

# A Comparative Study of Foreign Languages Popularization Educational Policy under the Background of Globalization

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**Abstract.** With the multiploidization of international politics, the informatization of social activities and the globalization of economic activities, foreign languages play an increasingly important role in the increasingly frequent exchanges between countries and regions and nations of the world. In the era of globalization, countries around the world pay more attention to foreign language education, which mainly reflects in that all countries have expanded the type of foreign language education and increased learning hours of foreign language. Countries around the world have developed foreign language education policy in line with their own social language characteristics and needs. This paper summarizes the impact of the globalization on foreign language education policy, analyses and contrasts the educational policies of foreign language popularization. Finally, by analysing the characteristics of foreign language popularization policies, this paper aims to provide the inspiration for the popularization of Chinese language.

## 1. Introduction

In the 1990s, when the United Nations Secretary-General Gary announced that "the world has entered the era of globalization." Since then, "globalization" has become a popular word in the society. However, at present, the real meaning of this term in scientific field is still ambiguous, and scholars have different understandings. There is a consensus that globalization involves goods, services, money, people, information and culture in multi-directional, cross-border mobility, which is a "global conquest of geospatial and real-time communication" (Wright, 2004). In the process of globalization, people is the decisive factor. When people in the "multi-directional, cross-border flow" process, the language is crucial to the key factors. Under the background of globalization, how to strengthen foreign countries' language popularization is an important issue.

Language is not only the work of thinking, but also the carrier of culture, therefore, the developed countries from all around the world attach great importance to the international language popularization. After the substantial increase of China's national strength, China also did a lot of effective work in the popularization of Chinese language, which aimed to put the international popularization of Chinese implementation. China should analyse the strategies of western countries' language popularization and try to learn from their methods and processes. Using comparative vision, it could grasp the historical experience and lessons, which would provide some academic understanding for the international popularization of language [1].

Foreign language education policy is established by national governments, including financial input, language status, language selection and the proportion of courses in the campus. Foreign language education policy is generally coherent, focusing on merging foreign language personnel requirements of the different periods into it, thus it restricted the basic concepts and development direction of the foreign language curriculum reform, which could protect the popularity, durability and long acting of the foreign language curriculum reform. The role of foreign language education policy in the reform of foreign language curriculum is reflected in the Second World War. For example, the United States tried to solve the language problem of national soldiers who is fighting

abroad, developed a rapid and practical foreign language education policy and strongly supported the research of the structuralism language school genre. In the end, it cultivated a large number of foreign teachers who participated in the war abroad. Since then, many western countries through the way of administrative order, put language education policy from top to bottom to implement. To make the country's development to a pluralistic society, the Australian government promulgated in 1987 the most influential language education policy in the world--<the national language policy>.

## **2.The Research Methodology of Policy-comparison of Foreign Language**

### **2.1. Archival Research Approach**

The archival research approach is to review and study the research results of predecessors, which is a very important method in the study of humanities. Generally, it can be used to study, classify and compare the relevant data collected at home and abroad, figuring out the similarities and differences.

### **2.2. Comparative Research Approach**

The comparative research approach is an important way for human beings to understand objective things. According to different standards, the comparative research approach can be divided into different comparison methods. Based on the classification of cases, there are similar comparisons and heterogeneous comparisons; based on the scale, there are macro-comparison and micro-comparison methods; for the aspects of time and space, it consists of vertical comparison and horizontal comparison.

### **2.3. Empirical Research Approach**

The empirical method is a kind of research method which is based on a large number of observation, experiment and investigation of the object of study, obtaining objective data. It sums up the essential attributes and laws of things from the individual to the general level.

## **3.The Effect of Globalization on Foreign Language Education Policy**

All the countries under the background of globalization are aware of the importance of foreign language education, many scholars re-examine the development of foreign language education policy combined with the theory of globalization. For example, Sue Wright in 2004 changed the study of language policy from the original nationalism to the perspective of globalization. She analysed the development of language policy under the background of globalization, and explored the ways of multilingual development. The album, edited by David Block, 2002, University of London, introduces the path and vision of globalization theory and explores the strategies of teaching reform under the guidance of language policy. Kumaravadivelu, 2008, in the height of cultural globalization, thought that in the era of globalization and multiculturalism, language education must adhere to multicultural thinking. He focused on the connection of economic globalization and cultural globalization. It is pointed out that language education under cultural globalization must deal with the problems such as cultural identity, cultural consciousness and cultural adaptation [2].

## **4.A Comparison of Language Popularization Educational Policy**

### **4.1. The policy of language popularization education in different countries**

The <Drogheda Report Summary> (1954), in England, is the most important document in the history of language popularization. It established the goal of British overseas advocacy, that is, to support its foreign policy, to maintain and strengthen the relationship between Commonwealth and the British Empire, to promote domestic trade and to protect Britain's overseas investment. This

document examines British institutions' overseas English expansion plans, reduces the UK government's promotional activities in Europe and transfers them to third world countries [3].

France has called itself a "great cultural country", it will promote the French into the protection of "cultural diversity". In the competition with the promotion of English, they choose a new promotion point of view for their own goals. The overall strategy of the French government is to revive the glorious period of French promotion before the war, to restore French as a language with extraordinary international influence [4].

In the Germany's language popularization policy, both words of "spread" and "popularization" are too active, and once it is linked to the German history, it will give people the feeling of language expansion. Thus, in Germany's language popularization policy, one term would form the most important and most commonly used concept, that is, "German language promotion." "Promotion" sounds more like a supporting role, but it is a proactive supporting role. Here it embodies Germany as a former invaders and defeated countries, sensitivity and introspection in the language of international promotion. Germany in the language popularization policy pay much more attention to strengthen the role of German language in the European Union and other international institutions [3].

#### 4.2. The executive institutions of language popularization in different countries

To better promote their own language, many countries have set up specialized institutions according to their national conditions to popularize their own language, which is shown in Table 1:

Table 1. The summary of executive institutions of language popularization in different countries

Country	Institution	Time of Establishment	Distribution (countries)	Branches
France	Alliance France	1883	138	1040
Germany	Goethe-Institute	1919	94	150
Britain	British Council of Culture	1934	111	230
America	Association of English Teachers	1966	39	95
Russia	International Association of Russian Language and Literature Teachers	1967	40	200
Japan	Japan Foundation	1972	36	64
Russia	State Institute of Russian Language	1973	8	10
Spain	Instituto Cervantes	1991	38	70
China	Confucius Institute	2004	126	1500

We can see from the table 1 that Britain, France, the United States, Germany and other countries have set up their own language international popularization institutions, the earlier French Union has 100-years history, the establishment of the shortest Confucius Institute also has 11 years old. It is also an international practice that an institution directly or indirectly named by a world-class cultural celebrity, established by the government is used for the popularization of national language, culture [5].

#### 4.3. The characteristics of language popularization policy in different countries

(1) Government command, adequate funds. Foreign language popularization should be achieved through the power of the government in international relations, its funds are not relying on the profits of the language popularization agencies raised, mostly supported by government budget or government peripheral organizations. Thus, it ensures the funds need of the language popularization.

(2) The language popularization policies of all countries contain the orientation of some kind of politics and economy, especially the existing cultural advantages. For example, the policy of the United Kingdom is more pragmatic, it makes the language as a national service tool, and hope that language promotion can bring tangible benefits and returns. France's policy is to promote the promotion of language by the advantage of self-tradition. By maintaining the international influence of French, it looked for opportunities to revive its old power. German language policy is in line with its historical situation and its understanding of history. It paid particular attention to avoid German

history of World War II of the German language and cultural invasion as far as possible in the international language learning. China's Chinese promotion is based on economic strength and market needs, with the prominent characteristics of cultural tradition as a banner to arouse the international Chinese learners and Chinese promotional activities.

(3) To maintain the purity of language. Spain and France in the language promotion are particularly concerned about the protection of language purity. French in 1975 for the first time in the form of legislation are clearly defined. And then the regulation is revised three times. The Spanish language in the promotion process due to historical evolution and national and regional indigenous language, there are some differences in the Spanish language around the world. In order to prevent the abuse of language in the evolution, as early as the 18th century, The Spanish government set up a specialized agencies--the Spanish Royal Language Institute. The college is committed to the standardization of Spanish.

(4) The establishment of teacher associations. The United States and Russia in the language promotion education pay attention to the core position of teachers [6]. It has set up a distinctive teacher association. The focus of the work of the American Association of English Teachers is teaching and delivering qualified English teachers to the US English Project Office. The Russian International Association of Russian Language and Literature Teachers focus on research, which relies on teaching and research centers around the world, and organized many researchers, Russian teachers on Russian and researched on Russian culture [7].

## 5. Conclusion

By summing up the policy of foreign language popularization education, we have found that national language education promotion policies have their own national characteristics and objectives. Their methods and ways of popularizing foreign language are not the same. There are some enlightenments of language popularization policy to Chinese language: 1. Seriously to deal with the problems of Chinese international popularization and focus on the popularization of Chinese; 2. To encourage private capital and power to enter the field of international promotion of Chinese and guide civil forces to play the role of market regulation; 3. To understand the needs of international Chinese, promote the "value of Chinese" and to maintain a long-term sustainable development.

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