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Models of Trilingual Education in Ethnic Minority Regions of China Project

Briefing Paper No.10

**Education Policy Making and Trilingual
Education for Korean Ethnic Minority in
the Yanbian Korean Autonomous
Prefecture**

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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.

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Education Policy and Making Trilingual Education for Korean Ethnic Minority in the Yanbian Korean Autonomous Prefecture

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- The Trilingual Education Policy in the 21st Century
- Practices of the Trilingual Education Policy in the Korean Ethnic Community
- Some Considerations for the Trilingual Education Policy Making

I. Overview of the Trilingual Education Policy in the YKAP in the 20th Century

- “Korean language is the first common language in the Yanbian area.”
 —The 2nd Working Conference of Korean Language by the Government of YKAP in 1980
 -- 《延边州政府第二次朝鲜语文工作会议》，1980年11月
- “The foreign language courses should be offered from middle school, Japanese or English should be offered according to the current conditions. And the same kind of foreign language should be taught straight from junior to senior high school.”
 —Suggestions of the Education Plan for Full-time Primary and Secondary Schools, 1981
 -- 《全日制中小学教育计划试行草案》，1981年10月

Table I-1: Allocation for Korean, Chinese and the foreign language Teaching hours in 1981

Notes: PS: Primary School, JS: Junior High School, SS: Senior High School

K: Korean, C: Chinese, FL: Foreign Language

	PS						JS				SS		
	I	II	III	IV	V	VI	I	II	III	IV	I	II	III
K	8	7	7	6	6	6	4	4	3	3	3	2	2
C	4	4	4	5	5	5	4	4	4	4	4	4	5
FL							4	4	4	4	5	4	

- “Korean language, Chinese language and foreign language education should be strengthened in the primary school so as to make the student to be a balanced Korean-Chinese bilingual and lay the foundation as a multilingual.”

—The Regulations of the Korean Education in the YKAP, 1994 (Revised in 2004)

-- 《延边州朝鲜族自治州朝鲜族教育条例》, 1994年4月(2004年6月修改)

- “Learning and mastering a foreign language is a basic requirement for citizens in the 21st century.”

—Proposal of the Basic Requirements for English Curriculum in the Primary School, 2001

-- 《小学英语课程教育基本要求(试行)》, 2001年2月

- From 2001, English education for the primary school has been popularized in the YKAP. Almost all the elementary school in the YKAP offered English. Most of the schools offered from Grade One (3 class-hours/week); several schools offered from Grade Four (4 class-hours/week; some schools in the remote rural areas offered from Grade 5.

Table I-2: Teaching Hours of English, Chinese and Korean in Korean Ethnic Schools (2002)

Note: ES: Elementary School, JS: Junior Middle School, SS: Senior Middle School

E: English, K: Korean, C: Chinese

One class hour: 40 minutes in primary schools; 45 minutes in secondary schools

	PS						JS				SS		
	I	II	III	IV	V	VI	I	II	III	IV	I	II	III
E	3	3	3	4	4	4	5	5	6	5	5	5	6
C	6	6	6	6	6	6	6	5	5	4	4	4	4
K	6	5	5	4	4	4	4	4	4	3	3	3	3

II. The Trilingual Education Policy in the 21st Century

1. Course Plan of Compulsory Education for Korean Ethnic Schools (May, 2002) (《朝鲜族学校义务教育课程设置方案》, 2002年5月)

- The proportion of Korean language course decreased from 24% to 20.22%, and the Chinese language course increased comparatively. The

proportion of the three language courses took up 38.4% of all the courses in the Korean ethnic school.

2. Proposals for the Reform and Development of Korean education (Oct., 2002) (《中共延边州委、州人民政府关于朝鲜族教育改革与发展的若干意见》, 2002年10月)

- The **overall requirement** about the Korean language teaching, Chinese teaching and the foreign language teaching was put forward:
 - Being proficient in Korean Language (精华朝语)
 - Intensifying Chinese Language (强化汉语)
 - Optimizing foreign language (优化外语)

- ***Being proficient in Korean Language***
 - The Korean language is the mother tongue of Korean students, and also the foundation of learning other languages.
 - Previously, the content of the Korean language course was complicated, difficult, lopsided and out of date. Also some contents overlapped with the Chinese teaching material. In order to change these phenomena, the teaching process and method were required to improve so that the Korean ethnic students could master the most practical knowledge of the Korean language.

- ***Intensifying Chinese Language***
 - Chinese is a language of survival and self-development for the Korean minority.
 - It focuses on the reform of Chinese teaching material and teaching mode.
 - Chinese could be used as the instruction language in some of the courses.
 - A pleasant learning environment of learning Chinese for should be set up in school.

- The key point is the ability of application of Chinese by Korean ethnic students.

- ***Optimizing foreign language***

- Foreign language is a compulsory course for the Korean ethnic students.
- Learning a foreign language is a road to the world and in the future.
- It means optimizing the language types, setting up a pleasant learning environment, providing more chances of reading English original books, regularizing the teaching practices, and improving the teaching quality.

3. Notice on Organizing Bilingual Education Reform in Some Primary and Secondary Ethnic Schools (2002) (《关于组织部分民族中小学进行“双语”教学改革试验的通知》，2002年) **the Experimental Programme of the Bilingual Education Reformation in Primary and Secondary Schools in the YKAP (2003)** (《延边朝鲜族中小学双语教育改革实验方案》，2003年) by the Standing Committee of the Provincial People’s Congress.

- Learning Korean and Chinese, cultivating the talents of bilingual, and being a balanced bilingual became the clear objective of language teaching in Korean ethnic schools.
- The Decisions provided a solid and reliable legal protection for bilingual teaching reform in the new era in the YKAP.

4. Suggestions on Implementation of Bilingual Teaching Reform in Primary and Secondary Schools in the YKAP (2005) (《延边朝鲜族中小学双语教育改革实验方案》，2005年)

5. Notice on Determining the Experiment Schools of Bilingual Education Reform in the YKAP (2005) (《关于确定州级‘双语’教学改革实验学校的通知》，2005年)

- It promoted the bilingual teaching reform to a more standard, scientific and rational track of development.
- It ensured the successful development of bilingual education experiment.

6. The Instructions about the New Curriculum Schedule in the Compulsory Education Stage (2007) (《关于延边州义务教育阶段新课程计划表的说明》, 2007年)

- The foreign language should be offered from the third grade of primary schools.
- Every student in Korean ethnic schools in the YKAP could have the opportunity to take part in foreign language activity more than three times a week to strengthen the foreign language teaching.

□ Current Situation of Trilingual Teaching in YKAP

- Allocation of the course hour of the Korean, Chinese and English language is changed.
- Korean and Chinese courses start at the same time and develop evenly.

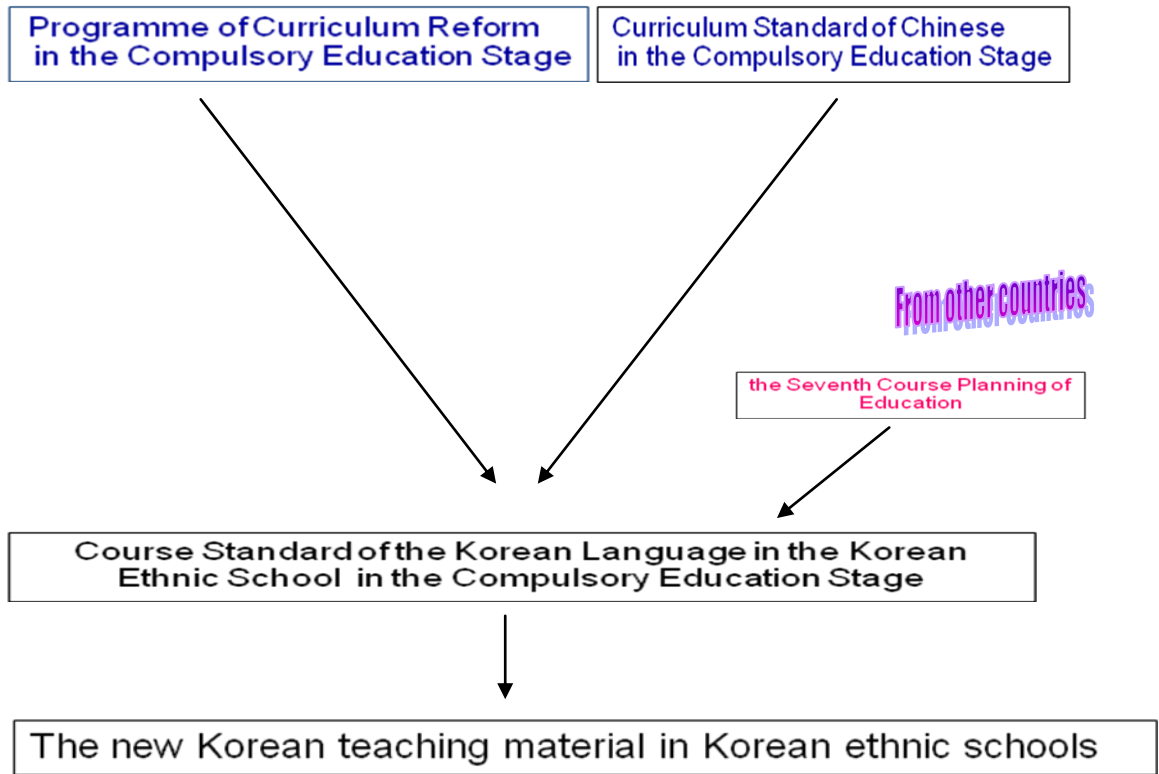
Table II-1. The Teaching Hours of Language Courses of the Korean Ethnic Schools in the Compulsory Education stages (2012)

	Teaching hours	Percentage	
Korean	1645	15.4%	39.36%
Chinese	1715	16.07%	
English	840	7.87%	
Total courses	10672	100%	

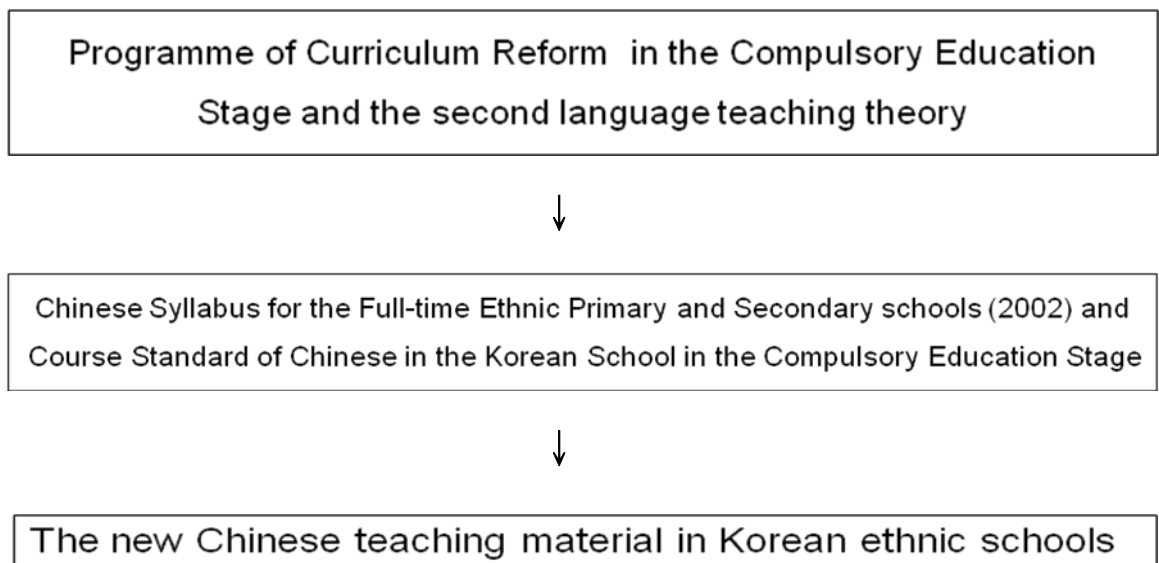
3.1 Reform of Trilingual Teaching Material

- The foundation of the new Korean language teaching material in 2003

From China



- The foundation of the new Chinese language teaching material in 2004



- The new English teaching material in 2003

The compiled English teaching material with the instructional language in Korean was used since 2003.

3.2 Reform of Teaching Mode

- The Bilingual Education Reformation Experimental Program (2002)

- Experiments in 16 Korean ethnic schools

- Key Points of the reform:

- ✓ To use the new materials to improve trilingual teaching quality;
- ✓ To construct a new and effective bilingual teaching mode.

- **Teaching Mode of the Korean Language**

- The main point is speaking language first, followed by writing to strengthen the ability of expression

- **Teaching Mode of the Chinese Language**

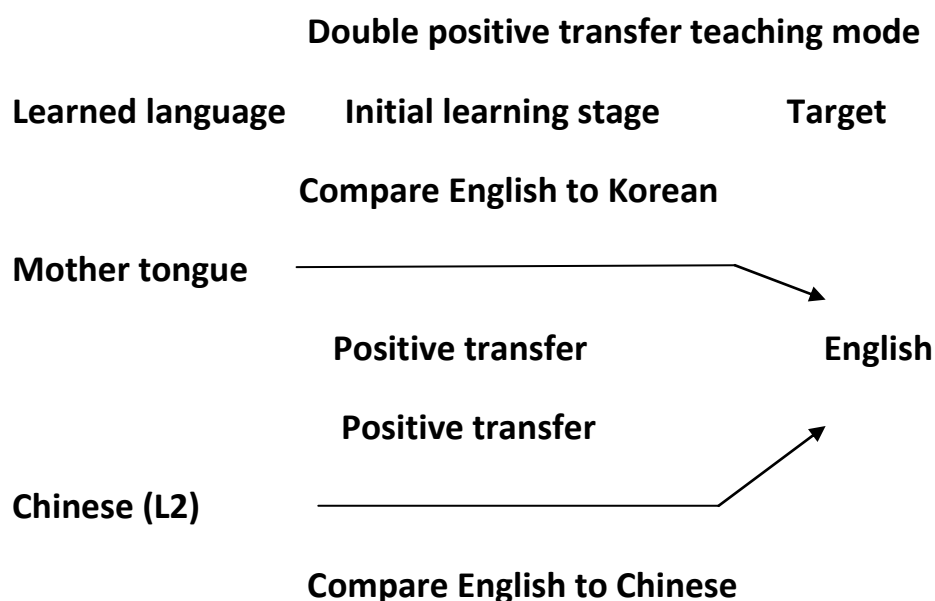
- Chinese is listed as an assistant and the second choice of instruction language.

- The system of two instruction languages is implemented for some subjects such as English, computer and PE.

- Senior middle schools in Yanbian had gone through the Chinese proficiency tests (HSK) twice since 1998. With this experiment as a basis, it has transformed in popularizing MSK in 2003.

3.2 Reform of Teaching Mode

Teaching Mode of the English



3.3 The Trilingual Teachers Development

- Increased the quality of Korean ethnic teachers through the mechanism of school-based training and school-based research (contest, workshop, training program, etc.)
- The recruitment of Han Chinese teachers for Chinese course in Korean ethnic schools (376 in 2009)
- Teachers professional growth is promoted by self-learning and co-operative learning (degree, research project, academic mobility, etc.)



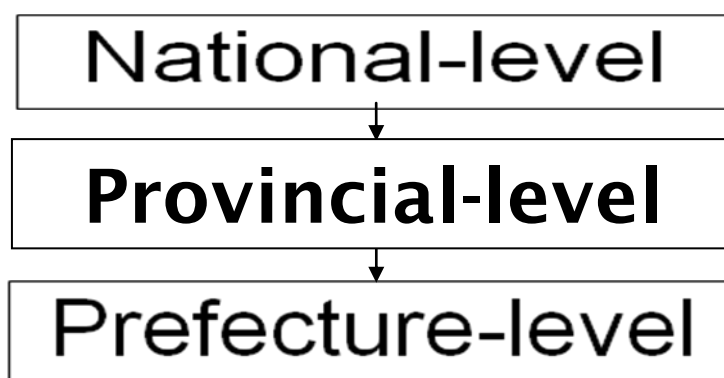
IV. Some Considerations for the Trilingual Education Policy Making

1. The Achievements of Korean Trilingual Education Policy Implementation

- Firstly, the introduction of the Korean Education Regulations of the YKAP provides the legal and funding protection for the development of Korean trilingual education, which significantly improves the education facilities and environment of the Korean ethnic primary and middle schools in the YKAP.

- Secondly, the objective of the trilingual education for Korean ethnicity is becoming clear. The suitable mode of trilingual education for the Korean ethnic students is set up. Each of the Korean ethnic students has a chance to become a trilingual.
- The experiments of trilingual education reform in the whole prefecture have stepped into the track of scientific and standardization.

2. The Hierarchy of Policy Making



3. Recommendation for the Trilingual Education Policy Making for the Korean Ethnic Minority

- the trilingual (bilingual & foreign language) education policies are made in accordance with the situation in the minority inhabited area. However, the policies show little guidance for the minorities in the scattered regions.
- Lack of technical terms for “**trilingual education**”
- Lack of evaluation criteria about the effective implementation of the Korean trilingual education policy.

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