

# Research proposal on the Minority's ethno-linguistic education in the five Minority's Autonomy Region (Inner Mongolia, Xinjiang Uighur, Ningxia Huizu, Tibet, Guangxi Zhuangzu) in China

- In the field of On & Off-Line Language Education-

## CONTENTS

I . PURPOSE & BACKGROUND	1
II. RESEARCH FOCUS	2
1. INNER MONGOLIAN AUTONOMY REGION	2
2. GUANG XI ZHUANG ZU AUTONOMY REGION	3
3. NING XIA HUI ZU AUTONOMY REGION	3
4. XIN JIANG UIGHUR AUTONOMY REGION	3
5. TIBET	4
III. EXPECTED EFFECT	

### I . PURPOSE & BACKGROUND

#### 1. Purpose of research

The purpose of this research project can be summarized into three points.

**A. Sustaining of minority's language in China:** How the policy of Beijing Government and local government toward five minority's language is operated? What is the education system of the minority's language in on & off-line?

**B. Efficiency Sector:** What is the efficiency of the minority's language education in China. For example, for going on to the university, finding a job etc..

**C. Socio-cultural Sector:** What is the essential importance of the minority's language in the daily life in the five minority's autonomy region in China. Especially in the field of on-line communications. Message in cell phone & smart phone, Internet communication etc..

## 2. Background of research

**Language extinction:** According to the UNESCO report, a language, using by less than 10,000 people, one to two weeks are disappearing.<sup>1</sup> Especially the languages of minorities in the world are faced with a serious problem. Therefore the language education is the key point of minority's existence. Our research thus focused on the Chinese minority language education in order to understand the cultural identity of the minorities.

**Anthropological Field-Working:** In this research, the main method will be used anthropological field working. Because of the practical theme, researcher must gathering sources, opinions and analysis in the field. It does not have any risk when make interview with Chinese minorities because of the academic goal of this research. Socio-Cultural research method will be also mainly used. It could be taken advantage of bench marking of Dr. Ruth Benedict research-method.<sup>2</sup> The inside-reason of the sustaining or reducing of practical using of minority's language will be found out and analyzed by Socio-cultural research method.

**Contemporary Minority's language education problem (Motivation of this research):** (多元一體: various roots in one tree) Beijing propagate recently the 'Han Chinese and Minority be a one nation!'. This Chinese ideological united politic could bring the extinction of the minority's language. The sustaining of the minority's language education is also practically very restrictive. Therefore it must be analyzed as the socio-cultural issues. Geo-politically isolated Chinese minority could keep up their language education by on-line education system. This issue could make new possibility to sustain the minority's language education.

**Why our Institute?:** Our Institute has two strength abilities for this research. First we have very young researchers in IT areas. It can be make overall understanding and objective understanding the modern languages in on-line. Secondly we have already abundant research experiences on the chinese minorities. Fundamentally we have basic knowledge to education system of Beijing government and local government toward Chinese minorities

## III. RESEARCH FOCUS

### 1. Inner Mongolian Autonomy Region

1) Contact point: Inner Mongolian University

2) Field Survey

▷ Mongolian Education in primary School

---

<sup>1</sup> UNESCO, Cultural diversity & Intercultural dialogue, 2009, France.

<sup>2</sup> Ruth Benedict (born Ruth Fulton, June 5, 1887 – September 17, 1948) was an American anthropologist, cultural relativist, and folklorist.

- ▷ Mongolian Education in middle & high School
- ▷ Mongolian Education in University
- ▷ Mongolian in life (on & off line Communication)

## **2. Guang Xi Zhuang zu Autonomy Region**

- 1) Contact point : Kunming University
- 2) Field Survey
  - ▷ Zhuang zu language Education in primary School
  - ▷ Zhuang zu language Education in middle & high School
  - ▷ Zhuang zu language Education in University
  - ▷ Zhuang zu language in life (on & off line Communication)

## **3. Ning xia Hui zu Autonomy Region**

- 1) Contact point : Agriculture University
- 2) Field Survey
  - ▷ Hui zu language Education in primary School
  - ▷ Hui zu language Education in middle & high School
  - ▷ Hui zu language Education in University
  - ▷ Hui zu language in life (on & off line Communication)

## **4. Xin Jiang Uighur Autonomy Region**

- 1) Contact point : Institute of Xinjiang Archeology : Dr. A(friends of head researcher)
- 2) Field Survey
  - ▷ Uighur language Education in primary School
  - ▷ Uighur language Education in middle & high School
  - ▷ Uighur language Education in University
  - ▷ Uighur language in life (on & off line Communication)

## 5. Tibet

- 1) Contact point: Bonn University (Germany), Bern University (Swiss)
- 2) Field Survey
  - ▷ Tibet language Education in primary School
  - ▷ Tibet language Education in middle & high School
  - ▷ Tibet language Education in University
  - ▷ Tibet language in life and temple (on & off line Communication)

### III. **EXPECTED EFFECT**

1. Understand the realities in minority languages education in China.
2. Prevent the extinction of the Minority languages.
3. Connection with Minority Languages and on-line communications.
4. Respect for cultural diversity.
5. Understanding of the Chinese government's minority language policy.
6. For the multi-cultural coexistence in the future.
7. Making s foundation for the other minority's language research in the world.