of the program of 'English I' is "non-English professional students of MNUE would be achieved in pre-intermediate (A2) level and had four skills such as writing, listening, reading and speaking to prepare for the next level", and objective of the 'English II' program is 'non-English professional students of MNUE would be achieved in an intermediate (B1) level and had four skills such as writing, listening, reading and speaking to understand further research work with a wide range of professional topic'. (E1 standard plan, 2015)

According to CEFR A2 level, MNUE students have to understand short, simple texts containing the most common words, including some shared international words, short, simple texts written in common everyday language and related to their job. They also can find specific information in simple everyday material such as advertisements, brochures, menus and timetables and identify specific information in simple written material such as letters, standard routine letters and faxes on familiar topics. These are equal in all skills such as writing, listening, speaking and reading. As for B1 level,

students can understand straightforward texts on subjects related to their fields of interest, description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance, written straightforward instructions for a piece of equipment and identify the main conclusions in clearly written argumentative texts etc., But in real life, Most of non-English professional students, MA and doctorate students of the MNUE are not be able to talk about themselves fluently.

In standard of the English lesson defined its goals and objectives that they would be acquired the four skills of reading, listening, writing and speaking in upper level, but the lesson evaluation uncertain of what it is the ability to listening, speaking level and indicated that proficiency is mainly tested only reading, writing and grammar. For example, we took proficiency testing from 210 students who are studying English II (intermediate) and as the assessment revealed 88.1% of them were failed. Then we consider English II classes are unlikely to be matched in our evaluation system and objectives of the curriculum.

We also took proficiency testing from 81 MA and doctorate students, who were non-professional in English at the Mongolian National University of Education, and 81.4% of them were failed and they have elementary level even though they had an upper level's academic programs and curriculum.

As for National University of Mongolia, General English class divided into general reading and English elementary- oral communication (A1, elementary). Objective of the reading lesson is "Learn to read and pronounce simple words, sentences correctly and understand main content of the simple text, be able to make practice actively used 1000-1500 words and make dialogue using them. Students will learn to use their A2 (The Common European Framework of Reference-CEFR) knowledge of the language for reading magazines, books and online information from the internet daily life.

Objective of the communication lesson is "Learn to basic methods of speaking and listening skills according to elementary level (NUM curriculum, 2015)

Dividing skill is the big difference of the curriculum of two Universities. We observed that dividing skill by skill is closer to real knowledge and capability of the level which is likely to have true assessment.

In Mongolian Universities, we have already started English language course for decades, although we all know about the issue of speaking skill is lower than other related skills such as reading and writing. We did following survey to find out difficulties of implementing English language policy in Mongolian National University of Education.

In survey were participated 210 freshmen students who study at Mongolian National University of Education. First of all, we conducted with students' interviews and they replied the following question such as poor curriculum, insufficient training materials, and poor grammar skills and blamed instructors' improper methodology. Thus we prepared our research work according to these questions.

1st questionnaire was 'Did you study English for more than 5 years before you entered this school?' and as the research revealed 89.5% of the respondents replied that 'yes', 10.4% of the students said 'no'

2nd questionnaire was asked that 'Can you introduce yourself in English fluently?' and 46.6% said 'no', 25.7% 'yes', 18.5% don't know, 9% didn't reply

3rd questionnaire asked by 'Do you think that learning English is difficult?' and 23.3% said 'yes', 41.9% replied 'no', 21.4% 'don't know', 13.3% didn't reply

4th questionnaire was 'Does English language lesson often focus on encouragement, motivation, problem solving, and self-education? And 50.9% of the respondents replied 'no', 17.1% 'yes', 17.6% 'don't know', 14.2% didn't reply

5th questionnaire was asked by 'Did you have the opportunity to develop communication skills during an English course?' and 51.4% said 'no', 22.3% 'yes', 14.7% 'don't know', 11.4% didn't reply

6th questionnaire asked that ‘Which of the following do you need to learn English?’ Circle the three most desirable options

- No need-5.7%
- Working at international organizations after graduation- 15.2%
- Get friends abroad-11.4%
- Introduce yourself fluently in English-54.7%
- Travel abroad-64.7%
- Go abroad and visit relatives -10.4%
- Find information from the Internet-61.4 %
- Search for a foreign university (fill in an application)-17.6%
- Work as a guide or translator-23.3%
- Access to high paid jobs-60.4%
- Take TOEFL and get scholarship from foreign universities-30%
- Personal reason / family-3.3%
- Other-6.1%

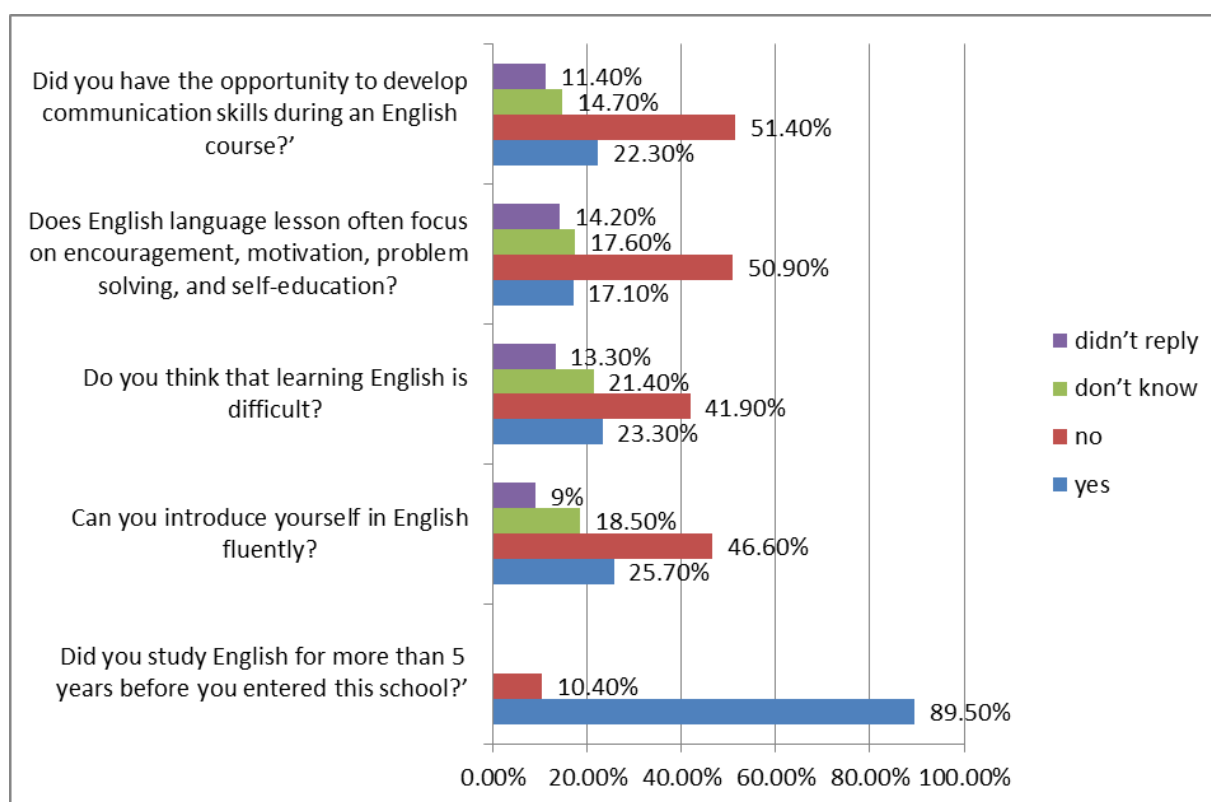


Fig. 1. Survey from students (MNUE)

At the standard and curriculum of the Mongolian secondary school, pupils would be achieved in an intermediate (B1) level and had four skills- writing, listening, reading and speaking. Most students have English speaking problem even though they have been studying English for more than 5 years before enrolled university. English language curriculum and program of the universities also defined

that students would be achieved in an intermediate level (B1) with all four skills. If pupils would be get B1 level, they should be achieved B2 level at the university.

3. RESULT

Evaluation system is not implemented at the national or school level in Mongolia. To evaluate the knowledge and skills of learners' language, it is rare that institutions are assessing each of the four skills of English language.

4. DISCUSSION

We should understand the basis for language-in-education policy and issues associated with its implementation below:

Access policy

According to Baldauf and Kaplan, access policy designates who learns what languages at what age/level and when. Access policy is important because it indicates when learners are given exposure to English through instruction and provides schools with guidelines to the design and development of their language program.

Community policy

It is important to decide who are consulted in the decision-making process for language-in-education policy. The attitudes of the community towards language teaching have significant effects on policy success.

Resourcing policy

Resourcing policy specifies the allocation of funding and resources (e.g. classroom, facilities) targeted for language-in-education programs. Adequate resources are necessary to sustain and promote linguistics development in language-in-education policy.

Curriculum policy

According to Baldauf and Kaplan, once decision is made on the language to be taught, there are curricular issues that need to be taken into account. These include the objectives of teaching and learning of the relevant language, the space in the curriculum allocated to language instruction and the duration of teaching and learning.

Methodology and material policy

Baldauf and Kaplan stated that methodology and material policy is concerned with:

- 1) What methodology will be used for language instruction?
- 2) What contents will be used for language teaching?

Personnel policy

Personnel policy is related to teachers; its important issues are recruitment of teachers, rewards and teacher education. The abilities of teachers to carry out a language- in- education policy determine its success.

Evaluation policy

Evaluation policy is concerned with the answer to the question “What is the connection between assessment on the one hand and methods and materials that define the educational objectives on the other?” (Baldauf and Kaplan, 2005).

5. CONCLUSION

We need national fundamental program for English language training in Mongolia. The issue of modern foreign language policy is focused on the program's specific and systematic goals and the skilled personnel, material and methodology to implement it.

We also need to determining the general trend of foreign language learning policies, and considering a complex problem to calculate the future development of the country, and estimating foreign language education needs.

Researchers and governors should work with foreign professional organizations to elaborate national evaluation criteria of English language study. It should be equal with an international standard's level.

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