



Language in education planning: Evaluation policy in Mongolia

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Abstract

The drive of this article is to evaluate the capability and service delivery of the English language training institutions and their coordination, according to the findings of the survey. The research incorporated the framework of language planning goals of Kaplan and Baldauf, to perform relative and content investigation. Expressive statistics and examination of study related to language learning and instruction delivered at the secondary schools and the universities have been studied to identify conditions for the English language training. This article focuses on language acquisition planning, especially evaluation policy in Mongolian educational institutions which have the main responsibility to implement the policy. It also discussed the results taken for consideration in language testing considering attaining programs, and goals. For example, every year the proficiency testing is done for more than 3000 freshmen students who are studying 'English I' (A2 level), the assessment reveals that more than 90% of them fail. It is then concluded that there is no united and national evaluation policy for English language acquisition planning in Mongolia.

Keywords: linguistic policy; attainment design; evaluation; education; Language

1. Introduction

The widespread usage of English has resulted in its recognition as a global language. In recent times, the quantity of non-native speakers of English appears to have outnumbered the number of native speakers (Crystal 2003). One of the important modern research directions of social linguistics is language policy. It is closely related to political science, and sociology, ethnography, philosophy, social sciences, and humanities which are an integral part of the nation.

2. Review of Literature

Language policy has been studied by many aspects such as politics, ethnography, psychology, and social sectors. (Thomas Ricento, 2006, p29)

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

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ideology, language management, and planning. On the other hand, the state participates in public language's life consciously. (Spolsky B, 2004, p14)

Mongolian students first began studying English only after the instituting of the Department—English language — in the Mongolian National University in 1956. English language training has gained instant attention and has improved rapidly in these 65 years. But we are still in doubt if we have been able to prepare high-level English language specialists like the Russian teachers. Since 1992, English language lesson was added in secondary school curriculum despite (use just like or unlike) of Russian.

That's why we have faced teaching English language methodological problems in the education sector and almost all Russian language teachers had been involved in teaching English accelerated courses for 1-2 years.

The Socio-linguistic sector has two basic concepts which are status planning and corpus planning. Status planning is often connected to government decisions of language policy implementation and language development. Corpus planning is more closely the language standardization, development and elaboration. Language elaborating problems include elaborating new terminology for scientific, educational and technical needs. (Fishman J.A, 1977, p31)

3. Methodology

Kaplan and Balduaf were focused on language in education policy goals. Policy development such as access, personnel, prospectus, approaches and resources, community, and assessment according to the outline for language planning goals was their primary concern. That's why this article focuses on language acquisition planning, especially evaluation policy. The choice of the educational policy of inclusion of English language at various levels starting from national to regional and at school levels. In some countries, such as Colombia, Mongolia, Chile, South Korea etc, aim in implementing bilingual system (Graddol 2006). In fact, most of the student's English level is below A2 even though they have learned it for almost 8 years before enrolling in Universities in Mongolia.

4. Discussion

Current situation of English language acquisition and it's assessment in Mongolia

Since the academic year 1992-1993, Mongolia has officially started imparting English at the senior school grade. During the initial period, English and the native language had been developing separately, historical facts and statistical reports stand as evidence for this. For example in the academic year of 2019-2020, out of 263397 pupils, as a second language 194,664 students were learning English and approximately 2300 pupils were learning English as a first language in Mongolia. (Myagmarsuren.O, 2021) English is educated at all stages of teaching even though real outcome has not matched existing outcome-based training in our country. Evaluation policy is evaluating the relationship between methodologies, materials, and assessments that meet the objectives of foreign language education. Language evaluation may be an arena of research in those umbrageous from claiming connected etymology. Its primary concentration is on the assessment for second language or other languages at various levels of education. The valuation can be further widened to alternative school framework; valuation for language utilize in the place of work; and evaluation from claiming language in the arrival, nationality, also refuge backgrounds. (Hornberger, Nancy H, 2008, p7). In today's language classroom the term 'assessment' typically brings out pictures about end-of-course paper. Consequences of pencil test intend to educate both educators as well as people the extent to which material the understudies don't recognize or haven't yet beat. However, evaluation is much

more than just conducting tests. Assessment incorporates an expansive range for exercises that instructor’s utilization with assess person advancement and Growth for an everyday premise. (Lázaro, Luis Alberto, 1996, p33). Constantly on language tests need aid a type of assessment, yet they additionally need to aid numerous structures for assessment (e. G. Checklists utilized within constant assessment; casual educator's testament observation) which might not be depicted with concern to illustration tests. Assessment may be an expression which may be much more extensive over evaluation. Every bit evaluation is a structure for further evaluation, be that as on a language system an amount things assessed is given greather importance than the learner’s proficiency. These might incorporate the viability about specific routines or materials, the sort and personal satisfaction about the speech really transformed in the program, learner/teacher satisfaction, showing effectiveness, and so forth. Throughout this way, observing and stock arrangement of all instrumentation is important. This article may be apprehensive with valuation, and additionally with more extensive concerns for assessment policy.

The three ideas that need aid include customarily seen similarly as key to at whatever exchange about assessment: validity, dependability and possibility. It is advantageous in connection to the examination in this part. For that one should have a review about the thing that is implied toward these terms, how they identify with one another, what's more, effective with relevance to the skeleton.

The legitimacy will be the idea for which the skeleton may be worried. A test or an assessment system camwood be said to bring the legitimacy of the degree that it might expose what will be really evaluated (the construct). It might include what is the setting concerned, ought further bolstering a chance to be assessed, consequences that those data picked up is an exact demonstration of the expertise of the applicants(s) worried. Dependability will be a specialized foul haul. It is fundamentally the degree with which those similar exuberant requests for hopefuls will be replicated to two distinct managements of the similar valuation.

The thing that may be indeed that's only the tip of the iceberg, will critical over dependability be the correctness for choices aggravated for connection to a standard? Though the evaluation information outcomes likewise pass/fail alternately Levels A2+/B1/B1+, how exact are these choices? Those precision of the choices will rely on upon those legitimacy of the specific standard (e. G. Level B1) to the connection. The aforementioned will additionally rely upon the legitimacy of the standards used to range those choices and the legitimacy of the methods with which the individual’s standards were formed.

An amount about paramount distinctions camwood is produced on connection to evaluation. The taking after rundown will be in no way, shape, or form exhaustive. There may be no noteworthiness should if a person term in the qualification is set on the cleared out or on the good. (Dr j. L. M. Trim, 2001).

Table 1. Types of valuation

Achievement assessment	Proficiency assessment
Norm-referencing (NR)	Criterion-referencing (CR)
Mastery learning CR	Continuum CR
Continuous assessment	Fixed assessment points
Formative assessment	Summative assessment
Direct assessment	Indirect assessment
Performance assessment	Knowledge assessment
Subjective assessment	Objective assessment
Checklist rating	Performance rating
Impression	Guided judgment
Holistic assessment	Analytic assessment

Series assessment	Category assessment
Assessment by others	Self-assessment

Source: Hornberger, Nancy H.; Shohamy, Elana (2008). Encyclopedia of Language and Education, Volume 7

Accomplishment appraisals are those evaluations of the accomplishment for particular destinations – evaluation about what needs to be taught. It thusly identifies with the week’s/term’s work, that coursebook, the prospectus. Accomplishment evaluation is situated on the course. It speaks to an inner viewpoint. Proficiency appraisal on the great holders kept all may be appraisal for the thing that somebody could do/knows previously, connection to the provision of the subject on this present reality. It speaks to an outside viewpoint.

The regular European schema from claiming reference for dialects (CEF alternately CEFR) might have been assembled eventually. Tom's perusing the board for Europe similarly as an approach for standardizing those levels for dialect exams in distinctive locales. It may be generally utilized internationally so that significant examinations are plotted for the CEFR. There would be six stages: A1, A2, B1, B2, C1, C2.

As for the English standard and program of the Mongolian National University of Education (MNUE), the General English group is 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 to understand further research work with a wide range of professional topic’. (E1 standard plan, 2015)

According to CEFR A2 level, MNUE students are expected to comprehend small, meek manuscripts wg=hich contain the utmost general vocabulary, also containing certain communal international vocabulary, short, simple texts inscribed in common ordinary language and associated to their work. They are further expected to identify explicit details in modest daily material and ascertain exact information in simple written material for instance letters, standard routine letters and faxes on familiar topics. These are common in all the four language skills such as writing, listening, speaking and reading. As for B1 level, pupils can comprehend texts on topics connected to their arenas of attention, explanation of proceedings, approaches and desires in individual 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 the non-English professional students, MA and Ph.D. students are not able to talk about themselves fluently. According to the interview, most of the teachers and students have opined that the teacher/student ratio and student/teacher-centered approaches are the most important to outcome-based training.

Table 2. Teacher/student ratio 2001-2019 in secondary schools and universities in Mongolia.

teacher/stu dent ratio	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019
secondary schools	15.1	16.5	16.6	18	18.1	19.5	19.6	21	21.1	21.8
universities	17.3	17.5	19.5	20.9	23	23.7	23.6	22.8	23.1	23.6

Source: Myagmarsuren, O. 2021. Language in Education Policy and Planning

Table 2 shows that teacher/student ratio is getting higher and higher. For example, teacher/student ratio was 1:17.3 in 2001 and 1:23.6 in 2009. It's increased by 36.4% and it may influence the outcome of the training.

In the standard of the English lesson defined its goals and objectives that they would be acquired the language 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 40 students who are learning English II (pre-intermediate) and as the valuation exposed 77.5% of them were failed. Then we consider English II classes are unlikely to be matched in our assessment scheme and purposes of the prospectus.

We also took proficiency testing from 75 MA and Ph.D. students who were non-professional in English at the Mongolian National University of Education, and 87% of them were failed from B2 level even though they had an upper level's academic programs and curriculum.

As for the National University of Mongolia, the General English class is divided into general reading and English elementary- oral communication (A1, elementary). The objective of the reading lesson is "Learn to read and pronounce simple words, sentences correctly and understand the 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 (CEFR) knowledge of the language for reading magazines, books and online information from the internet daily life.

The objective of the communication lesson is "Learn to basic methods of speaking and listening skills according to elementary level A2 (CEFR)" (Curriculum-58, NUM, 2015).

5. Result

Dividing by 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 a true assessment.

Trying what's more educational program often don't match delicately clinched alongside dialect projects. Should right such a situation, three sets of issues need aid worth considering: the negative consequences certain outcomes for washback, the hugeness of feedback, and the fact that utilizing numerous sources about the majority of the data.

Table 3. Research materials according to language policy in Mongolia

For Mongolian Language	For English
<ul style="list-style-type: none"> • Decree of the President of Mongolia, To support and develop the native language, history and culture, Oct 26, 2015 • Decree of the President of Mongolia, Measures to increase official use of Mongolian script, July 15, 2010 No. 155 • Law of Mongolia, On the Official Language, May 15, 2003 • Law of Mongolia, On the Mongolian Language, February 12, 2015 • Resolution of the Government of Mongolia, On improvement measures of Mongolian language in education, February 2, 2013 No. 37 • Resolution of the National Language Policy Council of Mongolia, Approval of the "Mongolian 	<ul style="list-style-type: none"> • Resolution of the Government of Mongolia, National Program for Improvement on the quality of English language teaching, December 5, 2001, No. 260 • Resolution of the Government of Mongolia, National English Language Education Program, July 16, 2008, No. 293 • Order of the Minister of Education, Culture and Science, Approval of the curriculum of the language laboratory school, International Dual language of Secondary Education Program, August, 2011 • "Vision-2050" long-term development policy of mongolia-To acquire and use quality Mongolian national script, May 13, 2020

language test” to be taken from the staffs in the Public Service, September 8, 2016, No. 04	• English language course standards and programs in educational institutions etc.,
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Source: Myagmarsuren, O. 2021. Language in Education Policy and Planning

According to the government's English language education programs in Mongolia shows that in the 31 years since 1990, the position of English has been higher than the other foreign languages, and a great deal of funds has been spent on its dissemination. Most of these funds were used to provide English language training, learning environments and teaching staff in secondary schools. But the outcome of the English language learning is still not good in Mongolia. English modules are improbable to be coordinated in our assessment framework and purposes of the prospectus.

6. Conclusion

We need Language Education Proficiency Assessment Foundation in Mongolia and English language training institutions and universities have almost no significant work on measures to teacher certified to consistent with international standards according to Mongolian language policy and planning. Instructors ought to think about inside an in general skeleton from claiming capable appraisal what's more choice making.

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. Actually, our country lacks a national united program in English language training.

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