

**Comparative Analysis: Advantages of Adding a Second
Foreign Language for Secondary School Pupils 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.

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DECLARATION

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

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ABSTRACT

China is the largest developing nation, which highlights how imperative it is for advancing knowledge in a variety of disciplines. China's educational system is growing, by emphasizing more foreign language proficiency for primary and secondary school students, particularly in English. This greater focus puts additional pressure on students to excel academically. Given these evolving demands on education, there is a strong case to be made for secondary schools to implement a second foreign language program. Identifying the purpose of studying a foreign language is crucial. Students who acquire a second language find that it broadens their viewpoint on the world and enhances their professional skills.

Moreover, the importance of learning a foreign language remains to grow in the era of artificial intelligence, even with the rapid expansion of machine translation services. Although machine translation is convenient, it cannot take the place of the critical and cognitive thinking abilities that come from learning a language. Education in foreign languages goes beyond only being able to communicate; it is an essential component for developing critical and cognitive thinking abilities. Even if it proceeds more work to become fluent in a second language, the advantages are massive.

Furthermore, attaining a foreign language helps pupils become bilingual and cross-culturally skilled, and enable them to function in an increasingly linked global world.

Keywords: Second foreign language, Secondary school, China, Bilingual education, Cognitive development, Global perception

1: Introduction:

1.1 Research background

China's basic education system has devoted the last few decades to improving pupils' foreign language proficiency. The goals have changed from just communicating with foreigners to giving students the skills necessary to communicate with them in a variety of ways and at various points in their lives. Encouraging that each Chinese student gains competency with multiple foreign languages is the ultimate goal (Agbedahi, 2019). As the China's relations with nations and economic incorporation with nations around the world deepen, there is a growing need for multilingual people with a strong grasp of Mandarin Chinese. An increasing responsiveness of the benefits of multilingualism has generated debates regarding the potential benefits and advantages of creating a second foreign language curriculum at the secondary school level, ignoring the fact that English has historically been the primary foreign language taught in Chinese schools.

Yet, as globalization progresses and China's economy is developing and more connecting with the worldwide economy, and ultimately the need for foreign language education has risen. As stated in the 2014 Opinions on Promoting the Reform of Foreign Language Teaching in Primary and Secondary Schools (referred to as the Opinions), the Ministry of Education countered to this by launching a number of initiatives designed for improving the teaching of foreign languages in primary and secondary schools. At present, many provinces and cities in China have implemented the second foreign language courses. For instance, in regions such as Beijing, Shanghai, Zhejiang, Jiangsu, and Guangdong, students are provided with opportunities to study Japanese, Russian, German, and French as part of their compulsory education curriculum. Additionally, Japanese is offered as a language option in high schools. In Shenzhen, an advanced second foreign language program is available from the second grade up to the first grade level (Lee, 2020, p.14).

In adding, some provinces have begun to try to progress 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, recommending 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 existing in junior high school (Sears, 2018, p.164) .

Some think this helps improve students' English expertise; others say it is bad to overall development. While some argue that it improves pupils' English language skills, others share fears about how it may affect their entire development. In 2016, Sim, who held the role of director for the Ministry of Education's Education Development Research Center, stated that middle schools' acceptance of second foreign languages is a response to the changing demands of societal development. Chinese students, however, show less interest in second languages like Japanese, Russian, and German than they do in English. Sim found a number of reasons for this differences, including the following: first, English textbooks in Chinese middle schools generally incorporate European languages; second, the English curriculum there currently is more broad; and third, Chinese students frequently have a lower proficiency in languages other than English. VanderDussen Toukan (2017) went into greater detail about this matter, pointing out that many students would choose to focus on studying English rather than taking a course in Japanese or Russian if there is just one course offered in these languages in middle school. Yet, it is difficult to arouse pupils' interest in second foreign languages because of this lack of awareness and diligence (Kalkan and Genç, 2023, p.201).

1.2 Statement of the Problem

The primary concern of this research is on the possible barriers and missed possibilities that Chinese secondary school students may have as a result of not having had exposure to a second foreign language. As many Chinese students have little opportunity to become fluent in languages other than Mandarin and English. This indicates the need to investigate the benefits of involving a second foreign language into the curriculum and raises concern for preparing children for a globalized and multicultural world.

1.3 Objectives of the Research

The research objectives are to:

1. Review China's curriculum reform policies for first and second foreign languages at the secondary school level and its link to global practices in second language education through literature review and online sources.

2. Assess the current status of second foreign language classes in Chinese secondary schools and the cognitive advantages of learning a second language for Chinese students
3. Evaluate the socioeconomic benefits of second language proficiency for Chinese students and the demand for multilingual talents in China using government reports and UNESCO's website.
4. Identify challenges and considerations in implementing a second foreign language curriculum.
5. Provide policy recommendations for integrating a second foreign language into China's education system.

1.4 Research Significance

Academic research on second foreign language curriculum currently concentrates largely on two areas: student learning outcomes in second foreign language courses and foreign language teaching techniques (Gong and Gao, 2020, p.47). Hypothetically speaking, there are still some lacks 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 meet 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 determinations in the curriculum design to help students better understand the content of the second foreign language textbook (Lisha G, 2020, p.8). In addition, when considering the secondary foreign language curriculum, it is of the utmost importance to take into account the specific characteristics of Chinese middle school students. Therefore, rather than just copying Western models, teaching systems should be specifically developed to meet the demands and learning preferences of Chinese students (Fang, 2021).

The discussion of the compulsion 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). A number of scholars are currently having serious considerations on second language study and teaching. Still, there is

a noticeable lack of awareness about the reason why second foreign language education is essential in Chinese middle schools. An absence of concentration in academic investigations highlights how important it is to determine its benefits and justification for include learning in a second foreign language in middle school curriculum in China. At the same time, this study can also offer reference for the establishment of second foreign language courses in middle schools abroad, and then support the opening of second foreign language courses in middle schools in China.

Providing middle school students with education in a second foreign language has enormous practical benefits. For children, middle school is an important phase because it shapes their beliefs, attitude on life, and personality development (Zheng, 2014, p.35). As a result, at this point, foreign language instruction has a big impact on learners' overall development. According to Zhang and Zhi-gang (2018), the implementation of second foreign language classes in the curriculum affords students the chance to broaden their grasp of global culture, politics, economy, and social dynamics from a variety of approaches. Additionally, gaining a second language improves students' proficiency in communicating other languages, which increases their likelihood of engaging more significant roles in international affairs later into the future (Ke, 2020, p.29). In addition to improving young children's language fluency, teaching second foreign languages in middle school also helps them strengthen critical thinking competencies, cross-cultural proficiency, and global awareness.

1.5 Structure of the Thesis

The thesis is designed into sections that each focus on a particular aspect of the research. The Literature Review will observe present studies on second language learning, comprising its cognitive, cultural, and socio-economic impressions. The Methodology outlines how the research was conducted. Cognitive Advantages of Adding a Second Foreign Language discusses the conceptual benefits and academic improvements linked to learning another language. Socio-economic Implications of Second Language Proficiency will explore the educational and career advantages gained from being proficient in a second language. Challenges and Considerations will address the obstacles in implementing a second language curriculum. Policy Recommendations offer practical suggestions for policymakers and educators. The Conclusion will summarize the main findings and suggest areas for future research.

2. Literature Review

2.1 Theoretical Framework

Since the early 1990s, bilingual teaching research has become a conspicuous subject and has attracted wide attention worldwide. Several scholars have examined bilingual education approaches, providing different views about their effectiveness. Of them, Bowman & Young's (1991) approach is notable for being very impactful. They advocate the use of bilingual education as an auxiliary model in ordinary classrooms to provide learners the chance to improve their proficiency in a second language. Although many studies support this approach, there are many who disagree. Lu, Juexuan (2021), for example, makes the argument that bilingual education may not always be focused on enhancing learner's competency in a second language. On the other hand, P. I. Costa (2019) argues that bilingual education strengthens and develops students' critical thinking skills. However, this study fails to inquire into the fundamental principles of learning in multiple languages. On the other hand, bilingual education, according to Cao Di (2021), helps to increase learner's curiosity and excitement for learning.

Studies show that bilingual education can help middle school kids grow more skilled in language and strengthen their critical thinking and creative thinking powers (Xie and Curle, 2022, p.587). The practical significance of including bilingual education into the secondary school curriculum can be seen by this shared understanding. 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 accomplish their learning goals. Moreover, many countries have dissimilar 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 upholding the development of students (Orton et al., 2013) .

2.2 Cognitive Advantages of Adding a Second Foreign Language

The adoption of a second foreign language curriculum in Chinese secondary schools has a specific prospect for strengthening students' cognitive abilities. Studies continue to demonstrate that acquiring a second language has a favorable effect on cognitive abilities which includes critical thinking, problem-solving, and multitasking. The kind of logical

practice needed to learn and utilize a second language activates the brain, facilitating neuronal development and increased cognitive flexibility (Agbedahin, 2019). This cognitive stimulation not only strengthens linguistic abilities but also outspreads to other domains, facilitating more effective learning and problem-solving strategies. Learning a second language by students frequently results in better academic achievement in a variety of subject areas. Compared to their monolingual classmates, bilingual or multilingual people typically perform better on standardized exams, have superior reading and writing abilities, and have higher levels of academic accomplishment. Gaining proficiency in a second language improves one's general linguistic competency, which in turn has a favourable impact on academic achievement in other subject areas (Fan, 2019). Students who continue to improve their language skills have a better comprehension of things, enhance their communication abilities, and show that they can express themselves more effectively in a variety of subject areas.

UNESCO's definition of multilingual teaching: UNESCO clarifies multilingual teaching as " Bilingual and multilingual education discuss 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 advancement. Based on this definition, a language is not an object of learning, but a tool of learning, directing to allow students to learn in a multilingual environment grow up (Wu, 2020, p.370) .

The content of the second foreign language course should be closely shared with the foreign language education. So, what is the real foreign-language education? What is the explanation of a language? The word language devised from Greek, first performed in the 6th century BC, and has a past of more than 2,500 years. Its main meaning is: " People speak to each other in an understandable way" (Junqian, 2020) . This viewpoint emphasizes that language is a social construct and that people exist within linguistic environments. Instead of being mainly ideological, communication is seen as a form of behavior (Liu and Phan, 2022, p.92). As a result, no language lives in an isolation; rather, it is inseparably connected to the culture, customs, geography, and history of the area in which it exists (Francis and Norbert, 2022, p.213). This mutual dependence reveals how complex language is, and how the larger sociocultural context in which it operates influences both its use and meaning. Linguists define language from different perspectives: (Xiao and Zhao, 2022) believe: " Language

is a system of symbols, which has two basic characteristics: first, it is organized by firm grammatical rules; and second, it can be used to express meaning.” Linguistics is the study of human language and its improvement law.

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". Moreover, beyond improving scholastic achievement and cognitive function, bilingualism has significant psychological advantages. Constantly switching between languages improves brain connections and reserves cognitive power, acting as a preventative measure against cognitive decline (Xu and Knijnik, 2021). These long-term thinking improvements highlight how crucial it is for Chinese secondary school curriculum to include instruction in a second foreign language.

2.3 Cultural Benefits of Second Language Learning

The introduction of a second foreign language curriculum in Chinese secondary schools plays a crucial role in raising intercultural competence among students. By engrossing themselves in the study of different languages, customs, and traditions, students improve in accepting of various cultures. In multicultural environments, intercultural competency promotes tolerance, empathy, and respect through making it possible individuals to successfully negotiate cultural differences (Stevenson et al.,1990). Students who are visible to a variety of viewpoints get important knowledge about international issues and secure the abilities necessary to achieve success in a world that is becoming more consistent by the day. Students who acquire a second foreign language are exposed to an widespread range of linguistic and cultural variety, which expands their viewpoints and expands their worldview. Students who study languages are showing to the literature, history, and social customs of many cultures, which upholds a feeling of links and global social responsibility (Meng and Qiu, 2022). A more inclusive and peaceful society is built on an appreciation of linguistic and cultural variety, which creates tolerance and acceptance of cultural differences.

The arrangement of foreign language majors in Chinese universities is discussed, with English being predominant and other languages grouped as minor languages. In the encyclopaedia of undergraduate course professional, certain universities offer minor language programs to meet students' foreign language learning needs, even though they are not deliberated part of the national language strategy. 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 leading pattern in terms of population, number of students, college majors, enrolment number, and daily application (Daguo, and Edwards , 2013) . Therefore, non-English majors with small number of students and low teaching are jointly 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 termed non-common languages.

According to China's current language policy, small languages do not become a part of the national language strategy. (Yeting, 2015) said it denotes to those languages that are less populated in the world, comprising 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 several colleges and universities in China. Therefore, small languages generally refer to the majors that belong to small languages in the professional Settings of colleges and universities in China (Tavoosy, Yoones, 2021) . Being proficient in a second language gives students the tools they need to work together and interact successfully on a global scale. Multilingual people are at a competitive advantage in international business, diplomacy, and scholarly interaction in an increasingly linked globe. Language learners contribute to worldwide efforts to promote mutual understanding and peace by removing obstacles to genuine cross-cultural communication and collaboration (Rapoport, 2010). Students who are fluent in a language take an active role in global discourse, promote creativity and constructive social change.

2.4 Socio-economic Benefits of Second Language Learning

Being multilingual gives up a world of possibilities for studying abroad and participating in international exchange programs. Strong language proficiency enables students to take part in academic partnerships, exchange programs, and cultural immersion abroad (Peters, 2010). These types of interactions promote global citizenship and cultural awareness in addition to improving language skills. Students gain priceless interpersonal skills, flexibility, and resilience by interacting with people from different backgrounds and viewpoints, equipping them to prosper in a world that grows increasingly more linked by the

day. International exchange programs also provide students the chance to widen their ideas, experience other educational systems, and build their professional networks—all of which set the stage for future success in the classroom and in the world of work (Toukan, 2017). In addition, in the Ministry of Education in the directory of ordinary institutions of higher learning undergraduate course professional, though there is no identified 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 released a small language expert. Being bilingual has major employment benefits in the worldwide employment markets of today. Workers that can successfully communicate across linguistic and cultural barriers are highly valued by multinational enterprises, international organizations, and global businesses (Glover et al., 2012). People who are bilingual or multilingual have an advantage in a variety of industries in media, business, finance, diplomacy, and tourism. Being able to communicate in another language improves one's hiring prospective, makes cross-border teamwork easier, and creates prospects for global professional progression. Furthermore, given the growing need for language variety in the global workforce, multilingual individuals frequently command better wages and have a higher chance of securing leadership roles in international corporations. China's global effectiveness could reap significant economic benefits from investing in second language ability.

Bilingual people with fluency in Mandarin and other foreign languages support China's worldwide commercial contacts, diplomatic actions, and cultural exchanges as the nation maintains its position as a leader in the global economy. Communication and cooperation with foreign partners are made easier by language proficiency, which also attracts foreign investment, encourages cross-border commerce, and stimulates economic growth (Li and Edwards, 2013). Furthermore, multilingual workers support China's soft power by acting as cultural ambassadors and advancing Chinese language and culture internationally. China can solidify its reputation as the world's economic superpower and expand its influence in international affairs by promoting a multilingual worker population. But in this case, it is generally believed that these minor languages are not part of the national language strategy. Consequently, this thesis proposes the following hypothesis:

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

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

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

3. Methodology Review

3.1 Introduction

The primary methodology for this project will be mixed-method, incorporating literature review to gather data. A review and study of the literature will be done on the issues of teaching second foreign languages in secondary schools worldwide and China's need for multilingual talent. Further, data will be gathered and examined via reports published on several relevant websites. The confidentiality and secrecy of study participants will be maintained by ethical considerations at every stage of the procedure. Prior to taking part in the study, participants will give their informed consent, and the answers they provide will be kept anonymous in order to maintain their identities. Ethical issues will be fully measured in the research process. The data collected throughout the research process are published literature or published public data such as websites and government reports.

3.2 Context of Study

The internationalization of education is presently going through an continuing phase of development and advancement. Student mobility, educational cooperation efforts, technology improvements in education, intercultural education as the focal point of emphasis, and governmental changes in education all are contributing to the globalization of education. As internationalization progresses, the importance of education globalization has gotten greater, reinforcing the expansion and prosperity of the global community.

3.2.1 International student mobility:

With globalisation, more and more students are selecting to study abroad (Weinmann et al., 2021) . According to statistics, the number of international students worldwide is growing year on year. This student movement promotes educational exchanges and cooperation between different countries and regions and enhances the range of national education systems.

3.2.2 Educational collaboration projects:

The inclination towards educational cooperation projects between countries is also on the growth. Examples include transnational university collaboration projects and exchange programs, joint research projects, knowledge-sharing platforms, etc (Han, 2019) . These concerted projects help to simplify the sharing and interchange of educational assets and improve the quality and effectiveness of education.

3.2.3 Development of educational technology:

The constant advancement of educational know-how has also added to the globalization of education. The rise of online education and remoteness learning has made it possible for students to access educational resources from all over the world via the Internet (Jinsong, 2017) . The use of such technologies offers opportunities for learning across geographical boundaries and promotes the globalization of education.

3.2.4 The 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 and Hao, 2022, p.20) . 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

Multiple countries are likewise gradually modifying their educational systems to comply with the needs of globalization. A number of countries promote foreign students to continue their studies there by providing sufficient scholarship funds and other different kinds of assistance (Wen and Stahl, 2022) . At the same time, some countries have also supported the management and regulation of international students studying abroad to confirm the quality of education and the protection of students' rights.

3.3 Justification for Methodology

The chosen methodology, which combines literature research with case studies, offers several key advantages that align with the objectives of this study. This study will mainly adopt the method of literature research. Literature survey and analysis will be directed on the issues of second foreign language teaching at secondary school level in other countries and the plea for multilingual talents in China. The data collected during the research process are printed literature or published public data such as websites and government reports. By combining current knowledge and opinions on teaching second foreign languages in secondary schools with the need for multilingual ability in China, literature study offers a strong basis. This study seeks to give a comprehensive understanding of the possibilities and challenges connected with teaching second foreign languages in Chinese secondary schools.

3.3.1 Literature survey method:

Through systematic collection, collation, evaluation and synthesis of present relevant literature, an in-depth analysis and complete 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 series, 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 guiding principle and criteria of the study.

Classifying and organizing the literature: The screened literature is classified and organized according to topic, research methods, research subjects, etc., and annotated and extracted. This facilitates a systematic analysis and blend of the literature.

Researching the literature: The chosen literature is examined, with particular attention paid to its reliability of its findings, the reliability of its data, and the dependability of its research approaches. It is also essential to evaluate the literature's limits and contribution, as well as identify the knowledge gaps and challenges that need to be resolved in the field of research.

Comprehensive summary: Based on the results of the exploration and evaluation, a comprehensive summary and simplification is carried out. It is possible to screen 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 composed using online platforms and social media, for example through social media analysis, website data analysis, etc. These data can offer a wealth of information and insights.

Document analysis: Data is collected by analyzing present documents, archives and records. These documents can include government reports, corporate annual reports, organizational documents, etc., providing historical data and existing information. Factors such as research objectives, questions, sample characteristics, feasibility, and resource

limitations will be considered when choosing a data collection method. Different methods have different advantages and disadvantages, and researchers will need to choose the suitable method for each situation and detect ethical principles in the data collection process to defend the rights and confidentiality of respondents.

3.4 A Comparative Analysis with other Countries

3.4.1 The British General High School Curriculum:

The curriculum setting in British ordinary high schools encompasses both examination and elective components, offering students a different range of academic pathways. The sixth grade, which is equivalent to China's high school level, is for students who have finished their compulsory schooling and are 16 years of age or older. This period, which lasts one to three years, is mostly concerned with getting children ready for college or career training.

Overview of the Curriculum: Options at the sixth academic level are divided into subjects that are examined and subjects that are not. The fact that students are able to select from a wide range of optional courses, including arbitrary and combination elective possibilities, is noteworthy. Main topics centre on the "Advanced Supplementary Level General Education Certificate" and the "Advanced Level General Education Certificate." A wide sequences of subjects are covered by these certifications, including language, arithmetic, the natural sciences, the humanities, the arts, economics, technology, and creativity management.

Elective Options: Students have the flexibility to choose their elective courses, either opting for a set number of "Advanced Level General Education Certificate" subjects or a grouping of "Advanced Level General Education Certificate" and "Advanced Supplementary Level General Education Certificate" courses. Students are able to personalize their curriculum by choosing optional courses from a wide collection of choices the institution deals. Math, science, languages, humanities, and arts are common subject combinations. Other recent additions include General Studies, Liberal Studies, Careers Education, and a variety of lectures.

Assessment System: Students' academic competency and preparedness for secondary school are evaluated through the sixth-grade assessment system. Some students may choose to enroll in a one-year program in order to further develop their results from the General

Secondary Education Certificate or to pursue a pre-vocational Education Certificate; others, however, may opt to enrol in a three-year program in order to improve their outcomes for university gaining admission (Simanjuntak, 2020). This exam, which is mainly aimed at the "Advanced Level General Education Certificate," involves a thorough evaluation of several academic disciplines. However, students have the flexibility to line up certain disciplines based on their career aspirations and university requirements.

Exploration: This comprehensive examination of the British general high school curriculum sheds light on the structure and flexibility inherent in the system. Many students neglect certain important disciplines in favor of liberal arts or science, or even prioritize in a particular area within these subjects, with every effort the goal of passing the exam. A significant portion of students for advanced general education certificates don't even take science, technology, math, English, or foreign languages. This analysis contributes to the exploration of the advantages of incorporating a second foreign language for secondary school pupils in China, by drawing parallels between the British approach and proposed reforms in Chinese secondary schools. This research intends to use lessons from foreign educational frameworks to inform language education policies and practices in China through a proportionate perspective.

3.4.2 The French general high school curriculum

The "lycées," or general high schools in France, have a broad curricular framework that is designed to meet the varied requirements and goals of its pupils. With the help of this system, which consists of common mandatory courses, module required courses, and optional courses, students may customize the course of their studies to fit their interests and career objectives.

Overview of French General High Schools: The second stage of secondary education is offered by French lycées, which are neighborhood public schools. After completing the three-year program and passing the Baccalaureate test, which doubles as a high school graduation and a ticket to college, students received a diploma. The range of areas of expertise included in the Baccalaureate diploma reflects the variety of academic paths that may be open to students.

Curriculum Reform Trends: French efforts to modify the curriculum have concentrated on increasing student autonomy and promoting vocational exploration in response to changing educational demands. The revised first-year curriculum places a strong emphasis on helping students discover their learning paths, fill up knowledge gaps, and choose optional courses determined by their interests. Since each student chooses his or her future path during their first year of high school, it is an important time in the French educational system. These junior high school students, who have just stepped through the high school door, are not at all like each other (Chan, Santally and Whitehead, 2022). In addition to accepting the required baseline courses, they also need to get ready to select a field of study in the future. Furthermore, senior high school students have the opportunity to choose their major after the second year, supporting their course selections with their chosen field of study.

Analysis of Curriculum Goals: French high schools have long sought to instil in its students a strong sense of shared culture while placing a strong emphasis on academic success and critical thinking. But in France, the primary mission of regular high schools is to get pupils ready for the Baccalaureate test, which is an important consideration in determining whether or not a student completes high school and gets admitted to a university. Concerns about the imbalance in curriculum content remain despite the emphasis on achievement in academia, especially in science-oriented programs where mathematics is overemphasized at the expense of applied scientific disciplines.

Exploration: Discussions on the positive benefits of teaching a second foreign language to Chinese secondary school students may be influenced by the helpful details provided by this examination of the French general high school curriculum. In order to make comparisons with possible reforms in Chinese secondary education, this research examines the French approach to curricular flexibility and the advancement of critical thinking abilities. It focuses primarily on language acquisition and interdisciplinary courses. This study attempts to add to the current conversation in China on curricular innovation and educational reform through comparative analysis.

3.4.3 The German general high school curriculum

An innovative curriculum approach prioritizes both core knowledge and specialized exploration within the framework of German comprehensive high schools at the senior level,

giving students the freedom to personalize their education to suit their interests and abilities. This curriculum plan, that consists of both basic and specialist courses, attempts to promote academic success, critical thinking, and intellectual interest.

Overview of German Full High Schools: The advanced stage of German full middle school, spanning grades 11-13, functions as a crucial transition period for students aged 16 to 18, assisting their progression to higher education. This educational level, which places a main concern on both chances for individual specialization and shared central training, is designed to fit a broad variety of learning preferences and professional goals.

Design of Curriculum: Composed with physical education and religion, the curriculum can be broken down into three main study areas: Language-Literature-Arts, Social Sciences, and Mathematics-Natural Science-Technical disciplines. A variety of introductory and specialist courses are available in each study area, allowing students to expand their knowledge and proficiency in specific subjects of interest. Basic classes, which generally last two to three hours a week and cover topics like foreign languages, German, and mathematics, give a foundation of knowledge. In opposition, specialized courses offer more advanced levels of analysis and need five to six hours of study every single week (Pozas, Letzel and Schneider, 2020). By choosing subjects that fit their interests and skill levels, students are free to form their own curriculum schedules. Students are given the chance to take charge of their education and choose courses of study that support with their hobby and occupational goals.

Examination of Curriculum Objectives: When optional courses were first incorporated to the senior high school curriculum, there were difficulties including students overlooking important historical context in some subjects. Later reforms, on the other hand, have addressed this deficiency by outlining the essential courses that are essential, guaranteeing that students maintain a well-rounded and complete academic record.

Exploration: One example of how individualization and specialization may be constructively cohesive into secondary education is the German general high school curriculum. This curriculum approach boosts active engagement, deeper learning, and the development of key skills attributes that are crucial for success in language acquisition and beyond, by giving students the permission to choose courses depending on their interests and abilities. This study aims to explore the possible benefits of teaching a second foreign

language to Chinese secondary school students within a structure that values independence, choice, and individualized learning paths through comparative contrast to the Chinese educational system.

3.4.4 The Russia general high school curriculum

Within the context of Russian traditional high school education, learners are provided with a thorough general education foundation with limited chances for optional study, recognitions to a curriculum model marked by identified settings and compulsory courses.

Overview of Russian High School Education: The tenth and eleventh grades in Russian national education relate to China's senior high school level. This educational phase's main goal is to offer students with a solid ethical foundation and body of knowledge, preparing them for further study or career pursuits.

Curriculum Structure: The federal education standards' discussion draft has a curriculum construction that specifies required courses in a number of subject areas, with inadequate space for optional study. Language and literature, social studies, mathematics, natural science, and physical education are a few examples of core subjects.

- **Language and Literature:** Options include Russian as the national language, native literature, foreign languages, and social studies.
- **Social Studies:** Encompasses history, law, economics, geography, political science, and sociology, among others.
- **Natural Science:** Covers biology, physics, chemistry, ecology, and other scientific disciplines.
- **Mathematics:** Includes algebra, geometry, statistics, and probability theory.
- **Physical Education:** Comprises principles of physical education, rhythmic gymnastics, personal safety, and comprehensive physical training.

The curriculum prioritizes compulsory courses, which constitute the majority of students' academic activities, with limited elective options available (Gilenko and Chernova, 2021). While specialized courses support with students' chosen majors, the curriculum structure emphasizes a standardized approach to education.

Exploration: The Russian high school curriculum supports a disciplined approach to learning, with a deliberation on required courses and a constrained selection of electives. The

primary goal of this study is to further describe the possible benefits of teaching a second foreign language to Chinese secondary school students by examining the subtleties of this curriculum model and evaluating it with the Chinese educational environment. The present research aims to explain the benefits and difficulties of introducing a more adjustable and varied approach to language learning within the Chinese secondary school system from side to side a study of curriculum design and educational values.

3.4.5 The Japan general high school curriculum

Japan's School Education Law stipulates: "High school is based on junior high school education, reformed 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. It trains students to have a broad and deep indulgent of society and sound critical abilities, and to struggle to create their individualism.

Overview of Japanese High School Education: Japanese high schools aim to provide students with a well-rounded education that prepares them for both further academic recreations and professional life. This educational phase builds upon the foundation laid in junior high school, focus on developing students' critical thinking skills and individuality. It can be seen that Japanese high schools have a lot of autonomy in curriculum. National high schools are most regulated by the Ministry of Education, while public high schools and private high schools have larger autonomy.

Curriculum Structure: 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. 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. The Japanese high school curriculum is designed into compulsory and optional subjects, offering students a range of choices to tailor their education to their interests and goals (Komatsu, 2002). Compulsory subjects include 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 cover areas such as foreign languages, social studies, art, mathematics, physical education, agriculture, industry, commerce, fisheries, and nursing.

Analysis: High school education in Japan is impressively inclined by the requirements of higher education, which is redirected in the obvious coordination of high school curriculum, and also in the improvement of private high schools and the existence of a large number of tutorial schools. While vocational subjects are still presented, there's a noticeable shift towards general education, exclusively in full time regular high schools. This replicates a rising trend of students following higher education and the need for a well-rounded academic groundwork.

Exploration: The Japanese high school curriculum, with its emphasis on both compulsory and optional subjects, aim to understand that introducing a second foreign language could enhance students' language proficiency and cultural awareness. This examination reveals the adaptability of the Japanese curriculum model to the Chinese context, and considers factors such as students' linguistic backgrounds, educational values, and language learning strategies. The primary goal of this study is to further describe the possible benefits of teaching a second foreign language to Chinese secondary school students as it examines the subtleties of this curriculum model and evaluating it within the Chinese educational environment.

Results of Comparative Analysis:

The comparative analysis of the British, French, German, Russian, and Japanese high school curricula reveals massive contrasts in educational methodologies and priorities. Although each system has its advantages and disadvantages, they provide useful insights into the potential advantages and disadvantages of including a second foreign language in the secondary school curriculum in China. Through a wide range of elective options, the British curriculum places an emphasis on adaptability and student choice, allowing students to tailor their education to their interests and career objectives. However, concerns endure about the irregularity in subject choice, for certain students dismissing significant disciplines for other people. French high schools place a high value on academic success and critical thinking, but they also place a strong emphasis on preparing students for the Baccalaureate exam, which

may restrict students' ability to explore certain subjects. Chinese educational reform efforts can learn a lot from the curriculum reforms, which aim to increase student autonomy and vocational exploration.

German high schools promote individualization and specialization, allow students to personalize their education based on their interests and abilities. While this method encourages deeper learning and active engagement, but it may make it harder to keep a balanced academic record. Students in Russian high schools receive a solid foundation in general education from compulsory courses, but there are few opportunities for optional study. Even though this structured approach ensures consistency, it may prevent students from exploring and becoming more individual. Japanese high schools work out some kind of harmony among compulsory and optional subjects, permit students to twist their schooling while at the same time guaranteeing a wide information base. This adaptability reflects the need for a comprehensive academic foundation and the rising number of students pursuing higher education. These observations highlight how modifications in Chinese language teaching must achieve a balance between structure and flexibility. In essence, this comparative research reinforces the potential advantages of teaching secondary school students in China a second foreign language, but it also highlights the necessity of adopting worldwide best practices to the specific requirements and situations of the Chinese educational system.

4. Results and Findings

Through a comprehensive analysis of existing literature, data collection methods, and research findings, several key results have appeared: First, learning the second foreign language is to understand the second foreign language, so that students can better master the language. Studies show that learning a language boosts brain activity, and this improves one's capacity for analytical thinking, problem-solving, and productivity. Secondly, learning the second foreign language can make students better comprehend different cultures, cultural customs, ways of thinking and differences in social classes (Yang li, 2017) . Succeeding proficiency in a second language abroad grows awareness for linguistic and cultural variety as well as intercultural proficiency. Students learn about many languages, cultures, and traditions, which encourage tolerance, compassion, and respect for other people. Intercultural education helps students grow global citizens and empowers them with the skills needed for

succeeding in intercultural surroundings. Educational policymakers are encouraged to prioritize language education, encourage bilingualism, and invest in resources and training to support actual language teaching and learning. Finally, In the increasingly worldwide marketplace for employment, bilingual people gain benefit professionally by being able to get jobs in multinational companies, foreign organizations, and international corporations.

Additionally, through the promotion of international economic links, diplomatic actions, and cultural exchanges, language education resources help China remain competitive in the global economy (Wang, 2022). The inability to properly connect with foreigners in suitable languages, a lack of efficient teaching techniques, a lack of motivation in studying foreign languages, and other issues plague foreign language learners presently. The inclusion of a second foreign language course in the middle school curriculum is going to assist students by increasing their language proficiency, enhancing their willingness to communicate across cultural gaps, and laying the groundwork for future developments in international communication (Jiang, Zhang and May, 2019, p. 116). Adding second foreign language courses in middle schools can strengthen students' accepting 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 firming up the cultivation of students. In order to implement foreign language education, schools' requisite 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 reinforced, 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 values should be established; at the school level, state-led and family-based cooperation. Through the incorporation of teaching of second foreign languages into the curriculum, educational institutions may raise the standard of instruction while still preserving student interest and optimizing academic outcomes.

4.1 Findings:

4.2 Discussion OF Results

In the face of the machine automatic translation in the era of artificial intelligence, we need to acquire foreign language well. (Block, 2011, p.164) The findings discussion

concludes by highlighting the constant importance of foreign language instruction in the age of artificial intelligence. Learning a foreign language is beneficial for reasons other than the ability to communicate, even with the advancement of machine translation technology. It includes widening global perspectives, enhancing cross-cultural understanding, and developing analytical and critical thinking capabilities. Foreign language education should become an imperative part of people's thinking ability and cognitive ability education."In other words, the "bilingual parallel" teaching mode helps to heighten students' international vision and improve their thinking ability (Engel, 2014, p.242). Although learning a more foreign language means making more effort, it has an unpredicted role in the expansion of thinking ability, especially the improvement of learning ability. Many students adopted the analogy "make foreign language learning become twice the result with half the effort" to sum up the laws of language acquisition. In order to fulfill the demands of global diversified development and support the national "Belt and Road" plan, students will become really "cross-cultural and multilingual" compound talents thanks to the additional expertise and knowledge they have gained via learning other languages.

Conditions are ripe for Chinese middle schools to bid 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, p.83). In the prevailing 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" ingenuity 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 effort. It sets higher standards for educators, requiring them to continuously raise their professional expertise and instructional standards. Furthermore, it is imperative to modify the current textbooks to align with the evolving demands of students and address societal issues. Schools can use international textbooks as a starting point and collaborate with local specialists to create new textbooks (Xu and Stahl, 2023, p.145). In the particular operation, we have the option to develop a partnership with a few local colleges, add the original English curriculum system, and hire more professional instructors and international educators. In addition, educational institutions can gain knowledge from other nations' approaches and experiences in providing second

language instruction. For instance, high schools in the United States and Japan provide lessons in both Japanese and Spanish.

4.2.1 Student side:

Chinese middle school students generally have strong foreign language learning capability, 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 alertness of learning other foreign languages. In addition, some students lack confidence and think that their foreign language aptitude 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 compulsory subject, and other foreign language courses are elective courses (Liu, 2015). Although the school offers elective courses for students, students do not have the prospect to understand the cultural and social situation in other countries. Therefore, students pay little dedication to the cultural and social situation of other countries, and rarely realize the historical and political systems of other countries.

For those students who are not able to learn a second foreign language, they can acquire a second foreign language by self-study. But self-study takes even more time and effort. If they are not attracted in a second foreign language, lack of motivation, etc., they may give up learning a second foreign language. Schools may enable students to move through an increasingly linked world with confidence and cultural sensitivity by providing them with a linguistic and culturally varied education that goes beyond just teaching English (Wang, 2005). Furthermore, adding more foreign languages to the curriculum enhances students' educational opportunities while additionally promoting the more general objectives of global citizenship and intercultural awareness (see table 1). Middle school stage is the best time to develop students' understanding of other foreign languages. Appropriate foreign language teaching at this stage can support 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 improve students' reading interest and ability, improve their writing level, and cultivate critical thinking and other core qualities.

Table 1: Student Perception of Learning a Second Foreign Language

Aspect of Learning	Student Perception
Motivation	Lack of confidence in language proficiency
	Weak awareness of the benefits of learning
	Some students lack understanding of other languages
Cultural Awareness	Limited exposure to cultural and social aspects
	Lack of interest in learning about other countries
	Little understanding of historical and political systems

4.2.2 Teacher side:

In teaching, teachers should start from the actual situation of students, teach students in accord with their capacity, and pay attention to the improvement and perfection 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 communicate language knowledge, but should teach it as a whole at a higher level. Moreover, the use of a student-centered approach in the teaching of second foreign languages enables educators to adapt their pedagogical approaches to suit the varied learning preferences and incentives of their pupils (Zheng, 2015). Professionals may create a safe and stimulating learning environment in the classroom, by seeing students as active contributors to their language learning procedure, (see table 2). Furthermore, combining education in a second foreign language with English language training provides a comprehensive strategy that focuses not just speaking and listening skills but also more general cognitive and communication abilities.

In addition to having professional knowledge, teachers should also appreciate the law of students' cognitive development. Students have different purposes and purposes for learning a second foreign language, so teachers need to teach different ways according to different situations (Huang, 2007). Teachers should not only understand the motivation and purpose of the second foreign language knowledge, but also apprehend their problems and difficulties in the learning process, and take corresponding procedures to help them solve these problems. The benefits of acquiring a second foreign language, such as having the ability for independent study, critical thought, and spoken communication, should also be used to their fullest by instructors. In the second foreign language course, teachers ought to

motivate students to participate actively. Teachers should also assist students with enhancing their cross-cultural communication abilities with gaining the necessary understanding of a second foreign language,. For example, students 'awareness of cross-cultural communication by understanding other countries or regions' different views on the same problem.

Table 2: Teacher Strategies for Teaching a Second Foreign Language

Teaching Strategy	Description
Student-Centered	Adapt teaching methods to suit student needs
	Create a stimulating learning environment
	Encourage active participation and engagement
	Foster autonomy and critical thinking skills
Integrative Approach	Integrate second foreign language with English
	Focus on cognitive and communication abilities
	Enhance cross-cultural communication skills
	Motivate students to participate actively

4.2.3 Teaching materials:

At present, our foreign language textbooks are divided into three types: 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 after the social development and the needs of students, particularly the second foreign language courses (König et al., 2016). Most of the existing English textbooks in China are selected 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 progress 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 enlightening students' intercultural communication ability and autonomous learning ability. We can better equip Chinese secondary school students with the knowledge and abilities they need to succeed in an increasingly interconnected world by updating second foreign language textbooks to accommodate developing student and societal demands (see table 3). In order to support thorough language learning and intercultural comprehension, these textbooks have to include a variety of instructional resources, interactive activities, and

situations from real life. So, in order to meet the social needs and the development of students, we should assemble the second foreign language textbook as soon as possible.

Table 3: Assessment of Second Foreign Language Teaching Materials

Aspect of Materials	Evaluation
Relevance	Current textbooks lag behind societal needs
	Focus on grammar and vocabulary, lacking real-life situations
Instructional Resources	Lack of interactive activities and authentic resources
	Limited support for developing cross-cultural understanding
	Need for updated textbooks to meet student demands

4.2.4 Teaching mode

For adding second foreign language courses in middle schools, different schools can adopt different teaching modes conferring to their own conditions. For example, for the High School connected to Beijing Foreign Studies University, the school can support the student-centered classroom teaching mode in the second foreign language course. In this form of instruction, students may progress their cross-cultural communication skills in accumulation to learning language information. Teachers must create appropriate teaching activities based on the requirements and learning levels of their students in order successfully achieve this goal. Schools can maximize the advantages of including a second foreign language curriculum by efficiently meeting the linguistic and cultural learning demands of their students via the adoption of varied teaching techniques. These procedures of teaching should place a comparable focus on developing students' intercultural aptitude and capacity for self-directed learning as well as language acquisition (Xie, 2022). For schools like the High School Affiliated to Beijing Foreign Studies University and the High School Affiliated to Beijing Normal University, they can assume a teacher-centered classroom teaching model and manner student-centered independent and cooperative learning (see table 4). In this classroom mode, teachers are no longer the as primary role of classroom learning activities, but the instructors and advocates of students' independent learning. For example, the High School affiliated to Beijing Normal University can accept the student-centered classroom teaching model, while the High School associated to Beijing Foreign Studies University can implement the teacher-centered classroom teaching model.

Table 4: Teaching Modes for Second Foreign Language Courses

Teaching Mode	Description
Student-Centered	Focus on active participation and collaboration
	Develop cross-cultural communication skills
	Adapt teaching to student needs and levels
	Create a dynamic and engaging learning environment
Teacher-Centered	Provide guidance and support for independent learning
	Assist classroom discussions and activities
	Inspire self-directed learning and exploration

5. Challenges and Considerations

5.1 Implementation Difficulties:

There are several difficulties in putting in place a thorough framework for teaching second foreign languages in Chinese secondary schools. The compulsion for significant infrastructure and resource investment to allow the range of language programs is one of the main obstacles. This includes learning competent language instructors, creating relevant lesson plans, while setting up effective assessment systems. Furthermore, schedule clashes and classroom space limitations might make it more difficult for teachers to incorporate second foreign language instruction efficiently into the current curriculum. It will take careful planning, active involvement from stakeholders, and ongoing assistance from educational authorities to overcome these enactment obstacles.

5.2 Teacher Training and Professional Development:

The professional development of language trainers is an indispensable component of successful language education programs. It's possible that many teachers lack the pedagogical competence and specific training required to teach a second foreign language. Letting teachers access to thorough training programs and continual professional development opportunities is crucial to ensure they have the skills and information needed to provide high-quality instruction in foreign languages (Macaro, Tian & Chu, 2020). Additionally, promising a collaborative and encouraging learning atmosphere among language teachers can improve their success as teachers and encourage innovation in language education methods.

5.3 Curriculum Design and Resource Allocation:

Creating a cohesive and culturally suitable curriculum for teaching second languages has its own set of difficulties. Curriculum developers seek to find a stability between the aims of language talent along with more general educational objectives like critical thinking and intercultural competency. In order to reduce inequalities across schools and regions, it is also obligatory to provide fair access to resources and instructional resources. For language teaching and learning to be effective in a variety of situation, there must be sufficient funds dedicated for professional development, technology infrastructure, and instructional materials.

5.4 Socio-cultural Factors and Attitudes Towards Language Learning:

The success of programs aimed at teaching second foreign languages can be greatly affected by sociocultural variables and attitudes toward language acquisition. Student motivation and engagement may be impacted by cultural views of different languages, especially if their views are that the language is less prestigious or useful to the students' long-term goals. It needs to be done to create a welcoming learning environment that celebrates linguistic variety and encourages positive attitudes toward language acquisition in order to address sociocultural impediments to language learning (Setiyadi, 2020). Furthermore, including real-world language experiences and cultural information into the curriculum will help students develop a deeper comprehension of other languages and cultures, which will promote a more varied and inclusive environment for learning.

6. Policy Recommendations

At present, China is at the connection of the two centenary Goals. It is in serious need of a large number of professionals with an international perspective, talented in foreign languages, familiar with worldwide rules and proficient in international negotiations. The Ministry of Education has always committed great importance to the systematic planning of foreign language curriculum organization to lay a solid foundation for national foreign language talent training.

6.1 Overall Work Arrangements:

Fast-tracking 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 competent universities to take the ingenuity 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 upkeep 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 proven subtle 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 recognized diplomatic relations with China will be fully covered. Notable advancements have been achieved in the training of workers. Second, we'll increase the quantity of specialist languages that are in urgent demand (Law, 2014). We encouraged colleges and universities to independently develop undergraduate majors in languages that are not generally used by people by revising and implementing the Regulations on the Administration of the Establishment of Undergraduate Majors in Regular Institutions of Higher Learning. At the moment, over 180 universities, including Communication University of China and Guangdong University of Foreign Studies, have launched over 460 undergraduate majors in non-common languages.

6.2 Expanding Specialized Multilingualism:

Second, to encourage multilingual foreign language teaching in various ways Primary and secondary schools in different regions have dissimilar 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 discovered ways to carry out multilingual teaching (Yi'An, 2001). For example, local foreign language schools and other primary and secondary schools with foreign language features 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 elementary and secondary schools that are affiliated with foreign language universities use college resources to implement multilingual education, giving them a unique identity and garnering positive feedback from parents and students. There are systems in place in some areas that facilitate teaching foreign languages in elementary and secondary education (Rose et al., 2020). For instance, a lot of elementary and secondary schools in Northeast China have associated classes that emphasize the benefits of learning languages that belong to a minority, which includes Japanese, Korean, and Russian. Based on its position as an international metropolis, Beijing has set up a multilingual school cooperation in Haidian District, with the membership 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 association to mutually discuss and promote multilingual language learning. These procedures to promote multilingual teaching in primary and secondary schools not only support students' language skills, but also improve their international perspective and enhance their intercultural communication and communication talents.

6.3 Deepening Reform in Education and Teaching:

Third, further encourage the reform of multilingual foreign language testing. In accordance with the resolution 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 demands 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 (Ma et al., 2017). The foreign language examination should "scientifically plan the proposition content, enrich the foundation and comprehensiveness, and focus on examining the students' ability to think independently and evaluate and solve problems with the knowledge they have learned".

The Ministry of Education fastens great importance to the reform of multilingual foreign language college entrance examination. First, the college admission test includes five minor languages: Japanese, Russian, German, French, and Spanish, in addition to English. Similar to English, every minor language has a full-time subject secretary who is particular in charge of the minor language's workload. Second, consideration is given to minority languages' real circumstances. Minority language examination papers are five to ten percent simpler than English in terms of difficulty. The second approach has been in place for a while; the third is to stay up with English while actively researching and advocating for changes to minority language test material, which includes two exams yearly and reinforcing the evaluation of speaking and listening skills (Teng & Zhang, 2020).

It actively promotes the foreign language expertise 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 delivered the Opinions on the Application 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 a main 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.

6.4 Enhancing Teaching Materials and Curriculum:

The foreign language curriculum for primary and secondary schools should be set up in accord 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 highlights 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. It is specified that

"the starting grade of English courses in primary schools is generally grade three" and that "Foreign language courses in junior high schools can be offered in any of English, Japanese, Russian, and other languages" in consideration of the true state of affairs in China (Rao, 2013). When circumstances allow, schools may provide learning in a second foreign language, including foreign language schools." As stated in the Ministry of Education's 2017 General High School Curriculum Plan, "Foreign languages in high schools include English, Japanese, Russian, German, French, and Spanish." Independently, schools select their first foreign language. In an effort to address the various foreign language learning needs of their students, schools are urged to provide the necessary framework for imparting a second language (see appendix 1). Many students say that phonetic is easy to complicate 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 quiet the main wish of most students and parents. Third, foreign language specialists in colleges and universities suggest that there is a scarcity 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 assured (Feng, 2009). 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 executed, 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 allotted 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 submissions. The curriculum standards also include guiding suggestions for primary or junior high schools to offer courses in these languages, given that some local schools at the stage of compulsory education offer courses in these three languages to varying degrees. These suggestions serve as an important source for the provision of corresponding language courses at the stage of compulsory education (Liu and Le, 2021, p.185). The curriculum standards claim that languages like English, Japanese, and Russian were created by the People's Education Press and permitted by the government. The textbooks for regular high schools are now being reconstructed, and work on textbooks in German, French, and Spanish is scheduled to begin shortly. 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. A serious attempt should be made to create excellent curriculum and teaching materials designed especially for non-common languages. Textbooks on national planning increasingly include content in languages including Hebrew, Burmese, and Hindi, which reflects the multilingual nature of China's foreign relations. Also efforts are underway to provide specialist language courses in unusual languages, such Basic Thai and Basic Korean, with the goal of enhancing students' educational experiences and qualifying them for a broad range of linguistic and cultural situations.

6.5 Teacher Training and Development:

Since 2014, the widespread reform of the college entrance examination has been implemented continuously 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 sponsored the reform of the two foreign language examinations and the examination content, and achieved certain results (Hu, 2002). In 2018, more provinces will liftoff the comprehensive modification of the college entrance examination. The Ministry of Education and local governments will remain to pay attention to the examination of minority languages, continue to deepen the reform, support the common development of minority languages and English, and maintain the cultivation of students' comprehensive language application capability. Fourth, reinforce 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 updating the training mechanism for non-common language talents (Spolsky, 2014). It has made overall measures for

strengthening the training of non-common language talents and better serving the country's inaugural 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 abilities in non-commonly used foreign languages in universities. Third, it has conveyed 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 (Li and Edwards, 2013, p.403). These principles 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 worth of majors.

Comprehensive training programs are necessary to address a growing demand for language specialists who are skilled in languages that are not frequently used (Ma, 2020, p.97). A strategic approach to talent development that is in line with national goals like the Belt and Road Initiative is shown by the issue of implementation opinions and the creation of new majors in languages that are in demanded. Furthermore, changes to undergraduate programs and methods of instruction are designed to produce adaptable language specialists with practical know-how and ability to communicate across cultures.

6.6 Encouragement of Practical Education Initiatives:

Practical education efforts play a major role in enabling the combination of educational materials with actual language usage situations. Collaborative projects such as the Undergraduate Teaching Project promote the establishment of off-campus practice grounds for instruction for students pursuing non-common languages. Through challenging coursework and practical exposure to a range of linguistic and cultural contexts, these programs support students in developing their language skills and intercultural competency (Orton et al., 2013). improving the reform of teaching non-common languages and undergraduate education. First, we're going to innovate the non-common language talent training process. A system for organizing the training of talent who speak languages that are not widely spoken has been put in place by the Ministries of Education, Commerce, Culture and Tourism, and other institutions. China has fortified colleges and universities to establish a new mechanism for cultivating talents using non-common languages, counting on-campus

cross-training, off-campus collaborative training and international joint training. Second, we will strengthen teaching materials and curriculum development (as shown in table 5). A number of non-common language teaching resources 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 sustained 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 encouraged the construction of multilingual MOOCs. Third, reinforce 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 (Pan, 2015). Relying on the Undergraduate Teaching Project jointly executed 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 association with Xinhua News Agency and China Radio International in building national off-campus education practice bases for non-common language college students.

Table 5: Overview of the Policy Recommendations and Initiatives

Policy Recommendations	Description
Accelerating Training of Talents in Non-Common Languages	- Establish new undergraduate majors in urgently needed languages. - Encourage universities to open new majors in non-commonly used languages, especially those relevant to China's economic and social progress and the Belt and Road - Support the inaugural of majors in non-common languages, with a target of reaching 100 majors covering official languages of countries along the Belt and Road by 2020.
Expanding Specialized	- Promote multilingual foreign language teaching in primary

Multilingualism	and secondary schools through various approaches, including foreign language schools, associated classes, and multilingual education alliances. - Broaden students' language skills and international perspectives through multilingual education initiatives.
Deepening Reform in Education and Teaching	- Promote reform of multilingual foreign language testing, including adding minor languages to college admission tests and simplifying examination papers for minority languages. - Advocate for foreign language proficiency testing in senior high schools as a requirement for graduation.
Enhancing Teaching Materials and Curriculum	- Develop curriculum standards for foreign languages in primary and secondary schools, emphasizing the foundation and offering a variety of language options. - Include content in non-common languages in national planning textbooks, and provide specialist language courses to enhance students' linguistic and cultural experiences.
Teacher Training and Development	- Establish mechanisms for coordinating the training of talents proficient in non-common languages, comprising cross-training, collaborative training, and international joint training. - Make stronger the development of teaching resources and curriculum, including the inclusion of non-common language courses in national planning textbooks and the promotion of multilingual MOOCs. - Enhance the professional level and teaching ability of teachers through training and international exchanges.
Encouragement of Practical Education Initiatives	- Support practical education initiatives such as the Undergraduate Teaching Project to provide students with real-world language usage experiences and improve their intercultural competency and language proficiency.
Deepening Reform of Undergraduate Education and Teaching	- Innovate the training mechanism for talents proficient in non-common languages, encouraging on-campus and off-campus collaborative training. - Reinforce the construction of teachers through training and

	international exchange programs, with a focus on improving their professional level and teaching ability.
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7. CONCLUSION AND RECOMMENDATIONS

7.1 Conclusion

As the largest developing country in the world, China is playing an more and more important role on the international stage. With the closer connections 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 extensively 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 primarily to cultivate students' English ability, so the foreign language education in middle school accounts for a large proportion. Even under the background of strongly 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 (Yang, 2018, p.40). Although the country has clear desires 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.

7.2 Implications for Practice:

The findings' implications for educational practice highlight the critical importance of investing in human capital, embracing technology innovations, and attaining strategic alignment:

Alignment with National Development Strategies: The results emphasize how crucial it is to include language learning programs into stronger national development plans, such the Belt and Road Initiative. Educational institutions may support China's attempts at global

involvement and successfully serve increasing linguistic requirements by coordinating language teaching aims with these strategic imperatives (Bao, 2020, p.421). This association secures that language education acts as a stimulant for economic and social development and raises China's standing internationally.

Investing in Teacher Training and Development: It is impossible to belittle the central role that teachers play in determining the results of language teaching. The results specify how important it is to fund programs for teacher development and training in order to recover the quality and worth of language education. Every student may get excellent language instruction at all educational levels if educational institutions offer their instructors with the basic pedagogical abilities, linguistic competency, and intercultural competencies (Ergün & Dewaele, 2021). This human capital investment may provide the foundation for continued achievement and excellence in language training.

Utilizing technology Innovation: The emphasis on technology innovation draws focus on the need for a flexible approach to language acquisition that combines digitalisation and modern teaching techniques. By applying technology, educational institutions may provide interactive language learning experiences, enable individualized instruction, and improve learning results. Through the help of technology, students may engage in a broad range of ways and have access to top-notch language training, including online courses and multimedia resources. likewise, by means of facilitating international collaboration and exchange, digital platforms foster communication and understanding across cultural barriers between educators and students.

7.3 Recommendations for Future Research:

Moving forward, future research in the area of language education in China should select the following areas:

Longitudinal Studies on the Effects of Modifications: It is essential to carry out longitudinal studies to evaluate the long-term effects of language education expansions on students' linguistic competence, academic accomplishment, and career paths. These studies can offer valuable data on the long-term efficacy of educational strategies and policy proposals, supporting educators and legislators in making well-informed choices about the formation of curricula and the techniques of teaching (Dewaele & Li, 2020). Moreover, researching the ways in which demographic information, regional variation, and economic

status influence the outcomes of language education reforms may enable us to get a greater awareness of the ways in which these modifications influence various categories of students.

Comparative Analysis of the Best Methods: Research analyzing language education best practices from around the globe might be very helpful to the Chinese educational system. Researchers may find creative methods and plans that can be implemented for the Chinese context, by looking at effective language acquisition systems in other countries,. (Lü, 2019). This cross-cultural viewpoint can monitor the creation of curriculum frameworks and language teaching strategies that are more effective (see appendix 1). Examining the institutional and social factors that contribute to the success of language education programs in countries such as China might also help experts seeking to raise the bar and ensure objectivity in learning languages there.

Merging Language Education with Other Academic Subjects: Linking language instruction with other subjects, such STEM (science, technology, engineering, and mathematics), is an appealing topic for future study. Considering interdisciplinary approaches to acquiring languages is a viable way to get insight into how language competency may improve and advance learning in other subject areas (Shao et al., 2020). Teachers might promote students' universal development and enhance their capacity to use language skills in real-world situations, which will inspire creativity and innovation, by encouraging cross-curricular bonds. Furthermore, researching how language instruction fosters intercultural understanding and global competency can help create syllabuses that better equip students for success in a world that grows more and closer to one another by the day.

Assessment of Technological Integration: With the growing importance of technology in language learning, it's critical to look at how it impacts both teaching and student learning. Future research initiatives should focus on measuring the potential benefits of digital technologies, internet-based materials, and interactive learning settings on students' language proficiency and attendance. By finding effective technological interventions and pedagogical strategies, teachers may employ technology in order to accomplish a range of educational objectives and enhance language learning experiences. Also, researching the ways in which technology might facilitate language instruction for excluded and underprivileged populations might strengthen policies which support educational inclusion and equality.

7.4 Final Thoughts:

As we conclude our discussion, we must underscore the need of realistic and student-centered curriculum reform in traditional high schools. By following these key concepts, we may create an educational system that is versatile, effective, and fulfills all the different requirements of students.

The foundation of our efforts should, first and foremost, be a realistic curriculum reform that is expertly designed to reflect the ever-evolving needs and ambitions of students. This requires establishing a careful balance between a broader range of alternatives that reflect the broad spectrum of education in today's society and more conventional academic specialties. In addition, it's critical to carry out periodic assessments and assessments to guarantee that the curriculum stays current and amendable to shifting educational trends and societal difficulties.

Second, enabling students more flexibility in selecting their field of study is important. Our ability to offer students an extensive selection of courses and flexible approaches permits them to pursue their hobbies and interests while honing their particular skills and interests. Moreover, encouraging a culture of student activity and voice would increase motivation and engagement even more, which will ultimately improve learning outcomes and promote universal development.

Thirdly, in order to promote customized learning paths and personalized the curriculum, it is imperative to minimize the emphasis on common mandatory courses. We can create a livelier and engaging educational experience which addresses the varied needs and interests of students by increasing the range of combined elective courses. Stronger involvement by students as well as the development of critical thinking and problem-solving skills can arise from the addition of experimental learning and project-based learning in the curriculum.

Finally, reform of the curriculum and exam upgrading need to work together to overcome the challenges caused by the dual examination system. By coordinating curricular objectives with assessment standards, we can ensure that students have been sufficiently ready for the challenges of both internal and external exams. Furthermore, investigating other assessment techniques, such as portfolio assessments and performance-based evaluations, can provide a more precise and extensive assessment of student learning and achievements.

Together, these guiding principles primarily show our commitment to creating an education system that is more responsive, student-centered, and prepares students with the knowledge, skills, and abilities necessary to succeed in a more challenging and interlinked world. Together, with a commitment to upholding high standards in education, we can help the next generation of leaders and innovators realize their full potential and make significant contributions to society.

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Appendices

Appendix 1: Curriculum Framework for Adding a Second Foreign Language in Secondary Schools

Introduction: This curricular framework discovers the benefits of teaching secondary school students in China a second foreign language. The goal of this structure is to maximize the advantages for students by proposing a methodical approach for introducing a second foreign language into the current curriculum.

1. Objectives:

- Develop proficiency in a second foreign language.
- Enhance cognitive abilities, including memory, problem-solving, and critical thinking skills.
- Foster intercultural understanding and global awareness.
- Prepare students for future academic and career opportunities in an increasingly interconnected world.

2. Curriculum Components: a. Language Proficiency:

- Focus on developing proficiency in listening, speaking, reading, and writing skills in the second foreign language.
- Introduce vocabulary, grammar, and sentence structures through interactive activities and authentic materials.
- Provide opportunities for meaningful communication and language practice in various contexts.

b. Cultural Awareness:

- Explore the cultural aspects associated with the second foreign language, including traditions, customs, and societal norms.
- Expose students to authentic cultural artifacts such as literature, music, art, and film from countries where the language is spoken.
- Encourage students to reflect on their own cultural identities and perspectives in comparison to those of other cultures.

c. Cross-Curricular Integration:

- Integrate the study of the second foreign language with other subject areas such as history, geography, and social studies.
- Design interdisciplinary projects and activities that require students to apply language skills in real-world contexts relevant to their other studies.

d. Technology Integration:

- Utilize technology tools and resources to enhance language learning, such as multimedia presentations, online language exercises, and virtual language immersion experiences.
- Incorporate digital platforms for collaborative learning and communication with native speakers of the second foreign language.

3. Pedagogical Approaches:

- Communicative Language Teaching: Emphasize interactive and student-centered language learning activities that prioritize meaningful communication and authentic language use.
- Task-Based Learning: Design language tasks and projects that require students to complete real-world language tasks, such as ordering food in a restaurant or planning a trip.
- Content-Based Instruction: Integrate language instruction with content from other subject areas to provide meaningful context for language learning and reinforce academic content knowledge.

4. Assessment and Evaluation:

- Implement a variety of formative and summative assessment methods to measure students' language proficiency, including oral presentations, written assignments, listening comprehension exercises, and project-based assessments.
- Use rubrics and performance criteria aligned with language proficiency standards to provide constructive feedback and guide students' language development.
- Encourage self-assessment and reflection to foster autonomy and metacognitive awareness in language learning.