## NATIONAL STANDARDS OF MONGOLIA

### Education

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<th>Classification code 03.180</th>
<th>MNS 5420-8:2004</th>
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This standard was approved by the resolution of the National Committee of Standardization and Measurement 59 dated 23 / 12 / 2004. This standard is effective starting from 01 / 01 / 2005.

### INTRODUCTION

#### AIM

The aim of the standards for Foreign language education is to plan the curriculum which enables each learner to get the intended education, implement it and to evaluate the quality of monitoring activities and further develop them.

#### TARGET GROUPS

These standards are targeted at all level educational institutions, teachers, educators, learners, parents, supervisors, researchers, methodologists, experts, textbook writers, printing companies and other parties and individuals interested in them.

#### STRUCTURE

**Introduction**

The aim of the standards for foreign language education, target groups, and structure of the standards, design and recommendations for the implementation are included in the introduction section.

**Philosophy**

The philosophy of foreign language education formulates the needs, aim and didactic principles of the particular education and defines renovating tendencies of the content and the methodology.

**Contents**

The content section of the standards for Foreign language education consists of learning competencies, content domains intended for developing learning competencies, main learning activities and cross-curricular links with other subject matters indicated by particular codes.
- **Domains for content areas**
- **Competence**
- **Knowledge**
- **Skills**
- **Cross-curricular links**
- **Learning process**

The content standards target at the set of competence of foreign language education and specific skills. They are expressed by content domains that reflect the features of learning activities at the particular level of education, and the relations with other components of the education content.

The domains for content areas for each level of foreign language education are:

1. Listening
2. Speaking
3. Reading
4. Writing.

These domains were selected based on the principle of activities that engage students in active learning.

**Assessment**

The assessment of Foreign language education consists of criteria to assess the competence development of the foreign language learners. The standards for assessment of Foreign language education are based on the criteria relevant to the certain level of learners' cognitive perception.

**Methodology development**

General and didactic principles of methodology shall be followed in forming the basis for methodology development.

**DESIGN**

The main content is written in the main column while the key points are indicated by means of short notes, figures and codes in the supporting column.

The main sections such as “Introduction”, “Philosophy”, “Contents”, and “Methodology development” are designed in the same way. The content of each component of Foreign language education is shown in two columns: main and supporting.

- Education level
- Content domain
- Objective of the particular education level (development)
RECOMMENDATIONS

1. Understanding the language

- Get familiar with the general structure, design, aim, objectives and the contents of the foreign language education standards
- Understand and use the meaning of the specific terms used in the standards in relation to the philosophy of the standards
- Understand key points given in forms of the notes, figures, signals and codes

2. Understanding the purpose

In order to understand the purpose of the standards, it is important to be aware that the standards can be used as the following:
- As a document where the demands of the society and the individual learners for the foreign language education are defined
- As a source where the aim and objectives of foreign language education are defined to meet the above mentioned demands
- As the main outline to develop the contents system in order to fulfill the aim and objectives of foreign language education
- As a guideline for formulating the methodology sensibly
- As the requirements for teaching and learning environment of the foreign language education

3. Didactic steps

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

In order to implement the standards for foreign language education, the following didactic steps should be taken:
- To understand in what structure the learning competencies to know, to do, to be and to live together are going to be developed for each domain of the contents and within what learning activity they have to be developed
- To check whether language knowledge and its usage are included in the four domains of

- Knowledge
- Skills
- Code for cross-curricular links with other subject matters
- Learning process
the contents
- To understand which criteria and instruments are used for assessing the competencies mentioned above:
  - For a particular task to clarify which criteria can be used to assess which competency
  - To develop a sample performance task independently based on a particular example and change it to make it possible to assess by means of the language learning criteria
  - To compare the organizations, contents, principal learning activities of the education levels, the criteria of learning levels, sample tasks and methodologies and reveal the similarities and differences as well as the vertical and horizontal links

MEANING OF CODES

Codes have been used for the purposes of reflecting the cross-curricular links with other subject matters in the standards and assessing development by means of learning level criteria.

The codes used in the standards should be understood as the following:

1FL1\1a

The code 1FL1\1a means “a” skill of the first knowledge of the first domain of primary foreign language education.

- 1 primary education
- FL foreign language education
- 1 first domain of the contents
- \1 first knowledge of the particular domain
- a skill should be learned within the knowledge

The code for each competence which is the goal of the particular level of foreign language education shall mean the following:

1FL1:C1

The code 1FL:C1 means the first competence of the first domain of primary foreign language education.

- 1 primary education
- FL foreign language education
- 1: first domain of the contents
• C competence
• 1 first competence of the particular domain

1FL1:C1\1

The code used in the assessment standards should be understood as the following:
The code 1 FL1: C1/1 means first criterion to assess the first competence to be developed
within the first domain at the primary foreign language education level.

• 1 primary education
• FL foreign language education
• 1: first domain of the contents
• C competence
• 1 first competence
• \1 first criterion to assess a particular competence

1FL1\1a ↔ 2ML1\1b

The cross-curricular links of the contents are also expressed by codes.

The code 1FL1/1a – 2 ML1/1b means “a” skill of the first knowledge of the first domain of primary
foreign language education is linked with “b” skill of the first knowledge of the first domain of the
basic secondary Mongolian language education level.