

# A Comparative Study on the Value Orientation of Foreign Language Education Planning between China and the United States in the Era of Globalization

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**Abstract:** the Research on the Value Orientation of Foreign Language Education Policy is the Central Task of Foreign Language Education Policy Research. in the Context of Globalization, China and the United States Have Made Foreign Language Education Policies Based on Different Values. This Paper Makes a Comparative Study of the Value Orientation of Foreign Language Education Policies in China and the United States in the Era of Globalization, Which Provides Inspiration for the Improvement of Foreign Language Education Policies in China.

## 1. Introduction

In the Era of Globalization, Foreign Language Education Policy Has Become an Important Means to Implement Language Strategy, Enhance National Soft Power, Maintain National Security and Promote National Development[1]. as the Most Influential Country in the World, China and the United States Promote the Development of Foreign Language Education and Provide the Value Choice of National Foreign Language Education Policy for National Strategy.

## 2. China's Foreign Language Education Policy in the Era of Globalization

After the establishment of the new English curriculum standards for primary and secondary education in the 21st century, the Ministry of education and culture of the people's Republic of China has launched a new round of reform of English education curriculum. It also publicized the new English standard for compulsory education in primary schools and the new English standard for full-time senior high schools[2]. The new English curriculum standards of primary and secondary schools, from the perspective of macro, system and balance, set up the curriculum system of primary and higher education level. The acquisition of language, the transfer of language knowledge and the tendency to cultivate language skills focus on the objectives of English curriculum. The new curriculum standard, language skills, language knowledge, emotional attitude and learning strategy put forward five objectives and their realization[3]. The understanding of language and culture is the goal of the unity of learning and humanity. The curriculum standard emphasizes that students should have "cultural consciousness", "home country consciousness" and "international vision". Improving students' humanity is of great value to national development.

Table 1 Specific Contents Of International Understanding Education in the Standard

Dimension	Concrete content
Knowledge goal	Understanding of human equality, the maintenance of peace, human rights and their importance, development issues, environment, world cultures and the United Nations system
Attitude and values objectives	Self respect and respect for others, ecological issues, commitment to peace and justice, open mind, unity, compassion
Skill dimension	Critical thinking, conflict resolution, cooperation, imagination, self-confidence, problem-solving, tolerance, participation and communication

Set up a national program of non-general language study. Since 2001, the Ministry of culture and culture has set up "non common linguistic research base" in Beijing Foreign Studies University, Peking University, PLA Foreign Languages, Guangxi University and other universities. Language

and other small language education research provides language resources and talent reserves for the country.

It officially published the essentials of College English education. In January 2004 (Pingcheng 16), the Ministry of culture and Culture issued the Teaching Essentials of College English Department (Trial Scheme), and in 2007, the teaching subjects of College English Department was officially published. The condition of “College English education” is that college English professors aim at the students' comprehensive application ability, especially the cultivation of listening and speaking ability. Suggestions for effective communication in English in future research, work and social communication[4]. In order to meet the needs of China's social development and international exchange, we need to improve the learning ability and consciousness of comprehensive cultural literacy.

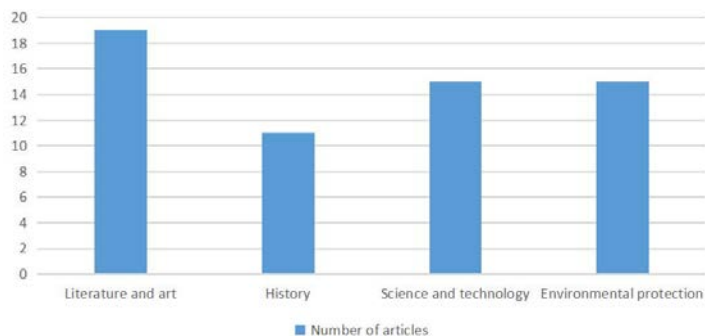


Fig.1 Content Distribution of International Understanding Education Knowledge Dimension

Many universities have opened foreign language education research centers. Since the beginning of the 21st century, China has established China Foreign Language Teaching Research Center in Beijing Foreign Language University, China Foreign Language Strategy Research Center in Shanghai Foreign Language University, Chinese Strategy Research Center in Nanjing University, and Institute of Chinese policy and standards in Beijing Language and Culture University[5]. These foreign language education research centers are the main language of the country, with the demand as the focus, and the research on practical language problems of language theory such as language policies and plans has been conducted from a strategic perspective. The policies of foreign language education reform provide scientific support.

National College English Test Band 4 and band 6 reforms were introduced. In 2005, the Ministry of education reformed CET-4 and CET-6. The paper structure has gradually increased the proportion of large-scale application-oriented questions. At the same time, the Ministry of culture and culture encourages the reform of the teaching evaluation method of College English education to make it more objective and comprehensive to reflect the real language level of students, and pays attention to the combination of formative and additive performance evaluation methods. In 2013, the Ministry of education reformed the CET-4 and CET-6 pilots again. The most significant part is the adjustment of the single sentence Chinese English question type of paragraph Chinese question type. Translation mainly includes the development of Chinese history, culture, economy and society. It emphasizes the importance of learning English from traditional Chinese culture.

### 3. American Foreign Language Education Policy in the Era of Globalization

As for Franca's English background, the American government neglected foreign language education for a while, marginalized it and doubted its foreign language ability. Foreign language education is insufficient, foreign language teachers are insufficient, and the single language in foreign language education is insufficient[6]. The terrorist attacks on September 11, 2001 in the United States made Americans realize the close relationship between foreign languages and national security. Due to the lack of Arabic language ability in the United States, a lot of intellectuality has not been dealt with in time. To this end, “if we can't rule the world and learn from the cultures of the major parts of the world, we can't maintain national security.” It is not only irresponsible but

also dangerous not to act on this issue. In this regard, from the perspective of national security, the U.S. government has taken a series of measures to improve foreign language ability by promoting the legislation and policies of foreign language education reform and rebuilding the current situation of foreign language education.

Launch the National Initiative on Foreign Language Competence. In June 2004, the United States Department of Defense Held a National Language Conference At the University of Maryland. the Conference Entrusted the U.s. Government to Develop the “Main Language” Strategy as Soon as Possible. In January 2005, the National Action Plan on Foreign Language Capacity Was Put Forward by the General Assembly[7]. In Order to Meet the Urgent Needs of “National Foreign Language and Cultural Competence Strategy”, the “Government”, Which is Called “the Main Language” by American Citizens, Provides Every Student with the Opportunity to Learn the Most Important Foreign Language to the Country. by Improving Their Foreign Language Ability, Enhancing Their Understanding and Respect for World Culture, and Improving the Global Leadership of the United States

The national security plan was officially announced. In January 2006, President Bush officially announced the implementation of the national security language program. Especially through the development of foreign languages, national security and economic prosperity, and national security language program, eight major learning language awards of the state and American citizens are needed[8]: Arabic, Chinese, Korean, Russian, Hindi, Japanese, Persian and language, including Turks. To this end, the government has developed the national flagship language program, expanded the Fulbright foreign language education subsidy program, raised funds for more college students to learn foreign languages, and set up high scholarships. National security language course has greatly improved foreign language level by training a large number of senior foreign language talents who are proficient in national security language.

#### **4. A Comparative Study of the Value Orientation of Foreign Language Education Policies between China and the United States in the Era of Globalization**

The foreign language education policies of China and the United States are based on national interests. Foreign language education policy is a very complicated action. The formulation of foreign language education policies is closely related to social security, politics, economy and culture. That is guided by national interests and reflects the country in a specific period of time. In the era of internationalization, China and the United States have formulated a series of foreign language education policies in their respective fields. These policies, as value orientation and ultimate goal, have their own national interests.

The main value of American foreign language education policy is national security. The “9.11” terrorist attacks have brought unprecedented threats to the national security of the United States. Therefore, from the perspective of national security of the U.S. government, from the perspective of foreign language education policies, foreign language skills have been strengthened, understanding of different cultures and the transfer of cultural and spiritual rewards have been promoted, reform has been promoted, and the international competitiveness and national security of the U.S. have been maintained. Especially in the major regions of the world, a series of foreign language education policies directly related to national security have been launched nationwide, and major language learning programs and strategic language plans of the Ministry of national defense have been implemented. At the same time, the state has set up many language resource centers in the University of Maryland's higher education institutions and advanced language education center.

The main value of China's foreign language education policy is to promote national cultural soft power. In the era of globalization, the reputation of Chinese people and the influence of the world are increasing day by day, and the cultural soft power and cultural concern of the country are receiving unprecedented attention. From the perspective of China's foreign language education policy, the state has further improved the status of foreign language education in the whole national education system. However, unlike the United States, our foreign language education policy does not pay much attention to national security, but rather emphasizes the cultivation of different

cultural awareness in the process of foreign language education. The new English curriculum standards of primary and secondary education suggest that students should have “cultural awareness” and cultivate their different cultural qualities. Now the main condition of College English education is that college English is not only a basic language course, but also a high-quality education course to broaden knowledge and understand world culture. That has two aspects of instrumentality and humanity. The design should focus on the cultivation of students' cultural quality and the transfer of international cultural knowledge. With “English knowledge and application technology, cross-cultural communication, learning strategies” as the center, cultivating and promoting “cultural awareness” has become the main topic of China's foreign language education policy. He also said that China's foreign language education policy should not only focus on the introduction of western culture, but also strengthen the introduction and popularization of Chinese culture and training. To show the world China's excellent traditional culture, enhance the soft power of national culture, and improve learners' two-way language and cultural communication ability.

## 5. Conclusion

The value orientation of foreign language education policy is national interest, and the most basic and core concern for national interest is national security interest. Therefore, in the current foreign language education policy, the national security of foreign language education policy is a major issue. The instability and terrorist threat of today's world still exist. Therefore, China should learn from American foreign language education policy. Foreign language education policy not only promotes the value orientation of national cultural soft power, but also emphasizes the national security value orientation of foreign language education policy.

It emphasizes the national security value of foreign language education policy[9]. The United States has always attached great importance to the role of foreign language education policy in protecting national security. National initiative of foreign language ability initiative, national security program, and language technology of the Department of defense, strategic plan for regional knowledge and cultural ability: the first priority of American foreign language education policy is to maintain the national security of the United States. However, China's foreign language education policy has always been focused on the study of the instrumentality and humanity of foreign language education. Foreign language education policy has not been integrated into the national security strategy. The concept of language security is still in its infancy, and there is no systematic theory. In the era of globalization, it is no longer appropriate to talk about language in isolation. The national foreign language education policy is the basic guarantee of national security strategy, which should emphasize the direction of national security.

Set up a national language program coordinating body. Due to the lack of national strategic understanding of language planning in China, there is no authoritative organization to carry out the overall language planning. China's national language education policy, minority language education policy, foreign language education policy and Chinese education policy belong to different functional departments in charge of the plan. Even foreign language education policies are formulated by different government departments. For example, China's Bureau of primary and secondary education policy is the basic Department of the Ministry of culture and the Ministry of higher education of the province. The Chinese language management agency, the National Language Committee, is not responsible for the formulation of foreign language education policies. There is no unified policy adjustment mechanism, mutual consultation and demonstration between different policy-making departments, so the policies not formulated are bound to lack continuity and integrity, and it is impossible to adjust from the national security language plan at a high level. To this end, we can learn from the experience of the United States and establish a national language program coordination organization composed of strategists, military scientists, policy scientists, linguists, economists and other interdisciplinary elites.

Along with the national security of foreign language education, as a value orientation. One of the safest “national security language programs” proposed by the U.S. government in 2006 is the

“important language” program set up by the U.S. government to maintain national security and promote economic development. These important languages relate to the national security, political stability and economic development of the United States. Under the current situation, it is also necessary for China to establish an “important discourse” to safeguard national security. According to the characteristics of China's national situation, Zhang Ziguo proposed 24 candidate targets that may become China's “important foreign language”. Chinese educational institutions can also teach “important foreign language” according to their own situation. In addition, please train high-end talents who can master key foreign languages. For example, language environment can be used to provide foreign language teaching based on geographical features. Russian Education in border areas such as Heilongjiang and Inner Mongolia, Korean Education in yangbia such as Jilin and Liaoning, Vietnamese and Lao languages in Guangxi and Yunnan. The establishment of multilingualism can not only expand the national language resources, but also expand the national reserve of multilingual talents, but more importantly, meet the needs of national security.

Pay attention to the value orientation of “cultural output” in foreign language education policy. Among the “key languages” projects implemented in the United States, Chinese is only the second most important foreign language in Arabic. The U.S. government has invested a lot in Chinese learning. Chinese provides a rare opportunity to implement the strategy of globalization. Promoting Chinese is not only a part of the foreign language program, but also a part of the foreign language education policy. In the era of globalization, foreign language education is not only the education of “cultural input”, but also the strategic responsibility of “cultural output”. Therefore, the study of Chinese communication as a foreign language should be incorporated into the formulation of foreign language education policy. From an international perspective, the international communication and promotion system should continue to be improved. Therefore, language can be a strategic weapon to realize national strategy and make national security and national interests more secure.

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