

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

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Abstract

Several changes have been made within short periods in the education sector of Mongolia. In the last decade, two curriculum reforms were adopted to strengthen the education system and improve the quality of the curriculum. Thus, the current English language curriculum of upper-secondary education has adopted a competency-based approach. This approach has been 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 the Common European Framework of Reference for Languages in the English language curriculum of upper-secondary education and to acquire a 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 to respond more effectively to the English language teaching and learning in Mongolia.

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