

The Dilemma of Chinese Ethnic Minority Bilingual Education: Family dimension

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Abstract. Minorities need more attention because they are disadvantaged in numbers and location. The present paper reviews the implementation and popularization of bilingual education for ethnic minorities, which aims to have some strategic implications. This article aims to solve the problem which is about the family dimension. After reviewing previous papers, the main arguments were: firstly, parents' attitude towards bilingual education. Secondly, the language types used by family members on daily basis directly affect children's choice of language to a certain extent. Thirdly, some ethnic minority areas have their customs and old feudal ideas. This study inspires future family members to have a positive attitude about bilingual education.

Keywords: Bilingual education, minority, family.

1. Introduction

Lack of strong home education support is often why minority students cannot complete bilingual classes. Parents' educational value and bilingual usage at home strongly determine the outcome of bilingual education that students receive. Another risk factor for bilingual education brought about by family values is early marriage among ethnic minorities. Due to the low educational level of minority families and the lack of a systematic view of family education, it is difficult to give sufficient attention and substantial support to students' bilingual education.

The traditional Chinese daily teaching mode is a basic ethnic teaching mode formed from the foundation, and a basic ethnic education mode is basically formed in daily life. Language teaching and additional courses; second, Chinese teaching and additional courses; some courses are taught in Chinese, and some are taught in languages that compulsory in the region. In the practice of implementing general bilingual teaching, as a local language, the important content of learning ethnic characters is guaranteed in the language teaching plan, curriculum setting, and class schedule.

Since 2004, the Chinese government has implemented the modern distance education project for rural primary and secondary schools, and has allocated tens of millions of yuan from the resource construction project to support the construction of ethnic language education resources, including the compilation of subject education resources, special education resources with ethnic characteristics, and ethnic language education resources. resource development. Relevant provinces and regions have also arranged special funds for the development of folk language software and the construction of folk language resources. In addition, the use of modern technical means to preserve and protect minority languages. In October 2008, the State Language and Writing Committee launched the construction of the "Chinese Language Resources Audio Database" to investigate and collect the actual and audio data of contemporary Chinese dialects, minority languages and Mandarin with local characteristics, and to scientifically organize and process them. and efficient preservation. By 2013, the construction of the audio database has spread to Jiangsu, Shanghai, Beijing, Liaoning, Guangxi, Shandong, Fujian and other places, greatly enriching the preservation of corpus of minority languages and laying a foundation for the teaching of ethnic languages.

The following section will introduce the dilemma of the Chinese ethnic minority based on two perspectives: 1) problems and challenges; 2) some recommendations.

2. The dilemma of Chinese ethnic minorities' bilingual education

2.1 Problems and challenges

2.1.1 Parents' attitude

In the first place, parents' attitudes towards education. It is well-known that parents play an important role in bilingual inheritance and teaching and have a key influence on children's bilingual learning. As far as bilingual learning is concerned, parents' attitudes and motivation toward bilingualism directly affect children's attitudes and motivation, thus influencing whether children can master bilingualism and complete their studies. For instance, a study on the influencing factors of Tibetan parents' attitude towards their kids' bilingual teaching in the Gannan area. [1] Their parents are mostly farmers or herdsmen, who are not highly educated and have a low family living standard. The other two influencing factors, education level and family income have a weaker effect on the attitude of Tibetan parents towards their children's bilingual learning. The reason is that parents' occupations may have different degrees of influence on their children's bilingual learning.

The function of family education has a long history, and its emergence is closely related to the emergence of one wife. Professor Xiaohua Fang mentioned the educational function of the Uyghur family in his article "On Uyghur Family and Information technology society changes" which pointed out that it has three functions. [2] First, teach children to live independently; Second, learn to be a man; Third, labor skills education. It can be seen that the function of Uyghur family education is mainly reflected in the guidance of life skills and ideological quality, which needs to be further improved in guiding children's life goals, and forming personal ideals and interests. In the aspect of family education, Korla Uighur family gradually accepted the modern education concept, but in the process of practical education students, and moist composition was more obvious and outstanding, all kinds of taboos, etiquette, teachings, such as penetration into the national culture, its characteristic is to influence children's thought, through "osmosis" by our own experience to influence their children. These phenomena are particularly prominent in the rural-urban fringe and rural households. In some families, there is a "lack" of family education. In educating and cultivating children, they do not consider the children as social roles to cultivate but blindly take the children as a member of the family "group" to shape. A small number of families are indifferent to the growth and development of their children and allow them to develop at will, causing them to be prone to problems in their future socialization, eventually leading to some negative consequences such as academic performance is not ideal, life goal is not clear enough.

2.1.2 Family language use

Secondly, family language use daily is also has a great influence on bilingual education. [3] After investigation and statistics, 74.2% of Tibetan families of parents speak Tibetan at home. In comparison, only 9.0% speak Chinese, indicating that parents generally communicate with their children in Tibetan and rarely speak Chinese, which is basically in line with the language use situation in Gannan region. In addition, more Tibetan parents still hope that their children can take part in ethnic colleges, learn Tibetan well, and come to work in their hometown so that they can not only serve the construction of their hometown but also be close to their families so that they can take care of each other.

Besides, some ethnic minorities live in alpine areas, such as the Miao. On the whole, the language use type in the alpine mountains is the native language type. Not only the first language acquired by children is the native language, but also the family language and social language are the native languages. The people who know Chinese are mainly young and middle-aged men and educated people who often go out. The traditional culture and customs of the Miao people have been preserved and inherited completely because they live in the alpine mountains where transportation is very inconvenient, and information is very closed. In addition to the historical, ethnic relations and other reasons, the Miao people gradually formed a relatively closed life customs and traditional ideas; they attach importance to the vertical inheritance of cultural traditions and lack of horizontal

communication with other ethnic groups, and even show sensitive, defensive psychology to other ethnic groups. The lack of a Chinese environment, the lack of teachers, and the low level of teachers' dual language is other important factor affecting students learning a good Chinese. In areas inhabited by ethnic minorities, children have little or no knowledge of Chinese before entering school. However, although the minority nationalities with a large population in Luquan County have their languages, the occasions for using them are very limited, and few people know their languages. [4]

2.1.3 The inherent feudal ideas of some ethnic minorities

Thirdly, the inherent feudal ideas of some ethnic minorities. For example, the early marriage phenomenon of Miao nationality in Northwest Guizhou. [5] The reasons for early marriage mainly include: First, the historical situation and ethnic reproduction of the Miao people are the roots of their early marriage, and early marriage has evolved into national customs through long-term accumulation, which solidifies the concept of early marriage [6]. Second, economic development is backward, the development of culture and education is slow, and the enforcement of laws and regulations is weak, resulting in the continued phenomenon of early marriage [7]. Third, the increasing betrothal price makes the desire for early marriage extremely strong. Among the 60 people interviewed in the study, early marriages account for 93% of all marriages. The minimum age for marriage was 14 for women and 15 for men, and the average marriage age was 16 for women and 18 for men. The beginning of marriage means the interruption of education, referring to 79% of people who identified with early marriage did not complete the nine-year compulsory education.

2.1.4 Some parents of ethnic minorities

Fourth, some parents of ethnic minorities have gone to work in other areas, such as the coastal areas and the central plains, where the economic development level is relatively high [8]. There are some minority children without parental discipline, so their parents neglect their children's education.

Due to the locational distribution of Chinese ethnic groups, the Han group attribute 94% of the total population [9-10]. The Han people live in about 40% of China's territory, including most of the eastern coast and the fertile land of the Yangtze and Yellow Rivers. In contrast, the other 55 ethnic minorities account for only 6% of China's total population and are concentrated in economically underdeveloped western provinces. Therefore, dozens of ethnic people work in those areas.

3. Challenges and implications

Entering the new century, China's economy has grown rapidly. With the implementation and advancement of the western development strategy, the economic and social undertakings in minority areas have developed rapidly, and economic and cultural exchanges between ethnic groups and regions have become more frequent. Bilingual education in the new situation is facing challenges. The loss of national language resources, the shortage of bilingual teachers, the low academic and academic level of existing teachers, and the lack of emphasis on bilingual teaching and scientific research restrict the development of bilingual education. It is suggested to increase government investment, give preferential policies, strengthen mechanism construction, encourage social attention and participation, and promote the scientific development of bilingual education. In terms of teaching resources, actively create conditions, continue to do a good job in the construction of minority language resource database, strengthen the construction of ethnic language teaching software and courseware, and constantly explore the teaching characteristics and laws of ethnic minority languages, so as to comprehensively improve the teaching effect of minority languages. In terms of teaching staff, we will increase efforts to train bilingual teachers.

First of all, it is recommended to sign targeted training agreements with local colleges and universities, on the one hand to relieve the pressure of the shortage of bilingual teachers in ethnic areas, and on the other hand to help local colleges and universities optimize the discipline structure and reduce the employment pressure of ethnic language majors. Secondly, it is recommended to form a pair of assistance with areas with higher teaching level, and through targeted exchange programs,

seconded outstanding teachers in the form of teaching support, temporary training, etc. In terms of scientific research, full attention should be paid to teaching and research work, and it is recommended to promote cross-school teaching and research cooperation, especially with local colleges and universities. College teachers have a certain theoretical foundation and primary and secondary school teachers have rich experience in the front line. The combination of the two will help solve practical teaching problems. It also promotes the further in-depth study of bilingual education theory and complements each other. In terms of giving full play to non-governmental power, it is recommended to give full play to the advantages and influence of non-governmental organizations, such as promoting the concept of bilingual education and the latest theoretical achievements through the "International Mother Language Day" activity carried out by the association, and obtaining wider public attention and participation from various channels.

4. Conclusion

To deal with this problem, this paper provides four suggestions below. First of all, improve the bilingual awareness and ability of parents and create a good bilingual learning environment. Secondly, guide students to understand the concept of multiculturalism and normalize the bilingual education project. It is helpful to guide students to understand other cultures from the perspective of multiculturalism and develop a cross-cultural identity with different cultures instead of being narrowly limited to the identity of their own national culture. Furthermore, governments, schools, and families work together to increase the capacity of all go people to participate in education. To advocate parent-school cooperatives, encourage more parents to participate in education because the parent-school cooperative is a two-way interaction in the form of family, and the local school can cooperate, support each other. In the end, strengthen bilingual learning exchanges between urban and rural students to integrate bilingual learning.

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