Is it appropriate for adding a second foreign language programme at secondary school in China?

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DECLARATION FORM

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DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

Signed ..... **(Student)**

Date 28.11.2023 .....

DECLARATION

I am satisfied that this work is the result of the Student's effort.

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Life is always going through one stage after another, and my short and beautiful adult undergraduate stage has come to an end. Reviewing the learning course of these two years, I have gained a lot. Here, I learn to think ability to a step; here, I gain many from the teacher, here, I met a group of like-minded classmates; here, I picked up the tired mood, a new start; here, I found a new direction of life and to firm way forward... often think of here, a kind of heart, but no feast, I think even if we future, this friendship will forever. At this moment, only thousands of words of thank you can represent my mood. Thank my mentor, is you all the way on my way to study, thank you to teach what you have learned to us. Thank you for your careful teaching of this paper, patiently pointed out all my shortcomings, so that I can constantly examine themselves, constantly break through themselves, constantly surpass themselves, to successfully complete the graduation thesis writing. Your serious and rigorous attitude towards academic teaching and your tireless teaching spirit have always inspired me. I deeply feel that this spirit is worth my continuous learning, can meet such a teacher let me benefit a lot. Thanks to all the teachers of the college, thank you for your teaching all the time, I also hope that I can always keep a heart of learning, see the quality I should learn from the teachers, and constantly urge myself to keep working hard. Thank you, my dear students, thank you for your help all the time, because with my comrades like you, I feel that I am not lonely on the road of seeking knowledge. Although we are about to part, but the friendship lasts forever. I would also like to express my gratitude to those scholars with related research directions. Thank you for providing the data and arguments, which gave me a better and more comprehensive understanding of the project background and research direction, and laid a solid foundation for my

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ABSTRACT

Recently, the country has put forward higher requirements for foreign language education for primary and middle school students, proposed to comprehensively improve the English ability of primary and middle school students, students' learning pressure has increased. In the context of the new educational reform, it is necessary to add a second foreign language curriculum in secondary schools. To add the second foreign language course, we first need to understand the necessity of learning a foreign language. Why do you want to learn a foreign language. On the one hand, for one more professional skills, on the other hand, to broaden the vision and understand the world. As far as the former is concerned, there is a good condition and foundation for opening the second foreign language courses in China. This is because China, as the largest developing country in the world, needs a large number of professionals in many fields. This requires us to pay more attention to and strengthen the cultivation of students' related field knowledge. At the same time, in the face of the era of artificial intelligence, there is a need to learn foreign language well. We believe that even if the machine can automatically translate relevant content, foreign language education is still indispensable."As machine translation skills become more and more powerful, the purpose of foreign language education is not only to enable students to master a communication tool, language and communication skills, but also to include the development of cognitive and thinking skills. Foreign language education should become an important part of people's thinking ability and cognitive ability education."The bilingual teaching mode helps to expand students' international vision and improve their thinking ability. Although learning a more foreign language means making more effort, it has an unexpected role in the expansion of thinking ability, especially the improvement of learning ability. Many students summed up the rules in language learning, by analogy, make foreign language learning become twice the result with half the effort. The additional knowledge and ability acquired through foreign languages will make them truly "cross-cultural and multilingual" compound talents to meet the needs of global diversified development and serve the national "Belt and Road" initiative.

Keywords: Second foreign language;Programme;Secondary school; China

ACRONYM

EO	Education Otherwise
LA	Local Authority

1. INTRODUCTION

1.1 Research background

In the past few decades, China's basic education field has been committed to the goal of "improving students' foreign language ability". From "the students to communicate with foreigners", to "train students to master more than a foreign language, have in different occasions with foreign communication ability", to "let every Chinese students master more than a foreign language", these goals all reflect the Chinese education to improve the students' foreign language ability of this goal. However, with the development of globalization and the increasing connection between China's economy and the international community, Chinese education has put forward higher requirements for improving students' foreign language ability （Agbedahin, 2019, p.97）. To this point, the Ministry of Education issued several Opinions on Promoting the Reform of Foreign Language Teaching in Primary and Secondary Schools (hereinafter referred to as the Opinions) in 2014. Starting in the fall of 2017, primary and secondary schools will gradually open second-tier foreign language courses across the country, the guideline said.

At present, many provinces and cities in China have implemented the second foreign language courses. For example, in Beijing, Shanghai, Zhejiang, Jiangsu and Guangdong, Japanese, Russian, German and French are offered in compulsory education; （Lee, 2020）also offers Japanese in high school; Shenzhen has advanced second foreign language courses from grade two to grade one.

In addition, some provinces have begun to try to advance the second foreign language course from senior high school to junior high school（Schellenberg, 2017）. For example, in December 2015, the Education Department of Liaoning Province issued the Guidance on the Setting and Implementation of the Second Foreign Language Curriculum in Ordinary High Schools in Liaoning Province, proposing to offer two second foreign language courses in middle schools: one is Russian; the other is Japanese. These two foreign language courses are elective courses and are offered in junior high school（Sears, 2018）.

These initiatives make made second F in secondary school a topic of great concern. Some think this helps improve students' English proficiency; others say it is bad to overall development. In this regard, （Sim, 2016）director of the Education Development Research Center of the Ministry of Education, once wrote: " The

opening of second foreign languages in middle schools is a reform and exploration in response to the needs of social development. Compared with English, Chinese students' interest in second languages (such as Japanese, Russian, German, etc.) is not high, which may be caused by various reasons: (1) from the syllabus, Chinese middle school English syllabus; (2) English textbooks are used in European languages; (3) from the basis, Chinese students are relatively weak."If only one Japanese or Russian course is offered in middle school, many students will focus on learning English and ignoring Japanese or Russian," （VanderDussen Toukan， 2017） said. Due to the lack of attention and awareness of the second foreign language, it is difficult to attract students' attention.”

1.2Research Significance

At present, the academic research on the second foreign language curriculum mainly focuses on the foreign language and teaching and the second foreign language and the students' learning situation （Gong,Gao,2020）. Theoretically speaking, there are still some deficiencies in the existing research. For example, most of the "second foreign language" studies have focused on college students and less on middle school students （Stephen May， 2019）. On the operational level, because middle school students lack sufficient language learning experience, they may encounter some difficulties in their second foreign language learning. Therefore, in order to open the second foreign language course in the middle school stage, teachers need to make great efforts in the curriculum design to help students better understand the content of the second foreign language textbook （Lisha， 2020）. In addition, it should be noted that the study of the secondary foreign language curriculum must be taken into account by the particularity of Chinese middle school students. Therefore, in the design of the teaching scheme can not be completely copy the foreign model （Fang， 2021）.

The discussion of the necessity of offering a second foreign language course in middle school is helpful to better understand the necessity of this course and how to develop the course under the current situation in China （Curle， 2020）. At present, many scholars have made a lot of discussion on the teaching and research of the second foreign language, but the discussion on the necessity of offering the second foreign language courses in Chinese middle schools is relatively little （Lü, Chan.， ）. This study used questionnaires, interviews and interviews to investigate

and analyze the second foreign language course in Chinese middle schools in order to understand the necessity of the second foreign language course in Chinese middle schools and to provide reference for the future development of this course in Chin （Sun, Ping Hu， 2017） a. At the same time, this study can also provide reference for the establishment of second foreign language courses in middle schools abroad, and then promote the opening of second foreign language courses in middle schools in China.

Practical significance: Middle school stage is an important period for students to form their outlook on life and values, and also a key stage for the formation and development of their personality （Zheng, Yongyan， 2014） . Therefore, the foreign language education in the middle school stage has a particularly profound influence on the students. Through the second foreign language course, students can improve their understanding of world culture, politics, economy and social life from multiple perspectives. （Zhang, Zhi-gang， 2018） said through the second foreign language course, students can improve their ability to communicate in foreign languages, which is very helpful for them to play a more important role in international affairs in the future. Therefore, it is of great significance to offer the second foreign language courses in the middle school stage （Ke, 2020） .

1.3Research Purpose

1.to learn about the curriculum reform policy on the first (English) and second foreign languages at secondary school level through the curriculum reform documents provided by the Ministry of Education of China

2. to collect information on the development of second foreign languages at the secondary school level in other countries through literature research and websites.

3. understanding the need for multilingual talents in China through data collection methods such as government reports

4. to collect data on the implementation of second foreign language classes in secondary schools in China at this stage through news, websites and other data collection methods

5. to learn about the significance and latest development of globalisation education through literature research and UNESCO's website.

2. LITERATURE REVIEW

2.1. Introduction

Since the early 1990s, bilingual teaching research has become a prominent subject and has attracted wide attention worldwide. Many researchers have studied bilingual teaching and made different opinions. One of the most influential is that of (Bowman & Young 1991). This view holds that bilingual teaching can be used as an auxiliary teaching model to provide students with second language learning opportunities in ordinary schools and to develop their second language skills. Many researchers support the (Bowman & Young 1991), but some disagree. （Lu, Juexuan，2021） suggested that bilingual teaching is not necessarily designed to improve students' second language proficiency. （P. I. Costa，2019） believes that bilingual teaching is to cultivate students' critical thinking ability and improve their critical thinking level. In this study, scholars did not explore the mechanism of bilingual teaching. However, （Cao Di,2021） believe that bilingual teaching helps to improve students' interest and enthusiasm in learning. Despite many different views on bilingual teaching, most researchers agree that bilingual courses in secondary schools are very necessary. Research shows that offering bilingual courses in middle schools can promote the development of students' language ability, critical thinking and creative thinking ability. At the same time, when students are learning a second language, they need to face many difficulties and challenges. Therefore, they must learn how to solve these difficulties and challenges to achieve their learning goals. Moreover, many countries have different needs for a second language due to socio-cultural reasons. Therefore, offering second language courses in middle schools can also meet the needs of the society and individuals, thus promoting the development of students（Orton, et al，2013）.

2.2Definition of language

UNESCO's definition of multilingual teaching: UNESCO defines multilingual teaching as " Bilingual and multilingual education refer to the use of two or more languages as mediums of instruction."At least three languages, their native languages, their dialects and an international language, must be used in the education process. Based on this definition, a language is not an object of learning, but a tool of learning, aiming to allow students to learn in a multilingual environment grow up（Wu, Xi，2020）. Compared with this relatively narrow definition of multilingual teaching, the

more common understanding of multilingual teaching is that students learn multiple foreign languages in school.

The content of the second foreign language course should be closely combined with the foreign language education. So, what is the real foreign-language education? What is the definition of a language? The word language originated from Greek, first appeared in the 6th century BC, and has a history of more than 2,500 years. Its main meaning is: " People speak to each other in an understandable way.” （Ma, Junqian, 2020）

This means that language is a social phenomenon, and human beings live in a language environment. Human communication and communication is a behavioral activity, rather than a pure ideological activity（Liu, Meng, and Phan Lê Hà, 2021）. Therefore, no one language exists in isolation. It is inextricably linked with the surrounding environment, such as: culture, customs, geography, history and so on （Francis, Norbert,, 2022）.

As an independent discipline, linguistics has developed for a history of nearly two thousand years. There are rich research achievements on language and language environment in linguistics （Xu, Wen, and J. Knijnik, 2021）. Linguists define language from different perspectives: （Xiao, Y., and Angel Zhao, 2022） believe: " Language is a system of symbols, which has two basic characteristics: first, it is organized by certain grammatical rules; and second, it can be used to express meaning.”Linguistics is the study of human language and its development law.

（1）Two basic properties of a language

Grammatical rules are the basis of language structure and the necessary condition to ensure the smooth communication of language.

The language of a nation generally has a certain number and certain levels of grammatical rules, such as: the change of word shape, the classification of words, etc. Language is a symbol system used by human society, which is always in constant development and change （Nuske, 2018）. Grammatical rules are tools used to regulate people's use of language. Different nationalities, different historical periods and different regions will have differences due to the cultural differences, thus forming the grammar rules with their own national characteristics（Xue, Meichun, 2022）. It is precisely because of these differences that enable people to communicate

and communicate in the same language environment. When a language absorbs the grammar rules of other nations in the course of its development, the nation's own grammar rules are formed. Different nationalities and different regions will differ due to cultural differences, so the grammar rules will also change because of these differences. Some grammatical rules will change after time and history develop. In English, the word "subject" is used in six different ways. In Chinese, there are only two ways to represent "subject": one is "subject + object", and the other is "subject + object + predicate" （Han, Jiying, and Hongbiao Yin, 2016）.

（2）The symbolic system of the language

According to this view, the symbol system of language includes two elements: one is the grammar rules; the other can be used to express meaning. The formation and application of grammar rules is one of the most basic features of human language. Any language has its own grammar rules, but not all languages have a complete grammar system （Wang Shouren, 2016）. Therefore, each language has its own unique grammatical system, that each symbol has its own specific position and usage. There are no two identical leaves in the world. Again, there are no two identical humans or animals （Dong-jae, Lee, 2020）. Each language has its own unique system of symbols, which in turn are built based on specific grammatical rules. Symbol system is an important element of language, but not all elements? （Meng, Hengrui, and Qin-ming Qiu, 2022）.

The language symbol system is an organic whole composed of pronunciation, vocabulary, grammar and other elements, which interact and influence each other. The differences between the different languages are mainly reflected in the vocabulary aspect. If the grammar is compared to a human organ, then the word is its flesh and blood. Again, there is no grammar without a vocabulary. There are some basic, universal but relatively stable concepts or expressions in any language that form the lexical system. There are both similarities and differences in these vocabulary systems in languages.

Thus, the language symbol system is closely related to the grammar rules. Therefore, linguists believe that: "foreign language learning is to master the language knowledge contained in the foreign language symbol system and only contains one or a few symbol systems".

2.3Definition of minor languages in China

There are usually two kinds of classification of foreign language majors in Chinese universities. One is to divide foreign languages into English and minor languages. English has a dominant pattern in terms of population, number of students, college majors, enrollment number, and daily application （Li, Daguo, and Edwards，2013）. Therefore, non-English majors with small number of students and low teaching are collectively referred to as minor language majors. The other is to divide foreign languages into common language and non-common language two categories. Common languages are English, Russian, French, Spanish, Arabic and other UN working languages, as well as the widely used Japanese and German, there are a total of 7 foreign languages, in addition to the foreign languages are called non-common languages.

According to China's current language policy, small languages do not become a part of the national language strategy. （Liu, Yeting，2015）said it refers to those languages that are less populated in the world, including other ethnic languages other than Chinese, foreign languages, and a few foreign languages. But from another point of view, small languages are the most important foreign language majors in various colleges and universities in China. Therefore, small languages usually refer to the majors that belong to small languages in the professional Settings of colleges and universities in China（Tavoosy, Yoones，2021）.

2.4 Conclusion

In addition, in the Ministry of Education in the directory of ordinary institutions of higher learning undergraduate course professional, although there is no specified small language which a category of national language strategy, but according to the actual situation of foreign language teaching reform in China, in English, Russian and other main language teaching blocked, in order to meet the needs of students learning a foreign language, some universities for some key universities opened a small language professional. But in this case, it is generally believed that these minor languages are not part of the national language strategy. Therefore, This thesis proposes the following hypothesis:

H1: The introduction of a second foreign language during secondary school has a catalytic effect on education for globalisation.

H2:Starting to learn a second foreign language during secondary school broadens the range of choices for Chinese students to enter university and reduces the pressure of examinations on Chinese students.

H3:The addition of a second foreign language as a subject of study in secondary school increases the burden of students.

H4:With the development of computer software technology, language translation and artificial intelligence have advanced rapidly. In this case, a lot of time and energy spent on foreign language learning should be reduced.

3. METHODOLOGY REVIEW

3.1. Introduction

This study will mainly adopt the method of literature research. Literature survey and analysis will be conducted on the issues of second foreign language teaching at secondary school level in other countries and the demand for multilingual talents in China.The study will also collect data and analyse data through reports disclosed on several relevant websites.

Ethical issues will be fully considered in the research process. The data collected throughout the survey and research process are published literature or published public data such as websites and government reports.

3.2. Context of Study

The globalisation of education is in a phase of constant development and evolution. Student mobility, educational cooperation projects, the development of educational technology, the emphasis on intercultural education and changes in educational policies are all contributing to the globalisation of education. As globalisation advances, the globalisation of education has become an important trend, contributing to the development and progress of the global community.

3.2.1International student mobility

With globalisation, more and more students are choosing to study abroad （Weinmann, Michiko, Sophia Slavich, and R. Neilsen， 2021）. According to statistics, the number of international students worldwide is growing year on year. This student mobility promotes educational exchanges and cooperation between different countries and regions and enriches the diversity of national education systems.

3.2.2Educational cooperation projects

The trend towards educational cooperation projects between countries is also on the increase. Examples include transnational university cooperation projects and exchange programmes, joint research projects, knowledge-sharing platforms, etc （Han, 2019）. These collaborative projects help to facilitate the sharing and exchange of educational resources and improve the quality and effectiveness of education.

3.2.3Development of educational technology

The continuous advancement of educational technology has also contributed to the globalisation of education. The rise of online education and distance learning has made it possible for students to access educational resources from all over the world via the Internet（Fan, Jinsong，2017）. The use of such technologies provides opportunities for learning across geographical boundaries and promotes the globalisation of education.

3.2.4The importance of intercultural education

An increasing number of educational institutions and countries are beginning to appreciate the importance of intercultural education. Intercultural education aims to develop students' intercultural communication skills, international perspective and global citizenship（Jiang, Hao-chen，2022）. This approach to education helps to improve students' cultural understanding and social adaptability, contributing to the development of a global society（Tse, et al，2021）.

3.2.5 Changes in education policies

Education policies in many countries are also gradually adapting to the demands of globalisation. Some countries are encouraging international students to study in their own countries by offering relevant scholarships and support measures（Xu, Wen, and Garth D. Stahl，2022）. At the same time, some countries have also strengthened the management and regulation of international students studying abroad to ensure the quality of education and the protection of students' rights.

3.3. Justification for Methodology

This study will mainly adopt the method of literature research. Literature survey and analysis will be conducted on the issues of second foreign language teaching at secondary school level in other countries and the demand for multilingual talents in China.

The study will also collect data and analyse data through reports disclosed on several relevant websites.Ethical issues will be fully considered in the research process. The data collected throughout the survey and research process are published literature or published public data such as websites and government reports.

3.3.1Literature survey method:

Through systematic collection, collation, evaluation and synthesis of existing relevant literature, an in-depth analysis and comprehensive summary of the current situation, problems, theories and methods in the research field is conducted.

Search for literature: Collect literature related to the research topic by searching academic databases, library catalogues, journal papers, conference papers, dissertations, etc. Keywords, subject terms and qualifiers can be used to filter the literature.

Screening the literature: The collected literature is screened according to the research objectives and questions. Initially screen by title and abstract, then read the full text and further screen according to the guidelines and criteria of the study. Classifying and organising the literature: The screened literature is classified and organised according to topic, research methods, research subjects, etc., and annotated and extracted. This facilitates a systematic analysis and synthesis of the literature.

Evaluating the literature: The selected literature is evaluated, including assessing the reliability of its research methods, the credibility of its data, and the soundness of its conclusions. It is also possible to assess the contribution and limitations of the literature and to identify knowledge gaps and issues to be addressed in the research area.

Comprehensive summary: Based on the results of the analysis and evaluation, a comprehensive summary and generalisation is carried out. It is possible to distil the theoretical framework, main ideas, research methods and results of the research area, and to present your own insights and perspectives.

3.3.2 Data collection methods:

Web-based data collection: Data is collected using online platforms and social media, for example through online surveys, social media analysis, website data analysis, etc. These data can provide a wealth of information and insights.

Document analysis: Data is collected by analysing existing documents, archives and records. These documents can include government reports, corporate annual reports, organisational documents, etc., providing historical data and existing information.

Factors such as research objectives, questions, sample characteristics, feasibility, and resource constraints will be considered when choosing a data collection method. Different methods have different advantages and disadvantages, and researchers will need to choose the appropriate method for each situation and observe ethical principles in the data collection process to protect the rights and privacy of respondents.

3.4. Analysis

3.4.1The British General High School Curriculum

Curriculum setting mode of British ordinary high school： examination (non-examination) subjects + elective (combination elective + arbitrary elective)

（1）Brief condition

The sixth school level is the organization form of the senior middle school after compulsory education, which is equivalent to the high school stage in China. Students aged 16 or above who have completed compulsory education will decide whether to go to the sixth school level to continue their study according to their wishes and their parents. The repair time varies from 1 to 3 years, of which more than two years. The sixth secondary system is in grammar secondary school, technical secondary school, modern secondary school and comprehensive secondary school, where the majority of students over 16 study in the sixth secondary school and the sixth secondary school, which generally absorbs students over 16 from several comprehensive schools in a local education authority, with superior faculty, funds and equipment, and more curriculum than those in the sixth school. The sixth school level for the 16-year-old students are not the same, generally speaking, the sixth school level of the grammar middle school and the single sixth school level college requirements are higher than the sixth school level of the comprehensive middle school. The sixth school level of the comprehensive middle school has relatively low admission requirements, but it is not completely without requirements.

（2）Curriculum

The sixth academic level courses, taking the two-year system as an example, are divided into examination subjects and non-examination subjects. At the same time, these subjects are given to students in the form of combination elective or arbitrary elective courses. The main subjects are "Advanced Level General Education Certificate" and "Advanced Supplementary Level General Education Certificate". According to the statistics of 185 middle schools, the total number of "Advanced Level General Education Certificate" courses for students is 49. Due to different conditions, schools are not consistent which courses are offered. In general, the "Advanced Level General Education Certificate" courses at the sixth school level can be divided into seven categories: language, mathematics, natural sciences, humanities and social sciences, art, economics and technology, and enterprise management. Students adopt a wide range of elective systems for the study of courses, usually with

the following provisions, students should adopt one of them: A Select 3 courses of "Advanced Level General Education Certificate"; B Select 2 "Advanced Level General Education Certificate" courses, plus 2 "Advanced Supplementary Level General Education Certificate" courses; C Select 2 courses of "Advanced General Education Certificate", plus 4 "Advanced Supplementary General Education Certificate" courses; 2 d select "Advanced Level General Education Certificate" courses plus 1 advanced secretary course.

There are two ways of taking elective courses: students can choose from the dozens of courses provided by the school or combine them into different course groups according to the above provisions. Typical subject combinations include the following forms: 1. Mathematics, physics, chemistry; 2. Physics, chemistry, biology; 3. enhanced mathematics and physics; 4. Latin, French, German; 5. English, French, Latin; 6. English, history, geography; 7. Latin, Greek and ancient history. In addition to traditional physical education and religion, some new subjects have been added to the sixth academic level since the 1960s, including common sense (General Studies), generalist education (Liberal Studies), livelihood education (Careers Education) and various lectures (Lecture).

（3）Exam

The one-year sixth school level is mainly designed for students with unsatisfactory Certificate of General Secondary Education (GCSE) at the end of compulsory education to take the exam again, and pre-vocational Education Certificate (CPVE) for students. The three-year sixth grade is divided into two situations: in the first year, the "General Secondary Education Certificate" course in the first year, the second and three years continue to study in the third year to achieve better test results, so as to enter a prestigious university and obtain a high scholarship. The test is for students around 18 who have completed compulsory education and passed the sixth grade, but adults and overseas students can also participate. Students test the main purpose is to enter the university qualification, therefore, although advanced level exam involves a wide range, but because students generally choose examination subjects in three or 4, and mostly focus on the university requires several academic subjects, so, advanced level examination with deep, difficult, heavy is famous for its academic subjects. In order to achieve the purpose of passing the exam, many students abandon some important subjects and focus on liberal arts or science or

even specialize in a certain field of liberal arts or science. A large number of candidates who participate in advanced general education certificates do not even take mathematics, English, foreign language, science or technology subjects. Advanced level test scores A, B, C, D, E five, customary, get two subjects C or other advanced certificate is the minimum standard for entering higher education. In addition, there are more difficult special papers (Special Paper, or S volume) to facilitate the selection of top students. Volume S is divided into two grades: excellent and good. The advanced supplementary level general education certificate examination is newly established to make up for the deficiency of the advanced level general education certificate examination. Because the previous advanced level general education certificate examination requires students too narrow, too high, the sixth school level students can not broaden the scope of the course, the purpose of adding the advanced supplementary level examination is that without lowering the level.

3.4.2 The French general high school curriculum

The curriculum setting mode of ordinary high schools in France: common compulsory course + module compulsory course + elective course (combination elective course and optional elective course)

（1）Brief situation

lycee (French High School) is a local public educational institution that conducts the second stage of secondary education. French high school education consists of general education, technical education and vocational education. They are respectively carried out by ordinary high schools, technical high schools and vocational high schools.

The school system of ordinary high school is three years, the first grade is called the second grade, the second grade is called the first grade, and the third grade is called the finishing grade (for the convenience of narration, this article takes the Chinese custom to call the first, second and third grade in turn). After students pass the Baccalaureate exam, they can get the general Baccalaureate diploma. This diploma serves a dual purpose, as it is both a certificate of high school graduation and a passport to higher education. At present, there are more than 20 varieties of baccalaureate in France. The general Baccalaureate diploma is listed as follows:

Series A:

A1: Literature and Mathematics

A2: Literature and Language

A3: Literature and Art

Series B: Economics and Social Sciences

Series C: Mathematics and Physics

D Series: Mathematics and Natural Sciences

D' Series: Agronomy and Technology

Series E: Mathematics and Technology

Since 1992, France has compressed the original 24 bachelor's degrees into 7 major sub-subjects, general education has literature, economics and sociology, science, technical education has industrial technology, experimental technology, tertiary industry technology and so on.2.

（2）Trends of reform

In accordance with the "Law on the Instruction of Education" of July 10, 1989 and the decree of February 23, 1990, the "National Curriculum Committee" was established as the author of the national curriculum. In February 1992, this committee published a Curriculum Charter, which was used as a programmatic document to guide the future development of the national curriculum.

According to the basic principles formulated in the Curriculum Charter, the French Curriculum Committee and its special committees have made a pioneering attempt on the modern curriculum reform facing the 21st century, and have put forward reports on the suggestions of curriculum reform. Among them, the suggestions on the curriculum reform of senior high school are as follows:

The first year of high school in France is a crucial part of high school education, as it is the year in which each student determines his or her future direction. However, these junior high school students who have just entered the gate of high school are very different from each other. They not only have to accept the common basic courses, but also have to prepare to choose the future direction of study.

Therefore, the idea of the first-year curriculum reform is to unify the requirements of the curriculum outline and adopt a variety of methods to help students find their own learning paths. Specifically, on the one hand, it is necessary to help students with knowledge gaps and difficulties in a certain subject, and on the other hand, it is necessary to help students determine the direction of study.

In addition, electives should be strengthened while basic courses are consolidated, with each first-year student having to choose two elective courses. Senior high school students choose their major after the second year, so the courses in the second and third years are arranged according to the major series, and each series of courses is composed of specialized ordinary courses and additional courses.

The general courses, which usually account for more than 80 percent of the total curriculum, are designed to ensure that students acquire a solid general cultural knowledge that will equip them for their future careers and civic duties with a critical spirit and a better understanding of the complex world around them. The purpose of the additional courses is to make the series of courses more integrated and suitable for individual teaching. The teaching of additional courses is organized by "MODULE", and the teaching content of each module is arranged by four class hours per semester. This new pedagogy facilitates active learning, makes wider use of experimental methods, and promotes the opening of the school to the outside world.

（3） Analysis

The goal of a French high school is traditionally clear: to equip students with a solid common culture. It has strict requirements on the teaching content, and pays attention to the quality of the subject and the rigor of thinking.

The goal of ordinary high schools in France is to pass the Baccalaureate. The baccalaureate is the equivalent of two certificates: high school completion and university admission. There are more than 20 Baccalaureates in France, but the most highly regarded is the C Series. Although this series is called a "science" subject, the proportion of scientific subjects in the teaching content is not dominant, but the value of mathematics, especially abstract mathematics, is overemphasized. In all science series, different grades are formed according to the level of mathematics, with C and E first, D and B second, and G last. As a result, math-oriented high schools produce students who generally lack basic knowledge of science, especially knowledge and skills in applied science subjects.

From the perspective of the reform plan of the French high school curriculum, students studying literature can learn only two hours of biology, physics and chemistry from the first grade, and the teaching of French, philosophy, foreign languages, history and geography has been strengthened. Science students will only learn the combined history-geography course from 4 to 2 hours from the first grade, and the teaching of mathematics and science will be strengthened.

In addition, ordinary French high schools have too many hours, which makes it difficult for students to study independently and think deeply. Generally speaking, the class style of compulsory courses is suitable for students' ability to accept, but the number of optional courses increases the total number of hours, often more than 32 hours in the second year and more than 36 hours in the third year. Combined with time for individual work, each student spends at least 50 hours a week studying.

3.4.3The German general high school curriculum

The curriculum model of German full high school at the senior level: basic course + Special course.

（1）Brief situation

The advanced stage of German full middle school, that is, grades 11-13, is equivalent to the ordinary high school stage in China. Students between the ages of 16 and 18 who have completed the general compulsory education can enter the advanced level of study. The main aim of the advanced stage is to complete the transition to the field of higher education and is structured in such a way as to ensure common basic training for all students and to provide possibilities for individual specialisation.

Teaching at the advanced level does away with the original class organization and groups students according to their talents and achievements. In the advanced stage, students are taught in compulsory areas and elective areas, and the ratio of hours in compulsory areas to elective areas is about 2:1. In compulsory areas, students gain or expand their knowledge in defined areas of work. Elective areas should make it possible for students to explore their interests and hobbies without being bound by a prescribed field of study, or to establish their own focus of study in connection with the required field. Compulsory and elective areas are usually divided into basic courses and specialized courses, which are subordinate to a certain subject. The specialized program develops a deeper understanding of scientific preparatory knowledge and imparts a broader expertise, taking into account the possibilities of scientific and artistic applications.

（2）Curriculum

After several reforms in the senior middle school in Germany, great changes have taken place in the curriculum and the "curriculum system" has been implemented. The purpose of the curriculum arrangement is to give due attention to the demands of society and the needs of individuals through the possibility of free

combination of basic and specialized courses in compulsory and elective areas. The curriculum is divided into three areas of study as well as physical education and religion. The three areas of study are:

-- Language-Literature-Arts course area (includes German, literature, art, music, and 6 foreign languages)

-- Social science fields (including history, public studies, sociology, economics, philosophy, psychology, pedagogy, geography, labor, etc.),

-- Mathematics-Natural science-technical fields of study (including mathematics, informatics, physics, chemistry, biology, technology, etc.)

Courses in each subject area are divided into basic courses and specialized courses.

Basic courses have 2 to 3 hours per week, teaching the basic content of a subject.

Basic courses of German, mathematics and foreign language have at least 3 hours.

Specialty course 5 to 6 hours a week, required to learn a little deeper, to reach a higher level of a subject. At the beginning of each semester, each student chooses the program that meets his/her interests and abilities according to the program offered by the school, makes his/her own unique curriculum schedule, and learns it.

Since each student chooses a different course, there is no uniform teaching plan for all students and it is impossible to form a fixed class. In terms of class hours, a student is usually required to study an average of 30 class hours per week for a semester's worth of courses.

It is generally not applied to 11th grade students, but they must gradually familiarize themselves with it from 11th grade onwards, as they must begin formal study in 12th grade at the latest. At level 11, students usually have 9 compulsory subjects, including German, mathematics, foreign languages, 1 social sciences subject, 2 natural sciences subject (or informatics, technology and home economics), music or art, physical education and religion. If you do not study religion, you can study philosophy or social science subjects. There are also 2 electives.

From grade 12 onwards, students will take 2 specialisations (Rhineland-Palatinate requires 3 specialisations), one of which must be one of German, foreign languages, mathematics and natural sciences. Students are required to complete 4 specialisations before graduation. In addition, two of the German, foreign languages, mathematics and science courses must be taken until graduation. The graduation

examination includes two specialized subjects and two basic subjects. These four subjects must cover three course areas, that is, at least one of the three course areas must be taken as the graduation examination subject. In the graduation examination, 2 specialty subjects and 1 basic subject as written subject, the other 1 basic subject as oral subject, but if there is doubt in the grading of 3 written subjects, then also have to be oral examination.

（3）Analysis

After the reform of the full senior high school curriculum changed the original kind of encyclopedic curriculum system, providing students with a large number of elective opportunities, so that they can choose the learning focus according to their interests and abilities. At the beginning of the implementation of the curriculum system, some students chose the subjects that were easy to learn, which caused the necessary basic knowledge of the subject to be neglected. After several reforms, the necessary basic subjects were prescribed to overcome the above shortcomings.

3.4.4The Russia general high school curriculum

The situation of ordinary high school courses in Russia: classified setting + compulsory courses + electives (limited elective and optional elective)

（1） Brief situation

At present, the 10th and 11th grades of Russian national education are equivalent to the senior high school stage of our country. Its main educational task is to complete the whole process of general education for students, so that they have a healthy ideological foundation and a solid and comprehensive knowledge level for entering higher education. Through purposeful and selective vocational education, they can acquire one or several general vocational skills. In order to be able to directly enter the production sector to engage in professional labor or enter the secondary technical schools to learn and master more complex occupations.

（2）Curriculum

In May 1995, the Russian newspaper Teacher published a discussion draft of the federal education standards.There are three structural schemes for the language and literature category:

1.Russian as the national language, native language, native literature, literature, foreign language;

2.Russian as the language of instruction, language and literature of the Republic (territory, oblast), literature, foreign languages.

3.Russian, literature and foreign languages as the language of instruction. Social Studies: History of the Motherland, General History, Introduction to Law, Man and Society, Foundation of Modern Civilization, Contemporary World, general knowledge of citizens, world economic and social geography, political science, economics, sociology, regional and school required subjects. Natural science: Natural knowledge, natural geography, biology, physics, astronomy, chemistry, ecology, regional and school required disciplines. Mathematics: Algebra, geometry, fundamentals of algebra and mathematical analysis, integrated mathematics, statistics, probability theory, logic, etc. Physical education: Basic Principles of physical education, rhythmic gymnastics, personal safety education course, comprehensive physical training course (including behavioral response knowledge under abnormal circumstances).

（3）Analysis

This teaching plan is basically the same as the basic teaching plan of the General Educational institutions of the Russian Federation published in 1993. The high school curriculum is arranged according to the principle of specialization, so the number of compulsory courses in each grade is the largest. Compulsory courses account for 52.6% of the total activities, compulsory courses account for 31.6%, optional courses account for 15.8%, compulsory and compulsory courses account for 84.2%.

Generally speaking, Russian senior high schools offer few classes for students to choose independently. Depending on the direction of the major, some teaching content can be set up separately, or can be combined into a comprehensive course. The separate courses take up the hours required for the required courses. The required courses can be re-introduced in basic schools or set up completely new courses related to certain majors as students' initial vocational training.

3.4.5The Japan general high school curriculum

Japanese regular high school curriculum model: subject + subject (compulsory + Optional compulsory + optional)

（1）Brief Introduction

Japan's School Education Law stipulates: "High school is based on junior high school education, adapted to the physical and mental development of students, with

the purpose of implementing higher general education and specialized education." The task of senior high school education is to further develop and expand the achievements of junior high school education, and to cultivate the qualities that useful talents of the country and society should possess; Based on the awareness that society must fulfil its mission, to enable it to adapt to its personality and future prospects, and to improve the general cultural upbringing and acquire specialized skills; To train students to have a broad and deep understanding of society and sound critical abilities, and to strive to establish their individuality.

Ordinary high schools generally set up only general subjects, and some comprehensive high schools set up vocational subjects in addition to general subjects. At present, about 44 percent of ordinary high schools, 36 percent of comprehensive high schools, and 22 percent of vocational high schools.

Japanese high schools have both a credit system and a school year. 1 class time is 50 minutes. 1 credit for a full 35 class hours. A subject that takes 4 hours a week for 35 weeks a year is worth 4 credits. Japan's high school curriculum, the major aspects of the Ministry of Education regulations, the settler can make a number of supplementary provisions, the specific arrangement is responsible for the school. The division of labor at all levels is roughly as follows:

Stipulating compulsory subjects and selecting compulsory subjects in each ordinary subject; Stipulating the number of weeks and hours of instruction per week; And a minimum number of grades to be obtained for high school graduation. Proposer: To offer subjects not mentioned by the Ministry of Education according to actual needs; To approve the curriculum arrangement of their respective high schools. The school shall draw up the teaching plan: determine whether the school is divided into different subjects and which ones are set up; Determine the subjects and grades of each branch of the school. Some non-compulsory subjects proposed by the superior may not be offered, or the subjects that the superior has not been able to set up;

To determine the compulsory subjects in the subjects offered by each branch, choose compulsory subjects and elective subjects; Determine the credits of the subjects offered by the school according to the actual situation; And determine the credits that students of the university must obtain upon graduation.

It can be seen that Japanese high schools have a lot of autonomy in curriculum. National high schools are most restricted by the Ministry of Education, while public high schools and private high schools have greater autonomy.The Japanese high

school curriculum adopts this way of hierarchical management, its purpose is not only to ensure high school education has a higher level, but also to give play to the enthusiasm of the school to run a high school with its own characteristics.

（2）Curriculum setup

The curriculum of Japanese high school is divided into two levels: subject and subject. A discipline often consists of several subjects. Over the years, the number of subjects in ordinary high schools in Japan is 8-9, and the number of subjects is constantly increasing, from 20 in 1948 to 60 now. There are three kinds of subjects: compulsory, optional and optional. Choosing compulsory courses means that you have to choose one or two subjects in a group of subjects.

Japanese high school in terms of its model, there are mainly two types of optional subjects and sub-subjects, in addition, there are a few non-optional subjects also do not choose, that is, all compulsory subjects of high school. The elective type of high school generally accounts for more than 60 credits of compulsory subjects, and the elective subject is about 30 credits. Some of them are based on the choice of compulsory courses, and some are based on free choice, the former choice of compulsory courses accounts for about 20 credits, the latter free choice accounts for about 20 credits, most of the high schools in the second grade or third grade start to divide. From the second grade began to divide, in the second grade only penniless class and science class, to the third grade and subdivided into private universities, national public universities, short-term university of liberal arts classes and science classes. Subject type high school generally only set up compulsory courses and choose compulsory courses, even if there is a free elective subject, it only accounts for a few credits. The courses of ordinary high schools are composed of various subjects and extracurricular educational activities, and moral education is carried out through the whole school educational activities. Common compulsory subjects for all high school students are National Language I, Modern Society, mathematics II, science I, health care, physical education, music I, art I, calligraphy I, arts I, and introduction to home economics. Optional subjects include National language, Foreign language, Society, art, home economics, mathematics, physical education, agriculture, industry, commerce, fisheries, nursing and so on. The difference in curriculum between regular high schools or general subjects and vocational high schools and vocational courses in comprehensive high schools is not mainly reflected in compulsory subjects, but in

elective subjects. Students in regular high schools or general subjects mainly take elective subjects.

（3） Analyze

High school education in Japan is greatly influenced by the requirements of higher education, which is not only reflected in the obvious orientation of high school curriculum, but also in the development of private high schools and the existence of a large number of tutorial schools. At present, the number of teaching hours for general subjects has increased significantly, while the number of teaching hours for vocational subjects has decreased. In full-time regular high schools, general courses account for more than 70 percent of the total courses, reflecting an increase in the number of regular high school or general science students and an increase in the number of high school graduates moving on to college and short-term colleges.

3.4.6The Sweden general high school curriculum

（1） Brief situation

Sweden regards high school education as the most crucial part of the whole education series, because it plays a role in lifelong education. The quality of high school education is related to the level of the entire education cause and the quality of the people. Therefore, the Swedish Parliament stipulated that from July 1, 1992, local municipalities should make all young people under the age of 20 enter senior high school.

High school education is the continuation of the personal development of students on the basis of their compulsory education, and helps them gradually enter adult society. At the same time, senior secondary education prepares students for higher education, future careers and citizenship.

Swedish high schools are collectively referred to as comprehensive high schools because they have both a theoretical study program that prepares students for higher education and a vocational study program that prepares them for employment. There are currently no vocational high schools in Sweden, which is unique among Western countries. The establishment of comprehensive high school is to make theory and practice better combination, make full use of teaching resources, but also to enable students to different professions in the society can hold the same values, to provide students can adapt to study, but also adapt to employment education.

（2） Curriculum setup

Swedish high schools typically offer more than 30 specialized courses. The courses are divided into two, three or four levels. In addition to specialized courses, there are 100 special courses ranging from a few weeks to two years. Students can choose from a wide range of subjects, from local industry to computer technology, at the time of application.The Swedish high school syllabus is formulated by the National Board of Education. It includes educational objectives, guidelines, general directions and timetables.

In addition, it puts forward some requirements for different majors in terms of educational content. Swedish high school education in general is focused on vocational education, so its teaching content must keep up with the pace of development of technology and manufacturing industry, by the mid-1980s, almost all professional learning plans will be included in the computer, environmental engineering has become a new subject opened in high school education in recent years.

The professional study program of Swedish high school can be divided into six categories:

1. Language, social sciences and arts activities ----2 or 3 years;

2.caregiving, social services and consumer education ----2 years;

3.economic, business and office work ----2 and 3 years;

4.Industrial, trade and crafts ----2 and 3 years;

5. Technical and natural sciences ----2, 3 and 4 years;

6.Agriculture, forestry and veterinary medicine ----2 years.

These six majors can be further divided into more than 20 majors, such as economics majors are divided into accounting, sales, management, etc., technical majors are divided into mechanical engineering, architecture, electronic technology, chemistry, garment processing, automobile industry, food processing, etc.

Some of these programs are to prepare for further study, while others are to create conditions for future employment. Each of these programs covers more than 10 subjects. The content of the courses in the first year of each study plan is basically the same, which belongs to the basic knowledge, and the difference does not appear until the second year. Swedish, civics, physical education and foreign languages are compulsory subjects in each grade. Therefore, although the content of the professional study program is different, any one of them can prepare students for the basic conditions needed for university study. Among these programs, two academic years

prepare students for employment, and three academic years prepare students for both university and employment. A 4-year program of study in technical and natural sciences leads to a high school engineer's certificate.

（3） Analysis

As an important stage of civic education, Swedish high school is developing more and more in the direction of popularization. It undertakes the dual tasks of preparing students for further study and employment. According to the statistics of the Swedish Ministry of Education, about 40% of high school students choose 2-year vocational majors, about 15% choose 3-year theoretical and vocational learning programs, and 35% choose 3-4-year theoretical learning programs. Among them, the number of students who choose technical and natural sciences and industry is the largest, accounting for about half of the total number of students, and economics and business account for about one-fifth. The courses students are most interested in are heavily influenced by the labor market. In the curriculum setting of Swedish high schools, the tendency of taking both general education courses and vocational education courses and leaning towards vocational education courses is worthy of attention and reference.

4. RESULTS

To sum up, the advantages of opening the second foreign language in many countries are: First, learning the second foreign language is to understand the second foreign language, so that students can better master the language. Secondly, learning the second foreign language can make students better understand different cultures, cultural customs, ways of thinking and differences in social classes （Yang li，2017）. Therefore, the teaching purpose of learning a second foreign language is to cultivate students' cross-cultural communication ability. Finally, learning a second foreign language helps to cultivate students' independent thinking and creative thinking ability. At present, there are many problems in foreign language learning, such as lack of effective teaching methods, unable to communicate with foreign people effectively with appropriate languages, lack of interest in foreign language learning, and so on. The addition of the second foreign language course in the middle school stage will help students to acquire more language knowledge, improve their cross-cultural communication ability, and lay a foundation for better international communication in the future. Adding second foreign language courses in middle schools can strengthen students' understanding of foreign language knowledge and make them understand different languages and cultures （Xu, Jinfen, and Yumei Fan，2017）. Therefore, we suggest that in middle schools, we should focus on strengthening the cultivation of students. In order to implement foreign language education, schools need to give full play to the role of the national-local and school-level teaching management system. At the national level, macro-control should be strengthened, relevant policies and regulations should be introduced to increase the support for the second foreign language teaching in schools; at the local level, special learning planning and curriculum standards should be established; at the school level, state-led and family-based cooperation. Through the above measures and efforts, the second foreign language teaching will be incorporated into the teaching system and become one of the important curriculum contents stipulated by the national policy. This can not only improve students' learning enthusiasm and initiative, but also avoid increasing the burden of students and improve the quality of education.

5. DISCUSSION OF RESULTS

In the face of the machine automatic translation in the era of artificial intelligence, we need to learn foreign language well. （Block, 2011） believe that the era of artificial intelligence should rethink why —— should carry out foreign language education. Even if the machine can automatically translate the relevant content, but the foreign language education is still indispensable."As machine translation skills become more and more powerful, the purpose of foreign language education is not only to enable students to master a tool of communication, language and communication skills, but also to include the development of cognitive and thinking skills. Foreign language education should become an important part of people's thinking ability and cognitive ability education."In other words, the" bilingual parallel " teaching mode helps to expand students' international vision and improve their thinking ability （Engel, 2014）. Although learning a more foreign language means making more effort, it has an unexpected role in the expansion of thinking ability, especially the improvement of learning ability. Many students summed up the rules in language learning, by analogy, make foreign language learning become twice the result with half the effort. The additional knowledge and ability acquired through foreign languages will make them truly "cross-cultural and multilingual" compound talents to meet the needs of global diversified development and serve the national "Belt and Road" initiative.

Conditions are ripe for Chinese middle schools to offer second foreign language courses. The school can offer more second foreign language courses based on the reality and combining its own characteristics and teacher conditions（Glover, 2012）. In the existing foreign language curriculum system, English is a required subject, followed by French and Spanish. In addition, schools can offer second foreign language courses such as German, Italian and Japanese according to their own conditions. In addition, schools can also combine the "Belt and Road" initiative and China's excellent traditional culture to add the corresponding second foreign language course on the basis of the existing English teaching. Opening a second foreign language course is a new attempt. It puts forward higher requirements for teachers, which need them to constantly improve their professional knowledge level and

teaching level. In addition, in order to meet the social needs and student development, the existing textbooks also need to be adjusted accordingly. Schools can introduce the latest textbooks from abroad and compile new textbooks jointly with domestic experts. In the specific operation, we can add the original English curriculum system, introduce more professional teachers and foreign teachers from abroad, or establish in cooperation with some domestic universities. At the same time, schools can also learn from the experience and methods of other countries in offering second foreign language courses. For example, Japan has Japanese and Spanish classes in high schools, and the United States.

5.1. Student side

Chinese middle school students generally have strong foreign language learning ability, but most of them only master English and know less about other foreign languages. This is because in middle school, students mainly learn English, so they have a weak awareness of learning other foreign languages. In addition, some students lack confidence and think that their foreign language proficiency is not good enough. Therefore, they may give up learning a second foreign language. At the same time, some students also lack the understanding of other foreign languages. In school education, English is a required subject, and other foreign language courses are elective courses. Although the school offers elective courses for students, students do not have the opportunity to understand the cultural and social situation in other countries. Therefore, students pay little attention to the cultural and social situation of other countries, and rarely understand the historical and political systems of other countries. For those students who are not able to learn a second foreign language, they can learn a second foreign language by self-study. But self-study takes even more time and effort. If they are not interested in a second foreign language, lack of motivation, etc., they may give up learning a second foreign language. Middle school stage is the best time to develop students' understanding of other foreign languages. Appropriate foreign language teaching at this stage can cultivate students' interest in and confidence in other foreign languages, and can also help students to form a correct world outlook, values and outlook on life. At the same time, middle school is also the best time to cultivate students' reading interest and ability, improve their writing level, and cultivate critical thinking and other core qualities. Offering second foreign language courses in middle school can not only help students broaden their knowledge, but also cultivate their interest and confidence in other foreign languages.

In addition, it also helps to foster students' interest in and understanding of Chinese culture and world culture.

5.2. Teacher side

In teaching, teachers should start from the actual situation of students, teach students in accordance with their aptitude, and pay attention to the cultivation and improvement of students' interest in learning in class, so as to take students as the main body. At the same time, teachers should also change the traditional teaching mode and teach the second foreign language and English as a whole. In the traditional English teaching, teachers often only take the teaching materials as the only content of classroom teaching. In fact, in the second foreign language class, teachers should not only impart language knowledge, but should teach it as a whole at a higher level. In addition to having professional knowledge, teachers should also understand the law of students' cognitive development. Students have different motives and purposes for learning a second foreign language, so teachers need to teach different ways according to different situations. Teachers should not only understand the motivation and purpose of the second foreign language knowledge, but also understand their problems and difficulties in the learning process, and take corresponding measures to help them solve these problems. In addition, teachers should make full use of the advantages of the second foreign language, such as oral communication ability, thinking ability, independent learning ability, etc. Teachers should encourage students to take an active part in the second foreign language course. In teaching, teachers should also guide students to improve their communication skills in the cross-cultural communication through learning the relevant knowledge of the second foreign language. For example, students 'awareness of cross-cultural communication by understanding other countries or regions' different views on the same problem.

5.3. Teaching materials

At present, our foreign language textbooks are divided into three categories: English as the main language; French, Spanish, Italian and German; and other languages as the main languages. The existing foreign language textbooks in China seriously lag far behind the social development and the needs of students, especially the second foreign language courses. Most of the existing English textbooks in China are designated by the syllabus of cet-4 and CET-6, which focus on grammar and vocabulary. According to the Ministry of Education issued by the ordinary high school English curriculum standard (2017 edition), the second foreign language

course should be "to improve students 'language application ability as the fundamental starting point", therefore, the teaching material content should be both basic skills such as listening, speaking, reading, writing, but also should be on the basis of cultivating students' intercultural communication ability and autonomous learning ability. Therefore, in order to meet the social needs and the development of students, we should compile the second foreign language textbook as soon as possible.

5.4. Teaching mode

For adding second foreign language courses in middle schools, different schools can adopt different teaching modes according to their own conditions. For example, for the High School affiliated to Beijing Foreign Studies University, the school can adopt the student-centered classroom teaching mode in the second foreign language course. In this teaching mode, students can not only learn language knowledge, but also cultivate their cross-cultural communication skills. In order to achieve such a purpose, teachers need to design corresponding teaching activities according to students' learning level and learning needs. For schools like the High School Affiliated to Beijing Foreign Studies University and the High School Affiliated to Beijing Normal University, they can adopt a teacher-centered classroom teaching model and conduct student-centered independent and cooperative learning. In this classroom mode, teachers are no longer the leading role of classroom learning activities, but the instructors and promoters of students' independent learning. For example, the High School affiliated to Beijing Normal University can adopt the student-centered classroom teaching model, while the High School affiliated to Beijing Foreign Studies University can adopt the teacher-centered classroom teaching model.

5.5. The Government side

At present, China is at the intersection of the two centenary Goals. In the face of accelerating world multipolarity, sustained economic globalization, and exchanges and mutual learning among different civilizations, we need to comprehensively deepen reform and opening up, vigorously implement a series of national strategies such as the Belt and Road Initiative. It is in urgent need of a large number of professionals with an international perspective, proficient in foreign languages, familiar with international rules and proficient in international negotiations. The Ministry of Education has always attached great importance to the scientific planning

of foreign language curriculum construction to lay a solid foundation for national foreign language talent training.

First, the foreign language curriculum for primary and secondary schools should be set up in accordance with the actual situation According to the characteristics of physical and mental development of primary and middle school students and the law of education and teaching, the curriculum of primary and middle school emphasizes the foundation. In 2001, the Ministry of Education issued the Experimental Plan for the Curriculum of Compulsory Education, setting up foreign language courses in primary and junior high schools. In light of China's actual conditions, it is stipulated that "the starting grade of English courses in primary schools is generally grade three" and "Foreign language courses in junior high schools can be offered in any of English, Japanese, Russian and other languages. Foreign language schools or other schools where conditions permit may offer a second foreign language." According to the 2017 edition of the General High School Curriculum Plan issued by the Ministry of Education in 2017, "Foreign languages in high schools include English, Japanese, Russian, German, French and Spanish." Schools choose their first foreign language independently. Schools are encouraged to create conditions to offer a second foreign language and strive to meet students' differentiated foreign language learning needs. First, primary and secondary schools, especially primary schools, have limited cognitive ability and learn Chinese and foreign languages at the same time. Many students say that phoneticize is easy to confuse with the letters of foreign languages, and it is difficult to learn. Second, students should consider the future development direction when learning a foreign language. At present, English learning is still the main wish of most students and parents. Third, foreign language experts in colleges and universities suggest that there is a shortage of multilingual foreign language teachers in primary and secondary schools. Students learn English first in primary and secondary schools, and then start to learn non-English languages in middle schools, especially in universities. Students' learning motivation is more clear, their learning ability has a certain foundation, and the learning effect can be guaranteed. At the end of 2017, according to the language Settings of the college entrance examination, on the basis of the curriculum standards for English, Japanese and Russian that have been issued and implemented, and with full reference to the requirements of the relevant language curriculum in other countries and the Common European Framework of Reference for Languages, the Ministry of Education developed and issued the first

curriculum standards for German, French and Spanish for ordinary high schools. To clarify the nature of the curriculum, basic concepts, subject core literacy, curriculum objectives, language skills, academic quality requirements, teaching and evaluation suggestions.

Considering that some local schools at the stage of compulsory education offer courses in these three languages to varying degrees, in the curriculum standards, guiding suggestions are also put forward for primary or junior high schools to offer courses in these languages, providing an important reference for the provision of corresponding language courses at the stage of compulsory education. According to the curriculum standards, English, Japanese and Russian have been approved by the state and written by the People's Education Press, etc. At present, the textbooks for ordinary high schools are being revised, and German, French and Spanish textbooks will also begin to be written.

In the future, the Ministry of Education will guide schools all over the country to fully implement the curriculum plans and curriculum standards for foreign languages. While fully developing the state-mandated curriculum and laying a solid foundation for students, it will also support and encourage primary and secondary schools where conditions permit to offer multilingual foreign language courses and carry out multilingual foreign language teaching, so as to lay a solid foundation for training more and better foreign language talents and improving the overall quality of the people.

Second, to promote multilingual foreign language teaching in various ways Primary and secondary schools in different regions have different geographical advantages and traditional characteristics in foreign language teaching. There are also many external educational resources that can be made use of. Many schools have actively explored ways to carry out multilingual teaching. For example, local foreign language schools and other primary and secondary schools with foreign language characteristics generally offer multilingual courses, and carry out education and teaching in various forms such as foreign language speeches, competitions and associations, effectively improving students' multilingual ability. Some secondary schools and primary schools attached to foreign language colleges rely on college resources to carry out multilingual teaching, forming their own characteristics and winning praise from parents and students. In some regions, mechanisms have been established to promote foreign language teaching in primary and secondary schools.

For example, many primary and secondary schools in Northeast China offer corresponding courses, highlighting the advantages of minority languages such as Japanese, Korean and Russian.

Based on its position as an international metropolis, Beijing has set up a multilingual school alliance in Haidian District, with the participation of 24 primary and secondary schools, including the High School affiliated to Beijing Foreign Studies University and the Primary School affiliated to Beijing University. Shijiazhuang Foreign Languages School in Hebei Province, the High School affiliated to Tianjin Foreign Studies University and the Affiliated School of Beijing Foreign Studies University have also set up a three-school multilingual foreign language education alliance to jointly discuss and promote multilingual language learning. These measures to promote multilingual teaching in primary and secondary schools not only cultivate students' language skills, but also broaden their international perspective and enhance their intercultural communication and communication skills.

Third, further promote the reform of multilingual foreign language testing.In accordance with the decision of the Party Central Committee, in 2014, The State Council issued the Implementation Opinions on Deepening the Reform of the Examination and Enrollment System, which clearly stipulates that the total score of candidates in the college entrance examination shall be composed of the three subjects scores of Chinese, mathematics and foreign language in the college entrance examination and the three subjects scores of the high school academic level examination. The foreign language examination should "scientifically design the proposition content, enhance the foundation and comprehensiveness, and focus on examining the students' ability to think independently and analyze and solve problems with the knowledge they have learned".

1. The Ministry of Education attaches great importance to the reform of multilingual foreign language college entrance examination. First, in addition to English, the college entrance examination also has five minor languages: Japanese, Russian, German, French and Spanish. Like English, each minor language is equipped with a full-time subject secretary, who is specially responsible for the work of the minor language. Second, the actual situation of minority languages is fully taken into account. The difficulty of minority language papers in the college entrance examination is 5 to 10 percent easier than that of English. This policy has been implemented for many years; The third is to keep pace with English, and actively

study and promote the reform of the examination content of minority languages, including two exams a year, and strengthen the assessment of listening and speaking ability.

2. Actively promote the foreign language proficiency test in senior high schools. According to the overall plan for the comprehensive reform of the National College Entrance Examination, in 2014, the Ministry of Education issued the Opinions on the Implementation of the Academic Proficiency Examination for Ordinary Senior High Schools, which included foreign language subjects including English, Japanese, Russian, German, French and Spanish in the scope of the academic proficiency examination, making it an important condition for students to graduate. The academic level examination is uniformly organized by the provincial administrative department of education, and the examination content and proposition are determined according to the requirements of the curriculum standards.

Since 2014, the comprehensive reform of the college entrance examination has been implemented successively in Shanghai, Zhejiang, Beijing, Tianjin, Shandong, Hainan and other places. The Ministry of Education and other localities have actively implemented the arrangements of the Party Central Committee and The State Council, and actively promoted the reform of the two foreign language examinations and the examination content, and achieved certain results. In 2018, more provinces will launch the comprehensive reform of the college entrance examination. The Ministry of Education and local governments will continue to pay attention to the examination of minority languages, continue to deepen the reform, support the common development of minority languages and English, and promote the cultivation of students' comprehensive language application ability. Fourth, strengthen the training of talents for non-common languages 1. Overall work arrangements. First, it issued the "Implementation Opinions on Strengthening the Training of Foreign Language Talents in Non-Common Use" (hereinafter referred to as the "Implementation Opinions"), which clarified the guiding ideology, basic principles and work objectives, and put forward nearly 20 measures in six main tasks, including accelerating the training of talents in non-common use languages urgently needed by the country, improving the enrollment of non-common language majors, and innovating the training mechanism for non-common language talents. It has made overall arrangements for strengthening the training of non-common language talents and better serving the country's opening up strategy, especially the "Belt and Road"

Initiative. Second, a symposium on strengthening the training of talents in non-commonly used foreign languages was held to make arrangements for exchanges on the training of talents in non-commonly used foreign languages in universities. Third, it has formulated national standards for the teaching quality of undergraduate majors in foreign languages and literature, including majors in non-commonly used languages, specifying requirements in terms of training objectives, training specifications, curriculum systems, teachers, teaching conditions and quality management. These standards are the quality standards that all majors of foreign language and literature should meet, and are the basic basis for setting up undergraduate majors, guiding the construction of majors and evaluating the teaching quality of majors.

3.Accelerating the training of talents urgently needed for non-common languages. First, we will set up new majors in urgently needed languages. To open a "green channel", support and encourage qualified universities to take the initiative to meet the needs of China's economic and social development, especially the Belt and Road Initiative, and actively open new undergraduate majors in non-common languages. China will encourage Beijing Foreign Studies University and other universities to offer majors in non-commonly used languages. In 2015, China will support the opening of majors in seven non-commonly used languages: Armenian, Malagasy, Georgian, Azerbaijani, Afrikaans, Macedonian and Tajik, and in 2016 it will support the opening of majors in 11 non-commonly used languages. At present, the number of non-common language majors in Chinese universities has reached 76, basically covering at least one official language of countries along the Belt and Road that have established diplomatic relations with China. By 2020, the number of non-common language majors will reach 100, and the official language teaching of 172 countries that have established diplomatic relations with China will be fully covered. Remarkable progress has been made in personnel training. Second, we will expand the number of specialized languages in urgent need. We revised and implemented the Regulations on the Administration of the Establishment of Undergraduate Majors in Regular Institutions of Higher Learning, and encouraged colleges and universities to independently establish undergraduate majors in non-commonly used languages. At present, more than 460 undergraduate majors in non-common languages have been set up in more than 180 universities, including Communication University of China and Guangdong University of Foreign Studies.

4.Deepening the reform of undergraduate education and teaching in non-common languages. First, we will innovate the training mechanism for talents in non-common languages. The Ministry of Education, the Ministry of Commerce, the Ministry of Culture and Tourism and other departments have established and improved a mechanism for coordinating the training of talents who speak non-commonly used languages. China has encouraged colleges and universities to establish a new mechanism for cultivating talents using non-common languages, including on-campus cross-training, off-campus collaborative training and international joint training. Second, we will strengthen teaching materials and curriculum development. A number of non-common language teaching materials such as Hindi Course, Burmese Course, Farsi Course, Urdu Basic Course and Hebrew Course were selected to be included in the national planning textbooks for undergraduate general higher education during the 11th and 12th Five-Year Plans respectively. Yanbian University and other universities have been supported in building a number of high-quality non-common language courses such as "Basic Korean" and "Basic Thai". In July 2017, the Notice of the General Office of the Ministry of Education on carrying out the Identification of National High-quality Open Online Courses in 2017 was issued. In January 2018, the Ministry of Education held a press conference and identified a batch of 490 national high-quality online courses including "Japanese Language and Japanese Culture", which promoted the construction of multilingual MOOCs. Third, strengthen the construction of teachers. We will strengthen the training and international exchange of teachers of non-common language majors, and enhance their professional level and teaching ability.

Fourth, strengthen practical teaching. Relying on the Undergraduate Teaching Project jointly implemented by the Ministry of Education and the Ministry of Finance during the 12th Five-Year Plan Period, we will focus on supporting four universities, including Beijing Foreign Studies University and Shanghai International Studies University, in collaboration with Xinhua News Agency and China Radio International in building national off-campus education practice bases for non-common language college students.

Fifth, strengthen the qualification of multilingual teachers In 2011, the Ministry of Education launched a pilot reform of the qualification examination for primary and secondary school teachers, which has so far covered 28 provinces except Inner Mongolia, Tibet, Xinjiang and the Xinjiang Production and Construction Corps. In

order to promote the development of multilingual education and meet the needs of candidates in the pilot provinces for Japanese, Russian and other multilingual subjects, the Ministry of Education's Department of Teachers issued the Notice of the Ministry of Education's Department of Teachers on adding "Mental Health Education" and other subjects to the primary and secondary school teachers' Qualification Examination (Department of Teachers' Letter [2017] No. 41). Since the second half of 2017, Add "Japanese" and "Russian" subjects in the middle school, high school and secondary vocational culture classes category of the primary and secondary school teacher qualification examination. In the next step, if provinces (autonomous regions and municipalities) need to add minority language subjects, they will first report to the Ministry of Education, study and publish a unified deployment, and gradually strengthen the construction of multi-language teachers in primary and secondary schools

6. CONCLUSION AND RECOMMENDATIONS

6.1Conclusion

As the largest developing country in the world, China is playing an increasingly important role on the international stage. With the closer exchanges and cooperation between China and other countries in the world, more and more people from all countries will learn Chinese and learn foreign languages. As an international common language, English has also been more widely used in China. However, in our current education system, English is still the first language, and because the foreign language learning in middle school is mainly to cultivate students' English ability, so the foreign language education in middle school accounts for a large proportion. Even under the background of vigorously promoting quality-oriented education, the college entrance examination still regards foreign language as the main subject. This leads to students who only learn English but not Chinese, and spend more time to learn English than Chinese for the exam, leading to the phenomenon of "dumb English". Foreign language education has become an important part in basic education. However, in practice, due to various reasons, there is no effective mode for opening the second foreign language course in middle schools in China. Although the country has clear requirements for the second foreign language courses in middle schools, it is still difficult to open the second foreign language courses in middle schools due to the lack of supporting teaching content and evaluation system. Therefore, in the context of the current educational reform, adding the second foreign language curriculum in middle school is not only necessary and feasible.

6.2 Recommendations

First, the curriculum reform should be realistic, considering the nature and task of ordinary high schools, considering the needs of students.

The curriculum of ordinary senior high schools in various countries pays more attention to the needs of students. As a general senior high school in the UK, the sixth grade has the nature of university preparatory, non-compulsory education stage, the curriculum is closely related to the entrance and certificate examination subjects and requirements; Germany's full high school senior stage is mainly a stage of transition to higher education. In the curriculum setting, both pay attention to common basic

disciplines, but also pay attention to the professional differentiation of individual strengths, so that students can lay a good foundation for entering the university for professional learning, and the curriculum is set close to the university in the mode. French high school attaches great importance to giving students solid general cultural knowledge, training students rigorous thinking, attaches great importance to the academic discipline teaching in the curriculum, students have a relatively heavy workload; Sweden's high school stage is universal, has been approaching the direction of compulsory education, high school has double tasks, in the curriculum of common basic disciplines and vocational disciplines, this setting is closely related to the needs of the labor market. The situation in Sweden seems to be relatively close to the situation in our country, but we must note that the Swedish high school is a single comprehensive high school, and has a universal nature, which is far from the situation in our country. At present, the number of ordinary high school students in our country and vocational high school, secondary school, technical school ratio accounted for less than half, high school education in the city is far from reaching the level of popularity, compared with most young people of the same age, entering the ordinary high school learning is a minority, although the state stipulates that ordinary high school has a dual task, but their requirements for higher education are relatively strong, This point with the British academic sixth school level, Germany full high school senior stage and French high school have the same place.

It is the educational ideal of each country to provide a balanced and comprehensive curriculum, but in this case, it is a realistic attitude to meet the needs of students as much as possible. From the situation of these countries, ordinary high schools still pay more attention to academic subjects, and maintain the core status of academic subjects in ordinary high schools while providing diversified curriculum. Ordinary high schools are not only an indispensable stage in the long education chain for the delivery of senior talents to the society, but also the curriculum must inevitably meet the requirements of the society for talents and individuals for success.

Second, we should strengthen the students' independent choice, adopt a flexible way in different fields, and set up a variety of courses. Moderate flexibility and diversity in the curriculum of ordinary senior high school is the common trend of senior high school curriculum reform and development, which is closely related to the characteristics of adapting to students' physical and mental development. The sixth school level in the UK has prepared a large number of optional subject combinations

and optional subjects for students; Germany offers students a wide range of subjects in three subject areas; Japan implements the subject selection system and the subject division system, which commands subjects according to the subject, forming a relatively standardized curriculum system; Russia's five courses cover five subject groups; France divides students' study into series, so that students in each series focus on learning subjects, such as liberal arts, social sciences such as philosophy, and only learn a few science courses. The more common practice in these countries is to classify ordinary high school courses according to disciplines or fields of study, and then subdivide subjects within each category or field. Students have a certain degree of autonomy in the choice of career fields and subjects, and the autonomy of choosing subjects is greater than the autonomy of choosing fields.

At present, the curriculum of high school in our country is actually based on the subject setting, the flexibility is not much, ordinary high school should be based on the college entrance examination 3+2 mode or later reform requirements, and set up a vocational section, take the way of subject field classification, set up deepening and widening subjects in the subject field for students to choose according to needs. China's general high school education does not belong to the compulsory education, should be differentiated education, can not continue to follow the curriculum of compulsory education, should be in the diversification and flexibility of the breakthrough.Third, we should reduce the common compulsory courses, increase the types and proportion of combined elective courses, and make the curriculum personalized. The above six countries of ordinary high school curriculum, except Russia, there is an obvious common ground is the common compulsory course subjects less, fewer hours, six countries attach great importance to the establishment of combination elective courses. In different countries, the names of combined elective courses are different, and the ways of setting them are also different. In Britain, the combination of subjects is used to match the certificate examination subjects; France adopts the combination of module compulsory courses and combination elective courses; Germany allows students to choose by means of special courses; Sweden calls it specialized study plan. The main purpose of this setting is to let each student according to their own conditions and needs, with the help of the school and careful design, classified to choose their own study subjects, so that students can fully show their personality side.

In general, the proportion of common compulsory courses in our country is still too large, and there are too many types, which is not conducive to the development of senior high school students with individuality, expertise and differentiation. The coexistence of the pursuit of unity and completeness in the curriculum setting and the phenomenon of excessive division makes the whole curriculum setting lack of vitality in the structure, resulting in the rigidity of the curriculum setting. As far as possible to reduce the common requirements, gradually reduce the type and proportion of common compulsory courses, increase the proportion of combination must choose, increase its type, supplemented by any optional courses, may be the breakthrough of high school curriculum to individuation, flexible activation.

Fourthly, the reform of curriculum setting must be accompanied by the reform of examination reform to be effective. From the situation of Britain, France, Japan and other countries, the entrance examination system and the certificate examination system with the same effect of entrance examination have a very obvious restricting effect on the curriculum setting of ordinary high school, but their examinations are mostly one-time. At present, the curriculum of ordinary high school in China is also subject to the restriction and pressure of the college entrance examination and college entrance examination, especially the actual situation of the two lines of the college entrance examination and college entrance examination, the resistance brought by the flexibility and diversification of the curriculum can not be underestimated. Dual examination objectively greatly increases the burden of students and limits the development of curriculum diversification. Without changing this situation, it is difficult for the curriculum reform to make a difference.

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8. APPENDICES

8.1. Appendix 1: Ethics Form

During the research phase, I will strictly adhere to the ethical review process:

The research activities will be conducted in China in an online format. I will ensure that local ethical considerations are adhered to and that the relevant licences are complied with. I will strictly adhere to the ethical guidelines of both China and the UK. As the research is all secondary data collection and analysis, there will be no human involvement in the research process. I will give full consideration to any ethical requirements outside the usual scope of these guidelines in the UK.