Analysis of Present English Language Curriculum of Upper-Secondary Education in Mongolia

Byambasuren Nyamkhuu¹, Horváth H. Attila², Adrian Estrela Pereira³
¹PhD student, Faculty of Education and Psychology, Eötvös Loránd University
²Professor, Faculty of Education and Psychology, Eötvös Loránd University
³PhD student, Faculty of Education and Psychology, Eötvös Loránd University

Abstract
Several changes have been made within short periods of time in education sector of Mongolia. In last decade, two curriculum reforms were adopted in order to strengthen education system and improve the quality of curriculum. Thus, the current English language curriculum of upper-secondary education has adopted competency-based approach. This approach has reflected significantly in the area of education, particularly curriculum. It was developed by aligning with the Common European Framework of Reference Languages. The present article aims to investigate the influence of Common European Framework of Reference for Languages in English language curriculum of upper-secondary education and in order to acquire better understanding of the upper-secondary English language curriculum. It embraces document analysis which is a form of qualitative research. As it applies this methodological approach, it aspires to provide possible implications of hermeneutic perspective in order to respond more effectively to the English language teaching and learning in Mongolia.

Keywords: competency-based curriculum; competency-based education; Mongolian education; Mongolian curriculum;