A Study of National Language Education Policies Based on Cognitive Characteristics

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Abstract. Language serves as both a medium for culture and the bedrock of a nation's culture. Language supremacy is frequently employed in globalised competition to promote principles that strengthen national soft power and advance national cultural objectives. The creation and implementation of language education policy is crucial for nations to realise their national cultural goals because it serves as the programmatic document that directs language education and the acquisition of linguistic superiority. In order to help individuals understand the important role that language education policies play in promoting language education for national purposes and to provide theoretical references for strategic decisions and language education policy development, language education policies must be developed and implemented in close coordination with national development strategies.

1 INTRODUCTION

It is the totality of the spiritual and cultural requirements essential to the existence and growth of the country. The preservation and growth of the nation depend on the pursuit of national cultural interests, which are the cultural extension of those interests. There are three degrees to the dimensions of national cultural interests. The primary assurance of national cultural existence is maintaining cultural autonomy and security. Resources for national cultural survival and development include fostering the outward diffusion of culture and boosting the allure and appeal of national culture. The development of soft power is the means by which national cultural interests are realised. China's perspective on national cultural interests has altered along with the intensification of globalisation. Cultural interests now carry a richer significance.

2 LITERATURE REVIEW

2.1 The portrayal of international language pedagogy policy development through American language education

The rate at which language and culture are spreading throughout the world has accelerated as a result of economic globalisation, cultural diversity, and political multipolarity. Developed nations in Europe and America, especially the United States, devote great attention to the formation of their language education and development programmes in order to boost the soft power of language and culture. The rocks of the other nations can serve as a useful illustration. Chinese language policies and macroeconomic strategies can be more effectively formulated by studying existing language education policies, particularly the language education policies and language strategies of major countries, and by analysing their language education policies and development strategies. The soft power of national language, culture, and international competitiveness must be strengthened immediately. For China to effectively address serious issues with language education, it is crucial to create a macrolanguage strategy and language education policy that can offer a detailed plan. This paper will use the United States of America as its basis. The United States is chosen as the study's subject due to its deeper cultural roots and stronger research foundation in terms of language research policies.

2.2 Overview of the British language education

The introduction of French and German courses in the 19th century is when language education in the UK began [2]. Since the turn of the twenty-first century, the national language strategy has had an impact on language education, which has evolved in terms of starting age, social and economic standing, regional development, and foreign language professional standards. The four levels of language education allow for a wide range of language options, and students can choose to study one foreign language, two foreign languages, or a different foreign language at each level at the primary and secondary levels. Notably, some institutions combine language study with other academic disciplines by hiring assistants for foreign language instruction and planning study visits to the language of the target [3]. In England, 67% of public schools and 79% of private schools hire native speakers of
the language to teach; some schools even hire only teachers from the country where the language is spoken; and 79% and 86%, respectively, of public schools and private schools arrange foreign language study tours.

2.3 Country studies and regional studies on language policy in Africa

This study employed country or regional cases to undertake empirical investigations on language policies in Africa. Pre-colonial, colonial, and post-independence language policies are the three categories into which the writers divide the evolution of language policy in Africa. language policies prior to colonisation. In actuality, the pre-colonial African nations lacked a definite stance on language. Before colonisation, African nations spoke a diversity of indigenous languages in their regions due to geography, religious beliefs, tribal development, and integration. Firmin notes that Zimbabwe did not have a definite language policy prior to colonisation in his research of language policy in Zimbabwe. Prior to the nineteenth century, parents, friends, or social groups educated young people mostly through informal education; as a result, Zimbabwe's language situation at the period was "predominantly indigenous languages, supplemented by minority languages" [4]. Jin Xin also says that Islam became the official religion of Egypt, making standard Arabic the country's native and official language in his study of Egypt's language policy [5].

2.4 Study on Language Policy in Hong Kong

The language policy system that the British colonialists left behind is actually one of the main contributors to the language issues that Hong Kong society is currently facing. English was a required "block in the wall" to get a job in government agencies and to raise one's social position and reputation before the reunification. The British Hong Kong administration had a language policy that prioritised English over Chinese. After the handover, despite the SAR government's intention to promote a "biliterate and trilingual" language policy, the newly introduced Mandarin emphasised more on practicality and did not challenge the po, despite the British Hong Kong government being forced to redefine the status of Chinese as an official language in the late colonial period, the supremacy of English was not challenged and still reflected the power structure and social hierarchy of Hong Kong at that time. Despite the government's desire to foster a "biliterate and trilingual" language policy after the handover, the newly introduced Mandarin placed a greater emphasis on practicality and did not threaten Cantonese and English's dominant positions in society.

2.5 German Internet Language Ecosystem

Networks eliminate the language ecosystems' inherent isolation. The number of species and the size of each species' population within a stable environment are referred to as species diversity in ecology. Because more adaptive species can easily infiltrate other systems and eradicate or replace weaker species in competition, leading to species extinction, relative ecological isolation is a major contributor to nature's abundant biodiversity. Similar species invasions and extinctions brought on by human activity have been happening often since the start of industrialisation, causing enormous ecological catastrophes. According to an analogy, the growth of urban areas has caused a concentration of people, the assimilation of weaker languages in competition with stronger ones, the extinction of ever-increasing numbers of languages (including local languages), and the obliteration of cultures that depend on particular languages [6]. As global integration advances, this process quickens. Language extinction is a process that is almost irreversible, similar to the extinction of species.

The advent of the Internet has, for the first time in human history, allowed human communication to transcend space and time, resulting in the creation of an online linguistic ecosystem that cuts across cultures and societies. Previously, this process was somewhat constrained by geography and environment. The most significant biodiversity on the Internet is linguistic and language-dependent cultural diversity, similar to the phenomenon of competition in biological systems, which seeks to increase its own population size, obtain more resources, gain more voice, and have more influence. Since the information technology that created the Internet, itself is deeply dependent on language.

The purpose of this paper is to improve the current situation by studying the cognitive characteristics of language education mobile applications that do not meet the core needs of users and are generally homogeneous, and to provide guidance for the design of more language education products, especially mobile applications. The ultimate goal of the research is to make the product more consistent with users' cognitive patterns, so that users can identify with the product, become loyal users, and use it for a long time.

The significance of this thesis is to address the current research gaps in the application of cognitive psychology in the design of language education mobile applications, to summarize some of the findings on cognitive characteristics and mobile application design from the project design and research, and to explore the research theories of cognitive psychology in language education mobile applications, as well as the model methods of language education mobile application design. These theories and design models will not only explore new research on the application of cognitive theory to mobile application design, but also provide a strong reference for the subsequent design practice of language education mobile applications. The information flow from the language education mobile application into the user's cognitive system, in the process of the user's cognition, relies mainly on information from the knowledge and experience system and the cognitive system.

In the process of user cognition, the information from the knowledge and experience system and the cognitive strategy system is mainly used for perceptual processing, and the information that is noticed after the initial screening is then processed in depth. It can be seen that in the initial processing of information, users filter the
information of their personal concerns from the received information stream through perceptual cognition and other processes. The subsequent processing is more related to the memory system, both in terms of forming a deep impression of the application itself and in terms of regularly encoding the learned language knowledge into the corresponding memory structures. At the same time, the allocation of attentional resources throughout the cognitive process has a significant role to play. Ebbinghaus's experiments have shown us that learning requires diligent review, and that the better the understanding of memory, the slower the forgetting. Therefore, it is important to plan the timing of the review after a reasonable over-learning. It is especially important to review new content in a timely and sophisticated manner, depending on the level of learning. This can be partially controlled by the teacher in traditional teaching, but in self-study it depends on the learner's self-awareness and self-motivation. In computer-assisted self-study, learners can be prompted to review the material according to their mastery of the material and the law of forgetting, for example, by pushing notifications from mobile devices.

Research from both domestic and international scholars has revealed that the importance of teacher-level curriculum implementation is increasingly being recognized, and research is not limited to teachers. The research is not limited to teachers' practical actions, but is also reaching out to teachers' internal research and beginning to study teachers' curricular understanding. However, these studies are still limited to primary and secondary schools implementing the new curriculum, and along with the implementation and promotion of the new round of basic curriculum reform, China's preschool education curriculum reform has also been carried out in depth.

The implementation of the curriculum at the early childhood teacher level has also received unprecedented attention since the pilot implementation of the Outline in January 2009. However, this study focuses on the implementation of the curriculum at the teacher level to explore how teachers understand the formal curriculum and what elements of the formal curriculum have been implemented in the course of teachers' actual operation. The purpose of this study was to examine how teachers' understanding of the formal curriculum is implemented and what factors influence its implementation.

### 2.6 Cognitive process model

The information flow from the language education mobile application into the user's cognitive system, in the process of user cognition

In the process of user cognition, information from the knowledge and experience system and the cognitive strategy system is mainly used for perceptual processing, and the information that is noticed after the initial screening of information is then processed in depth. It can be seen that in the initial processing of information, users filter the information of their personal concerns from the received information stream through perceptual cognition and other processes. The subsequent processing is more related to the memory system, both in terms of forming a deep impression of the application itself and in terms of regularly encoding the learned language knowledge into the corresponding memory structures. At the same time, the allocation of attentional resources throughout the cognitive process has a significant role to play. Perception in cognitive psychology includes both sensory and perceptual components, which are the most basic mental processes of human cognition and are generally referred to together as sensory-perceptual when no strict distinction is needed. What we perceive about the world around us is not necessarily a true description of it; what we perceive is to a large extent what we expect to perceive. Research has shown that there are three main factors that influence our expectations and therefore our perceptions: experience, environment, and goals. Based on the understanding of human cognitive processes, it is often assumed that information processing at the perceptual level (especially visual) is bottom-up, i.e., the receptors organize lines, angles, patterns, and other elements into patterns and then shape them into meaningful objects. In fact, this also involves top-down information transfer, in which the environment influences information and is guided by knowledge and experience to some degree. The "environment" here is not only the spatial surroundings of the object, but also the surrounding factors associated with the core object being perceived. There are many other examples of environmental influences on cognition in everyday life. Suppose you go to a restaurant and the service you receive is particularly good, you will usually think the food tastes good, while the same dish in the same dining environment with a condescending waiter will usually be less tasty. It is clear that the results of perception are influenced to some extent by the surrounding environment.

First, the target influences what we pay attention to. When we have a goal in mind to perceive, we engage our eyes, ears, hands, and other receptors to find what is most relevant to the goal, and objects that are relevant to achieving the goal are more likely to attract our attention.

Second, goals also make our perceptual system sensitive to certain properties. When our brain tells our senses to turn on the target, the sensors will segment and filter the target's properties. For example, if we are looking for a person wearing green in a crowd, pedestrians wearing green clothing will stand out in our field of vision, and we will pay special attention to those who match the characteristics for further confirmation; while other people wearing other colors will hardly be noticed, although they are indeed "seen" by us.

### 3 Discussion

The UK has a diverse range of languages and a young age of entrance for language learning, but there are also legislative and funding concerns. Greater difficulties will be faced by UK language teaching after Brexit in terms of teacher resources, student motivation, and interschool cooperation. When considering the issues facing language education in the UK today, it is evident that multilingual
education development, effective policy evaluation of language education, and scientific planning for national language proficiency are crucial.

The state of the national language, available language resources, and citizen language proficiency are all examples of national language competence [7]. The primary language of the globe is English, and the basic curriculum for education in the UK is in the English language. The UK is home to nearly 300 languages spoken by various ethnic groups in addition to its indigenous languages [8]. However, the UK's population has the lowest language proficiency among the 27 European nations [9]. Unless the success of language promotion programmes in the UK is partly reflected in the standing of English around the world, then the importance of language programmes is also reflected in the fall of foreign language learners and talent. The experiences of nations like Kazakhstan, Singapore, and Switzerland, in contrast, provide as excellent illustrations of the value of scientific planning for national linguistic development. Prior to World War II, the Swiss government made Romance languages official, fostering a stronger sense of national identity among language users and preserving territorial security [10]. Early on, interethnic communication in Singapore was facilitated by the neutral, assimilated English language, which helped to end ethnic tensions and forge a "Singaporean" identity [11]. The German online language ecology demonstrates how the Internet amplifies the importance of each language. German is still at a considerable disadvantage to English and even French in the online language ecosystem, despite its general prosperity. In the whole Internet ecosystem, English holds a disproportionately dominating position, and this trend is still growing. In the information and Internet age, English is infiltrating the ecology of the German language and taking up many semantic vacancies. These results suggest that the preservation of linguistic and cultural variety is negatively impacted by the Internet.

4 CONCLUSION

Despite the small amount of data gathered for this essay, it does not adequately describe or explain the global language policies and situation as it stands today. First, there are numerous issues as a result of the complicated and interlaced language situation, which has raised the cost of communication both domestically and globally. Language laws are inconsistently applied and constantly change. Second, even as the need for language standardisation grows and traditional national traditions and values become more prominent, indigenous languages are getting greater attention in national language policy, and the prominence of linguistic languages is rising, as is the promotion of multilingualism. National languages still don't have enough protection. Third, it hasn't been adequately addressed how major native languages and foreign languages (such as English, French, and other local tongues) interact. Fourth, language policies are frequently out of step with the reality, lacking adequate research and explanation for their creation, and failing to take into account the political, social, economic, ethnic, and linguistic views, which sows inconsistencies and the seeds of possible conflict. Fifth, the language policy lacks coercive and enforceable power, is expressed incoherently, and has many contradictions.

REFERENCES