Mongolian Trilingual Learners' Beliefs towards Learning English Relative Clause

Sarina Chen and Baiyinna Wu

Abstract—**The present study examined Mongolian trilingual learners' (Mongolian-Chinese-English) (n = 100) responses to beliefs on learning English relative clause in order to determine the extent to which their beliefs are consistent with major constructs underlying the Standards for Foreign Language teaching of Mongolian trilingual learners. The purpose of this study is to provide direction for third language education and future research. Analysis of the data suggests that the structure of the English relative clause is similar to Mongolian relative clause. The Mongolian trilingual learners believe that instruction should be delivered either in the target language or in their mother tongue, yet not in Chinese, when they are learning English; The development of the teaching material also be required in Mongolian and English.**

Index Terms—**Beliefs, English relative clause, mongolian trilingual learners.**

I. INTRODUCTION

Horwit stated that both the teachers and language learners are the important ones with ideas how languages are learned and how they should be taught. Language learners also have many beliefs about important issue." [1] Generally speaking, the learners' belief referred to any viewpoints and opinions consciously or unconsciously held by learners in the process of language learning. Learners' belief was influenced by the cultural factors, social factors, schooling factors, family factors, as well as learners themselves. Language learning beliefs of native speakers and second language learners have been examined, and different definition and categorization were given by different linguists. However, language learning beliefs on third language has been a new attempt. Inner Mongolia, where the Mongolian trilingual learners live, is an autonomous region in China. The Mongolian trilingual learners acquire L1 (Mongolian) →L2 (Chinese) →L3 (English) consecutively, where the L2(Chinese) is used as media, for educational purpose. The present study examined Mongolian trilingual learners' (Mongolian-Chinese-English) (n = 100) responses to beliefs on learning English relative clause (RC) in order to determine the extent to which their beliefs are consistent with major constructs underlying the Standards for Foreign Language teaching of Mongolian trilingual learners. The purpose of this study was to provide direction for third language education and future research.

The main empirical questions to be addressed are the following:

1. What beliefs do Mongolian trilingual learners hold toward English RC materials development?
2. What beliefs do the Mongolian trilingual learners hold toward teaching English RC?
3. What beliefs do the Mongolian trilingual learners hold towards learning English RC?

II. LITERATURE REVIEW

A. What are Beliefs

Horwit was the first person who gave a definition to learners' belief. According to Horwit, the belief about learning language is mainly about learners' viewpoint about languages. Horwit defined belief about language learning as "the opinions that learners hold about various aspect of language learning." [1] There was some limitation in Horwit's definition. This was such a broad definition that people even do not know which aspects of languages it actually included. Abraham and Vann [2] defined it as learners' philosophy about language learning: "beliefs about how language operates, and consequently, how it is learned." Wenden defined learners belief as "opinions which are based on experiences and the opinions of respected people, which influence student act." Victori & Lockhart gave a generally accepted definition to belief about language learning; He defined beliefs about languages as "general assumptions that students hold about themselves as learners, about factors influencing language learning and about the nature of language teaching." [3] Wen's view toward belief about language learning combined the views of both Wenden and Victori & Lockhart. In Wen's point of view, the belief of language learning was opinions and viewpoints formed either the students hold as a learner in the process of learning English or formed by the influence of respected person [4], [5]. Other linguists tried to define the belief about learning language from other angles. Clark's theory was called "implicit theory".

Learners' belief was viewpoints of the language learners, which was formed and developed in the process of learning and improving. They are influenced by both mental and physical circumstance of their selves. Learners' beliefs are also influenced by various social cultural factors, like educational environment, family circumstance, and so on.

B. Classification of Learners' Beliefs

Richards and Lockhart categorized learners' belief into eight domains: 1) Beliefs about the nature of English; 2) Beliefs about speakers of English; 3) Beliefs about the four language skills; 4) Beliefs about teaching; 5) Beliefs about

language learning; 6) Beliefs about appropriate classroom behavior; 7) Beliefs about self; 8) Beliefs about goals [6]. Horwitz, in contrast Categorized learners' beliefs into five big domains according to her BALLI. Horwitz's BALLI was classified in the following five groups: (1) The difficulty of language learning: these items concern the difficulty of learning English as a second or foreign language. (2) Foreign language aptitude: these items concern the general existence of specialized abilities for language learning and beliefs about the characteristics of more or less successful language learners. (3) The nature of language learning: this category includes a broad range of issues related to the nature of language learning. (4) Learning and communication strategies: these items concern the process of learning a language and the practice of spontaneous communication in the classroom. (5) Motivation: items in the motivation category concern desires of the students currently hold, associated with the learning of English [1].

Richards and Lockhart then introduced six major sources of teachers' beliefs according to other researchers. They are a) their own experience as language learners b) experience of what works best c) established practice d) Personality factors e) educationally based or research-based principles f) Principles derived from an approach or method [6].

According to Richards and Lockhart, teachers' beliefs are categorized into five types by them; they are listed in the following.

1) Beliefs about English

English is an international language. Belief towards English varies from person to person. Some people may think English as a communicating tool in some western countries. Others regard English as the cultural carrier and representation of national identity.

English is also international business language, so some other people just consider English as a useful tool to earn money for their companies.

Different beliefs toward English have been held by different English teachers. Being a different individual, language teachers develop different beliefs in the process of their teaching. They even have different beliefs about how their students can learn English well and how to attract the students' attention to English study. Thus their teaching plans, teaching styles, teaching activities classroom evolutions will be influenced by their beliefs.

2) Beliefs about learning

Teachers' belief toward learning may be based on their learning and teaching experience as a learner and teacher. A teacher who was educated in a circumstance of "teacher-centered" way in his earlier school days, would be grown as a teacher of controller in the classroom. In contrast, a teacher who was grown up in a "learner-centered" educational circumstance, will be active teacher. He will create a relaxed learning atmosphere for the learners.

3) Beliefs about teaching

Belief about teaching refers to the viewpoints of effective teaching by different teachers. The beliefs of teaching develop in the process of teaching and learning. They mastered many teaching ways in the process of learning and teaching. These help them to form their own style of teaching and effective way of teaching. Skill-based approaches are preferred by some teachers. Yet rule-based approaches are preferred by others.

4) Beliefs about program and the curriculum

Specific beliefs about the programs and curriculums are held by teachers. Beliefs about program and the curriculum will lead the teachers to choose different teaching plans, instructional objectives, and classroom evaluations, which may result in different classroom practices. Same program was treated differently by different teachers. Students' outcomes will be influenced by these differences.

5) Beliefs about teaching as a profession

Researchers indicated that different responses to beliefs about professionalism of teaching were given by different subjects. Some teachers regard teaching as a most sacred profession and they will sacrifice all their time and experience on their teaching to improve the language ability of their students. Whereas other teacher thinks differently. They consider it just as a job to earn their living. Teachers' working enthusiasm, sense of duty, and emotional involvement will be influenced by this kind of belief. As a result, teaching outcomes and learning outcomes will change indirectly.

Wen categorized learners belief into two big domains: (a) management belief and (b) language learning beliefs; Management beliefs refers to the learners' belief toward schedule planning, setting objectives, choosing the learning methods and strategies, controlling the learning procedures, and so on; while language learning beliefs indicated learner's views and opinions on language itself, including phonetic knowledge, semantic knowledge, and pragmatic knowledge and so on. Language learning beliefs can be further categorized into formal practicing belief(which focus on the form of the language ; that is language learners believe it is important to master language knowledge), functional practicing belief(which focus on the function of language; learners believe communication is important to learning a language) and mother tongue reliance belief(namely, learners believed that it was the best way to learn foreign language through translating it into mother tongue) [4], [5].

There was no clear distinction between the classification of learners' beliefs and teachers' beliefs. Thus the classification of learners' beliefs toward language learning was based both on the learners' beliefs and teachers' beliefs, which were reviewed in the former part. In the present study, the term Mongolian trilingual learners' belief toward English relative clause refers to any mother tongue reliance view and second language (Chinese) related view held by Mongolian EFL in the process of learning English, which is called culture related belief. The belief in this paper include: (1) beliefs about learning (2) beliefs about teaching (3) beliefs about textbook writing. The belief in this paper was classified on the basis of Wen and Richards and Lockhart.

C. Relevant Researches on Learners Beliefs

Based on the questionnaire survey by means of her BALLI, it was Horwitz who systematically introduced the beliefs about language learning. The first year language students from University of Texas attended in her research. 63 from the subjects majored in French, and others majored in Spanish. She categorized five dimensions of beliefs and

compared the beliefs of the students from these five dimensions. The different beliefs held by American foreign language students were identified systematically by her [1].

The language teaching can benefit from her research. knowing the belief s of the students, the teacher can arrange the teaching move actively. According to Horwitz, language teachers can improve the students' level on the basis of their beliefs.

A research on how cultural and environmental factors influenced foreign language learners' beliefs was conducted by Horwitz. How beliefs vary from one learner group to another was investigated in her research. She found that the ages, stages of learning, profession, and social status were main factors, which influence the beliefs. However, she found little cross-cultural variation in beliefs.

Whether the Implicit knowledge will influence the language learners' beliefs were investigated by Wenden. The research was conducted on the aspect of social psychological theories. The research found that attitudes and motivations are the main factors, which influence the beliefs of language learners [7].

Relationship between EFL learners' beliefs and learning strategy was investigated in Yang's research. Yang's research subjects were 505 university students from Taiwan. The students all studied English from the first year of their junior middle school to the first year in their universities. The result indicated that various types of learning strategies of the research participants strongly influenced their self-efficacy beliefs about English learning. Yang also found that language learner's beliefs were closely related to their everyday strategies of oral practice cyclical relationship between learners' beliefs and strategy use was referred by Yang in his paper [8].

A research on beliefs about language learning was conducted by Sakui and Gaies . The research subjects were 1300 Japanese college students. The research found that the beliefs of Japanese students were mainly related to the teaching approaches of their teachers. The distinction between the traditional approach and the contemporary approach were the main focus. The teaching reform was implicated at the end of the research paper [9].

Key variables in language learning were studied by Cotterall. Her research subjects were 131 English learners from Victoria University of Wellington. The research aimed to identify six key variables of participants [10].

1. the role of the teacher;
2. the role of feedback;
3. the learner's sense of self-efficacy;
4. important strategies;
5. dimensions of strategies-related behavior;
6. the nature of language learning;

The sociocultural approach was used in the research of Alanen. How learner beliefs developed in the process of interviews and how asking question itself shaped the learners' belief were examined in this study [11].

A discursive approach was used in the research on beliefs about SLA by Kalaja. The pilot study was done on only one participant from 1998 to 2000. Then the research was conducted on 12 participants. The participants had to pass the college entrance examination and enter a better university.

The research aimed at finding out explanations for success or failure in the constructed English test [12].

III. METHODOLOGY

A. Research Participants

100 college non-English major students from Inner Mongolia University (IMU), Inner Mongolia Normal University (IMNU), Inner Mongolia University of Finance and Economics (IMUFE) participated in the questionnaire survey. The detailed background information of subjects was presented in following Table I.

TABLE I: BACKGROUND INFORMATION OF SUBJECTS FOR QUESTIONNAIRE

Grade	Gender		Universities			Total
			IMU	IMNU	IMUFE	
Grade one	Gender	Male	1	2	0	3
		Female	0	7	0	7
		Total	1	9	0	10
Grade two	Gender	Male	6	2	10	18
		Female	12	21	39	72
		Total	18	23	49	90
Total	Gender	Male	7	4	10	21
		Female	12	28	39	79
		Total	19	42	49	100

All the students attended CET4 (College English Test) in June, 2018 and passed the test. These 30 students were chosen, because they mastered the English clause (RC) well. The chosen students will pass the grammar test of English relative clause and accuracy rate of each student should be 75, or more than 75.9. All students must have normal eye or corrected to normal vision. Grammatically judgment test in Felsor [13] will be used in the research. The participants will also do grammaticality test to test their knowledge of the construction, especially the subject-verb agreement.

B. Questionnaire

This Questionnaire survey aims to test Mongolian trilingual learners' belief towards learning English relative clause. In the present study, the term Mongolian trilingual learners' belief toward English relative clause refers to any mother tongue reliance view and second language (Chinese) related view held by Mongolian EFL in the process of learning English, which is called culture related belief. The belief in this paper was classified on the basis of Wen and Richards and Lockhart.

There are two purposes for designing a questionnaire on Mongolian trilingual learners' belief toward learning English relative clause. Firstly, this questionnaire can be used as a tool in the future researches about the Mongolian trilingual learners' belief toward English relative clause. It was desperately needed, because of the reason that the study of Mongolian trilingual learners' belief toward learning English relative clause has been a research blank in the field of second language acquisition until now. There were no related materials for reference. Secondly, the remainder of the research (paper) was carried out on the basis of this questionnaire.

The source of the questionnaire items mainly included three aspects.

1) The principles of compiling textbook (teaching materials) by Ministry of education

2) The semi-questioned interview: a semi-questioned interview on teachers from Baokang Mongolian high school

3) The latest English teaching circumstances of Mongolian students in Inner Mongolia

Categorization of questionnaire items was based on the mother tongue reliance belief, which was defined in Wen and Richards and Lockhart's classification of teachers' belief. In addition, second language (Chinese) related view held by Mongolian trilingual learners in the process of learning English, also has been put into consideration. The questionnaire contains 26 items totally, which generalized into three subsections. The three subsections of the questionnaire distributed in: (1) Mongolian trilingual learners' beliefs about compiling English textbooks covered items1-8 (2) Mongolian trilingual learners' beliefs about teaching English relative clauses: covered items 9-18 (3) Mongolian trilingual learners' beliefs about learning English relative clauses: covered items 19-26. The belief in this paper was classified on the basis of Wen, and Richards and Lockhart [4]-[6].

The internal reliability of the questionnaire was tested by calculating the Cronbach alpha, through which examine the consistency of each items in the questionnaire. The calculated internal reliability was presented as below.

TABLE II: RELIABILITY ANALYSIS OF QUESTIONNAIRE

Reliability coefficients		
Number of cases	Number of items	Alpha
20	31	.915

Since the value of alpha is as high as .905, the proposed category "learners' belief" is confirmed. In other words, this category can be employed for further statistical analysis. The reliability of an instrument concerns whether this instruments will produce the same results each time it is administrated to the same person in the same setting) coefficient alpha is one of the widely accepted ways to measure reliability.

In the present study, the term Mongolian trilingual learners' belief toward English relative clause refers to any mother tongue reliance view, and second language (Chinese) related view held by Mongolian EFL in the process of learning English. Mongolian MTL learner's opinions and viewpoints which formed in the process of learning English relative clause need to be tested through some practical experiments. Then the on-line self-paced test and off-line questionnaire were conducted.

C. Procedures

The final draft of questionnaire survey was designed on the online and distributed to the subjects through WeChat with the help of three teachers from Inner Mongozlia University, Inner Mongolia Normal University, Inner Mongolia University of Finance and Economics. The response frequency of each item is analyzed online, which designed with simple calculating function. Only the questionnaires with complete responses are computed and seen as valid. No ineffective questionnaire was excluded, so overall data from 100 subjects were included in the further statistical analysis. The SPSS24.0 was used in data analysis.

IV. RESULTS AND DISCUSSION

Above all the descriptive statistics was done on three dimensions (the text book, teaching, and learning) of questionnaire and the results were presented in the following Tables.

TABLE III: THE DESCRIPTIVE STATISTICS OF THREE DIMENSIONS OF MONGOLIAN TRILINGUAL LEARNERS' BELIEF TOWARD LEARNING ENGLISH RELATIVE CLAUSE

	N	Min.	Max.	M	SD
Textbook	100	1	4	1.99	.68
Teaching	100	1	4.20	2.06	.68
Learning	100	1	4.13	2.13	.69

As presented in above table, the subjects showed quite obvious preference to agreements to most of the items. Most of the responses given by the subjects were positive (Mean=1.98). (Mean=2.05) (Mean=2.13).

Questionnaire items were presented in the appendix (For details of the questionnaire items see Appendix 1), and the responses for the items were showed in the following tables.

The students' responses toward three dimensions of the questionnaire were demonstrated in Table IV , Table V, and Table VI respectively. Then the detailed description of the data was reported on the following paragraph. Investigating teacher and learner beliefs is not new in the field of second language acquisition; however, research on beliefs about Mongolian trilingual learners' teaching and learning English relative clause is a new attempt. The findings revealed that there are consistent beliefs among Mongolian trilingual learners toward how to learn English relative clause.

TABLE IV: MONGOLIAN TRILINGUAL LEARNERS' BELIEFS ABOUT COMPILING ENGLISH TEXTBOOK

Items	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
Item1	37%	39%	15%	8%	1%	100%
Item2	34%	40%	17%	7%	2%	100%
Item3	28%	44%	23%	5%	0%	100%
Item4	42%	42%	12%	4%	0%	100%
Item5	30%	35%	18%	15%	2%	100%
Item6	10%	8%	24%	27%	21%	100%
Item7	39%	45%	8%	7%	1%	100%
Item8	40%	41%	14%	4%	1%	100%

According to Table IV, different responses were given by subjects who hold different beliefs toward Mongolian trilingual learners' English textbook writing. 65% of the subjects believed that materials written in Mongolian and English were helpful to their understanding of English relative clause. Whereas 18% of the subjects agreed that the textbook of Mongolian trilingual learners should be compiled in English and Chinese. The subjects showed very similar responses for some items (items 1.2.3). And most of the responses given by the subjects were positive for these items. 74% of the subjects believed that the English relative clause should be compared with Mongolian relative clause, when compiling MTL English Textbooks. 75% of the subjects believed that the English relative clause should be compared with Mongolian and Chinese relative clause simultaneously

in writing MTL English Textbooks. The result was consistent to the findings of B. Wu [14]. However, most of the students did not support the opinion that the English relative clause should be compared with Chinese relative clause in MTL English Textbooks. Most of the students believed that it would be better to write text book, according to Mongolian trilingual learners' mental logic, difficulty point and interests.

All in all, when compiling MTL English Textbooks, comparison of sentence structure of English, Chinese and Mongolian relative clauses is necessary. And it's better to promote the link between already mastered knowledge of Mongolian and Chinese relative clause and English relative clause knowledge. The text book should be written in English and Mongolian language.

TABLE V: MONGOLIAN TRILINGUAL LEARNERS' BELIEFS ABOUT TEACHING ENGLISH RELATIVE CLAUSES

Items	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
Item9	28%	44%	18%	7%	3%	100%
Item10	10%	19%	25%	26%	20%	100%
Item11	34%	40%	20%	4%	2%	100%
Item12	30%	45%	15%	6%	4%	100%
Item13	36%	48%	12%	2%	2%	100%
Item14	31%	53%	13%	2%	1%	100%
Item15	25%	43%	25%	5%	2%	100%
Item16	24%	43%	28%	5%	0%	100%
Item17	32%	49%	13%	6%	0%	100%
Item18	24%	40%	28%	6%	2%	100%

Table V clearly demonstrated the responses toward belief items about teaching English RC to the Mongolian trilingual learners. 72% of the subjects believed that it was more beneficial to choose Mongolian as media language in teaching English RC, which means teaching the English relative clause in Mongolian was more acceptable. Whereas only 29% of the subjects agreed that it was acceptable to teach English relative clause in Chinese). The majority of subjects (75% of the subjects) believed that the contrasting and comparing method should be used to teach English relative clause. And the number of subjects who chose the method of contrasting English Mongolian relative clause, was equal to the number of subjects who chose to contrast English Chinese relative clause. 84% of the subjects agreed that the teachers should encourage the students to read more materials containing English relative clause to discover the rules and principles of English relative clause by themselves, (based on the already learned Mongolian and English relative clause). 84% of the subjects agreed that the teachers should conclude the rules and the principles of the English relative clause for the learners (based on the already learned Mongolian and English relative clause).

TABLE VI: MONGOLIAN TRILINGUAL LEARNERS' BELIEFS ABOUT LEARNING ENGLISH RELATIVE CLAUSES

Items	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
Item19	23%	36%	31%	8%	2%	100%
Item20	25%	36%	29%	9%	1%	100%
Item21	24%	39%	26%	9%	2%	100%
Item22	24%	51%	22%	3%	0%	100%
Item23	25%	45%	23%	6%	1%	100%
Item24	26%	49%	22%	2%	1%	100%
Item25	27%	53%	18%	2%	0%	100%
Item26	25%	47%	23%	5%	0%	100%

The date from the above Table VI showed that 61% of the subjects believed that the structure of the English relative clause was close to Mongolian Relative clause. 75% of the subjects believed that antecedent and the relative clause were connected by the variation of verb forms both in Mongolian and English. So it was the most important point to help the Mongolian trilingual learners to master the English relative clause. According to the data, more subjects showed that they would rather translate the English relative clause into Mongolian than Chinese, when they were learning English relative clause.

V. CONCLUSION

In the present study, the term Mongolian trilingual learners' belief toward English relative clause refers to any mother tongue reliance view and second language (Chinese) related view held by Mongolian EFL in the process of learning English. Mongolian MTL learner's opinions and viewpoints which formed in the process of learning English relative clause need to be tested through some practical experiments.

The result of the belief questionnaire showed that 61% of research subjects believed that the structure of the English relative clause is more close to the structure of Mongolian relative clause. 75% of them also agreed that the antecedent and the relative clause were linked by the variation of verb both form in Mongolian and English Grammar. Therefore, it is better to use the method of contrasting analysis to compare Mongolian relative clause with English relative clauses in learning and teaching English relative clauses. More importantly, the textbook should be written from the perspective of contradictive analysis of English and Mongolian.

The result of the questionnaire showed that more than 70% of the students agreed that teaching or learning English relative clause in Mongolian can help them to have a deeper understanding. The MTL also agreed that the related materials of relative clauses should be written in Mongolian and English. According to Odlin, teachers who know the native language of their students are at a great advantage to have students realize the analogies between native language and target language, and then provide appropriate context of learning for students [15]. Only if the teachers figure out the differences can they assist the learners to avoid negative transfer and then develop their competence.

The more we can infer from the questionnaire was about English learning itself. It's better to translate the sentences into English rather than Chinese, when they were learning English relative clause.

All in all, the learning, teaching and text book writing of English relative clause should be organized on the basis of mental logic and interests of MTL Mongolian learners. Link between the knowledge of English relative clause and Mongolian relative clause should be emphasized. Teaching English relative clause in their mother tongue of Mongolian trilingual learners was approved as more understandable and beneficial.

VI. APPENDIX: QUESTIONNAIRE ON MONGOLIAN TRILINGUAL LEARNERS' BELIEF TOWARD ENGLISH RELATIVE CLAUSE

These statements are divided into Three categories: teaching materials, beliefs toward teachers and teaching, students and learning. Every item has five different levels according to the respondent feelings: *strongly agree*, *agree*, *agree not sure*, *disagree*, *strongly disagree*.

Beliefs toward teaching materials includes following the contents:

1. The English relative clause should be compared with Mongolian and Chinese relative clause, when compiling MTL English textbooks.

2. The English relative clause should be compared with Mongolian relative clause, when compiling MTL English Textbooks.

3. The English relative clause should be compared with Chinese relative clause, when compiling MTL English Textbooks.

4. It would be better to write text book, according to Mongolian trilingual learners' difficulty point and interests.

5. Materials written in Mongolian and English were helpful to their understanding of English relative clause.

6. Materials written in Chinese and English were helpful to their understanding of English relative clause.

7. When compiling MTL English textbooks, comparison of sentence structure of English, Chinese and Mongolian relative clauses is necessary. And it's better to promote the link between already mastered knowledge of Mongolian and Chinese relative clause and English relative clause knowledge.

8. It would be better to write text book, according to Mongolian trilingual learners' mental logic.

Beliefs toward teachers and teaching, included the following contents:

9. English RC is more similar to Mongolian RC, so it is more beneficial to choose Mongolian as media language in teaching English RC.

10. English RC is more similar to Chinese RC, so it is more beneficial to choose Chinese as media language in teaching English RC.

11. The contrasting and comparing method should be used to teach English relative clause, and it is better to contrast English RC and Mongolian RC.

12. The contrasting and comparing method should be used to teach English relative clause, and it is better to contrast English RC and Chinese RC.

13. The teachers should encourage the students to read more materials containing English relative clause to discover the rules and principles of English relative clause by themselves, (based on the already learned Mongolian and English relative clause).

14. The teachers should conclude the rules and the principles of the English relative clause for the learners (based on the already learned Mongolian and English relative clause).

15. It is helpful for the understanding of the students that Teachers should translate the English RC into Mongolian.

16. The teacher should translate the English RC into Chinese for the better understanding of the students.

17. The position of the English RC in the sentence is different from Chinese RC.

18. The English RC is leaded by the WH(when, where, which---), yet there is no special leading words in Mongolian RC and Chinese RC.

Beliefs towards students and learning, included the following contents:

19. The structure of the English relative clause was close to Mongolian Relative clause.

20. The structure of English RC is similar to Mongolian RC, so it is easier for Mongolians to learn English RC.

21. When learning the English RC, it is better to translate it into Mongolian.

22. When they are learning, Learners need to translate the English RC into Chinese.

23. Learners should imitate the structure of English RC, When they learning English RC.

24. That antecedent and the relative clause are connected by the variation of verb forms both in Mongolian and English.

25. The most difficult point of learning English RC is the selection and usage of the antecedents.

26. It is difficult to master the rules of subject-verb agreement of in RC sentence.

CONFLICT OF INTEREST

I have submitted the work without a conflict of interest.

AUTHOR CONTRIBUTIONS

Sarina, Chen conducted the research, analyzed the data and wrote the whole paper. Baiyinna, Wu guided and revised the paper. All authors had approved the final version.

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