

Research Grants Council of Hong Kong (General Research Fund 840012)

Models of Trilingual Education in Ethnic Minority Regions of China Project

Briefing Paper No.12

**Practice of Mongolian Nationality Schools
in Inner Mongolia Autonomous Region**

Narisu

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Models of Trilingual Education in Ethnic Minority Regions of China Project

This research project offers a holistic and descriptive account of trilingualism and trilingual education in China. Policy changes have led to the introduction of English language teaching and learning in primary schools. These reforms pose particular challenges to communities in ethnic minority areas, where Putonghua often competes with the minority language, and English is often taught in under-resourced schools with teachers with the requisite training in short supply.

The project involves extensive and intensive research comprising investigations into school- and community-level practices, policies and perceptions relating to trilingualism in such key regions as Xinjiang, Yunnan, Inner Mongolia, Sichuan, Gansu, Guizhou, Guangxi, Qinghai, Jilin, Tibet and Guangdong. Using first-hand data collected from each region, the researchers examine language policies and curricula, as well as language allocation in the classroom and in the community, and analyse them in their specific historical, socio-political, demographical, economic, geographical and cultural contexts.

A distinctive feature of the project is its presentation of a new methodology and approach to researching such phenomena. This methodology encompasses policy analysis, community language profiles, as well as school-based field work in order to provide rich data that facilitates multilevel analysis of policy-in-context.

This series of Briefing Papers presents information about different aspects of the project.

Models of Trilingual Education in Ethnic Minority Regions of China Project Briefing Papers Series Editors: Anwei Feng (University of Bangor), Bob Adamson (Hong Kong Institute of Education) and Yi Yayuan (Hong Kong Institute of Education)

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Practice of Mongolian Nationality Schools in Inner Mongolia Autonomous Region

Research Context

Inner Mongolia, a long and narrow strip in the north of China, is one of the four autonomous communities (together with Ningxia, Xinjiang and Tibet) in China. The Mongolian Nationality is the 6th largest ethnic group in China now, and its population has been growing from 888,000 in the first census in 1953 to 4,240,000 in 2007. Almost 70% Mongolians in China live in the Inner Mongolia Autonomous Region (IMAR), and the rest are spread through Xinjiang, Qinghai, Gansu, Liaoning, Jilin, and Heilongjiang provinces within the territory of China. Mongolian constitutes a dominant nationality in IMAR.

The numbers of Mongolian schools and students are shown in Table 1.

Table 1

	School number	student number
Primary school	2188	447,000
Middle school	262	248,900
General High school	66	31,100
Vocational middle schools	50	22,300
Colleges with Mongolian system	13	11,800
Programs in Mongolian system	Over 30	
Doctorate & master degree		413

Four models of schools under the name of “Mongolian Nationality School”

- Model 1: Mongolian-dominated; almost all the enrollment of pupil and faculty and staff are Mongolians.
- Model 2: having two language instruction systems, Mongolian and Chinese, more bilingual environment.

- Model 3: Chinese instruction system with the main course of Mongolian language no matter what nationality the students are in the school.
- Model 4: distinguished from above three by only one language (nothing but Chinese).

An example of bilingual Mongolian Nationality School



Introduction to the school

四子王旗蒙古族小学简介

蒙古族小学建于1930年，重建于1997年，是我旗唯一的一所双语授课（蒙语、汉语。）全日制寄宿制小学，肩负着民族教育和希望工程的历史使命。学校占地面积26955.2平方米，我校目前有教学班共有25个，其中蒙语教学班10个，汉语教学班15个。在校学生958人，其中蒙语授课学生322人，汉语授课学生636人。住校生320人，教职员96人，专任教师69人，学历合格率为100%。

我校现有教学楼两栋，建筑面积4239.5平方米。2004年利用“两基”攻坚经费建设了能容纳320名住校生的公寓楼，建筑面积为2314.2平方米。2005年由广东爱心团队捐赠50万元新建640平方米的电脑实验楼。学校设有能容纳56名学生的电脑室，120座的多功能室，64座语音室和仪器室，实验室，图书阅览室，音乐舞蹈活动室，美术活动室，少先队活动室及会议室等。

我校十分重视教育教学工作，在全体教师的共同努力下，2005年11月，汉语教学组的“小学语文课堂教学整体改革实验”顺利通过自治区验收，并获得自治区“实验教学改革先进单位”光荣称号，被评为自治区先进“模范集体”。2009年“义务教育阶段汉语应用能力的发展教改实验”课题获国家级“先进学校”荣誉证书。几年来小学毕业年级统考，蒙汉教学成绩在全旗名列前茅。

我校对寄宿生的资助也同样重视，学校生源大多来自农村牧区，贫困生682名，其中特困生120人。这些学生除享受“两免一补”政策外，同时受到广东亿松泰、广东博益保乐斯、上海民泰、天津市土地规划局、中国石油、旗教育基金会、旗团委、旗财政以及社会各界的广泛关注和大力支持。

我们的办学理念是让每个农牧民的孩子都能在我校享受到良好的教育，顺利地完成学业，成为德、智、体、美、劳全面发展的好孩子。我们的奋斗目标：3年内把我校建设成为一流的效果、一流的设备、一流的管理、一流的师资、一流的教育教学质量的高标准自治区示范校。

学校

书记

工会 少先队 妇联 保卫室

教学

语文组



70% of the school teachers are Mongolian



图雅 (小高)
区级蒙授汉语艺术
展示课三等奖



额尔登高娃 (中高)
区级骨干教师

Curriculum in Mongolian

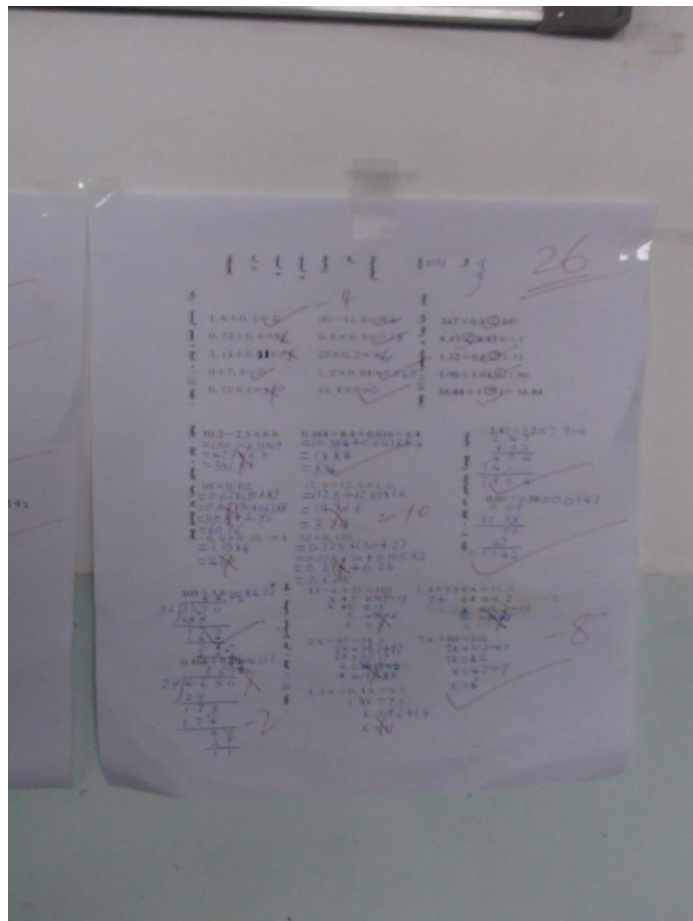
A handwritten curriculum table on a green background. The table is organized into a grid with rows numbered 1 to 6 and columns. The text is written in Mongolian script. At the top and bottom of the page, there are decorative horizontal lines with Mongolian characters.

A handwritten curriculum table with a printed overlay titled "课程表" (Curriculum Table) in Chinese. The overlay is a grid with rows numbered 1 to 6 and columns. The background shows the same handwritten Mongolian script as the previous image. The printed table has a header with "课程" (Courses) and "科目" (Subjects).





All subjects in the school are taught in Mongolian. This is the mathematics paper.



Honorary credential



Blackboard newspaper



Chinese language



Quotation from Chairman Mao



Research in Middle Schools in Inner Mongolia

Different types

Textbook	Mongolian	Chinese	
Teaching language	Mongolian	Mongolian, Chinese	Chinese

Proportion of grades in Entrance Exam of Senior high school

School	A	B	C	D	E
English	100%	40%	30%	30%	75%
Chinese		60%	70%	100%	100%
Mongolian	100%	100%	100%	100%	100%

Proportion of grades in College Entrance Examination

School	A	B	C	D	E
English	50%	60%	15%	70%	70%
Chinese	50%	40%		50%	30%
Mongolian	100%	100%	100%	100%	100%

Cases of English Competence in Trilingualism

Case one: Muqier(木其尔), Balinyouqidaban (巴林右旗大板)

1. Learning English from Grade Three
2. Learning from the very beginning in middle school (reason: many other students from other schools have not learnt before)
3. A trial class of Mongolian students in senior high school (tougher requirements)
4. Mark of English in College Entrance Exam =129

Case Two: Wuyou (乌尤)

1. Learning Chinese (Grade Three, aided by Mongolian,)
2. No English learning in primary school
3. Learning English from Junior high school (Mongolian & English, English isn't included in entrance exam to senior high school, most students give up)
4. Policy influence: 15% in college entrance exam
5. College: Mongolian class, learning from the ABC
6. Graduate study: failed in term exam (common phenomenon), CET 6 pressure

Case Three: Baojingying (包金英)

1. Mother tongue: Mongolian
2. Grade one –Grade Five: Mongolian
3. Grade Four-Grade Five (second time): Chinese
4. Learning English from Grade One in middle school
5. Grade one in middle school-college:
 - Trilingual competence:
 - Mongolian: very fluent in four skills
 - Chinese: very clumsy at the very beginning
 - English: the way of learning Chinese helps her a lot in her later English learning
 - Good in English learning-a good competence in learning language

Conclusion

1. A variety of requirements in middle school
2. Different levels of English competence for Mongolian students
3. Compared with Han students, fewer Mongolian students have good or satisfactory competence in English for various reasons (policies, economy, area, personal, etc.)
 - ✓ Mongolian education is still full of vigor.
 - ✓ A complete Mongolian educational system in IMAR theoretically makes it possible for Mongols to complete their education from primary to high school, even higher education. The system enables a Mongol to complete his or her

education. It is not unusual to meet with Mongolians with masters even doctorate degrees. Until 2009, there are 413 with Doctorate or master degree.

- ✓ With the dramatically development of China toward modernization, industrialization and globalization especially in the latest 2 decades, requirements for language education are changing from monolingual to bilingual and then trilingual. To meet the needs, Mongolian educational system has been moved forward. Traditional Mongolian Nationality Schools have been differential from one type to three under the name of Mongolian Nationality School.
- ✓ Finally, a growing number of students in Mongolian instruction system have fused into mainstream education at their college career.
- ✓ As to three languages, Mongolian, Chinese Han and English in Mongolian Nationality School, Mongolian is certainly learned by the peers in Type One and Type Two as the first language, taking over the first place on curriculum, having more than one class every school day. And Chinese Han, more than half of the sample schools arrange the same time with Mongolian, that is, the new generation Mongols are supposed to be educated as **balanced bilinguals**.
- ✓ The great movement on curriculum is in English. At first, English course have been changed from selected to required, involving in compulsory courses as primary level. And then the time starting learning English, after then, is shifted to earlier grade, from grade one at middle school a few years ago to grade three in majority of sample schools. Finally, although there is some sample schools with small enrollment without English education, there are some schools opening English class from grade one at primary school even at pre-school class. It is a reflection of imbalance between supply and demand.

Contact details

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