Models of Trilingual Education in Ethnic Minority Regions of China Project

Briefing Paper No.6

An overview on Trilingual Education in Sichuan University of Nationalities

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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, demographic, 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)
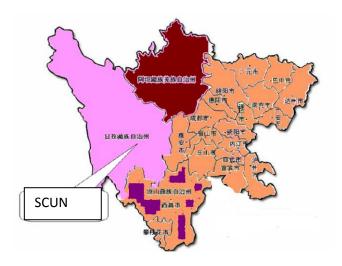
An overview on Trilingual Education in Sichuan University of Nationalities

Context

Ganzi Tibetan Autonomous Prefecture

- ➢ established 1950

- ➢ 18 counties

- ➢ 1/3 of the area of Sichuan Province

- ➢ 25 ethnic groups

- ➢ main ethnic Tibetan group 79%

- ➢ Few bilingual teachers

Focus of the study

- ➢ Why is trilingual education significant?

- ➢ Overview of the project by SCUN

- ➢ Defining the training

- ➢ Course contents

- ➢ Bridges to cross

- ➢ Solutions

- ➢ Where are we now?

Research Findings

Why is trilingual education significant?

> ➢ meets the needs of local communities
>
> ➢ addresses real employment issues
>
> ➢ integrates communities and promotes social stability

Overview of the project

"Comprehensive reform of the Chinese minority language and literature in Sichuan province", Sichuan Provincial Education Department project "Quality of Higher Education" (Si Chuan Han [2011] No.659) Project Leader: Guo Qing

中国少数民族语言文学专业综合改革 四川省教育厅2011年度"高等教育质量工程"建设项目（川教函〔2011〕659号）责任人：郭庆

- 学前教育 Pre-school Education

- 汉藏双语秘书 Han-Tibetan Bilingual Secretary

- 藏汉英三语专业 Tibetan, Chinese and English Trilingual Major

- 汉藏双语法学专业Chinese and Tibetan Law major

Defining the training

> ➢ Putonghua, English and Tibetan are the language of instruction
>
> ➢ also includes:

1) role of the trilingual teacher

2) methodology

3) cultural diversity

4) language learning skills

Course contents (terms 1-4)

1. Handwriting

   Literacy

   Grammar

2. Bilingual/bicultural story telling

   Bilingual/bicultural writing

3. Teaching methodology

   Folk custom and habit

   Regional tourism translation

4. Regional regulations and policies

   Teaching practice

Staffing

o 1 manager

o 1 teacher - native Tibetan speaker (tutor)

o 1 teacher - native Mandarin speaker (tutor)

o 1 teacher - native English speaker (language input)

o 1 teacher (teaching skills)

o Guest activity leaders (culture)

Challenges

- Staffing issues

- Class size

- Traditional learning habits of students

- Teaching methods

- Course materials and structure

Solutions

- ✓ Language Structures input (English, Putonghua and Tibetan)

- ✓ lectures on Lesson Planning

- ✓ self study program

- ✓ tutorials on triculturalism

- ✓ workshop

- ✓ visits to local schools

- ✓ activities

Self Identity Texts and Record by Students

A story in a Jiarong Tibetan language recorded and rewritten in English by Cherry from Woerya.	**My Hometown** written in English and Chinese by Tsomo from Ngawa	**My Hometown - Ngawa** written in English, Tibetan and Chinese by Yangjun from Ngawa	**Our Hometown** MP3 recording in a Gyalrong Tibetan and written in English by Guntar and Lhamo

http://www.grandala.org/multilangidentitytextsgz/english.html

Where are we now?

- ➢ Go ahead with syllabus.
- ➢ Ongoing discussions regarding content and teaching methods.
- ➢ Working on the curriculum provisions

For further information:

http://www.grandala.org/englishlearningmat.html

Contact details

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