

Research on Foreign Language Talent Cultivation Mode Based on the Concept of Language Security

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Abstract: Language security is an important part of national security, and in the current complex international environment, the issue of language security is becoming more and more prominent and has become an unignorable part of national security strategy. As the bridge and link of international communication, foreign language talents' language skills and the level of national security awareness directly affect our country's international image and the effect of international communication. Therefore, the establishment of a foreign language talent cultivation mode based on the concept of language security is not only an important way to improve the quality of foreign language education but also a realistic need to safeguard national security and promote international exchanges. Starting from the influence of the language security concept on foreign language talent cultivation, this paper analyzes the foreign language talent cultivation mode based on the language security concept, with a view to providing new ideas and methods for the development of foreign language education.

Keywords: Language security; Foreign language talents; Cultivation mode

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1. Introduction

Under the background of globalization, language is no longer just a communication tool but has become an important part of national strategy. Language, as a communication tool and cultural carrier, its ontology of use and the dynamics embedded in it may lead to a range of social, cultural, economic, political, informational, and military issues that permeate the continuous maintenance and shaping of a nation's non-traditional and traditional security^[1]. When discussing national strategy, it naturally invokes considerations of security. Security is fundamentally linked to a nation's ability to ensure its survival and protect its sovereignty, territorial integrity, and vital interests^[2]. As Liddicoat^[3] noted, security is not solely about communication or language use but rather about understanding the contexts in which threats arise and how language plays a role within those contexts. Security is primarily concerned with identifying and addressing threats within specific situations or states^[3]. Therefore, language becomes relevant to security when it is perceived as either contributing to a threat or addressing it in some manner. While the relationship between language and security has been acknowledged,

progress in understanding and addressing this relationship has been limited, except some highlighted works emphasize the importance of language competence in the context of national security^[4-7]. Simultaneously, language security, as an emerging concept, emphasizing language and writing, along with their usage, should meet the needs of national and societal stability and development without causing language-related issues that could impact national or social security^[8]. Scholars have also pointed out that language issues within national security encompass various aspects, including problems arising from the globalization of English, insufficient foreign language proficiency, and issues related to speech use and discourse system construction^[9]. The author believed that language security is the protection of one's own language and culture and the prevention of foreign language infringement on the native language, in order to achieve national information security and cultural security. It is an important part of national security and an important means to safeguard national sovereignty and cultural self-respect. In this context, the cultivation of foreign language talents in line with the concept of language security is particularly important. Shen^[10] believed that education plays an irreplaceable role in nation-building consciousness and serves as a guarantee for the smooth operation of the national "software system." Therefore, language and cultural security issues in the field of education cannot be ignored^[10]. The author believed that establishing a foreign language talent cultivation model based on the concept of language security is not only an important way to improve the quality of foreign language education but also a practical necessity to safeguard national security and promote international communication.

2. Influence of language security concept on foreign language talent cultivation

2.1. Enhancing national security awareness

The first and foremost impact of the concept of language security in the cultivation of foreign language talents is to enhance students' national security awareness. By integrating national security education into foreign language teaching, students realize that language is not only a communication tool but also an important part of national security. The cultivation of this awareness will help students handle sensitive information more prudently and safeguard national interests in future international exchanges.

2.2. Optimizing foreign language curriculum

The concept of language security has had a positive impact on foreign language curriculum. In order to meet the needs of language security, foreign language courses need to pay more attention to practicality and timeliness and increase the content related to national security. At the same time, the curriculum needs to be more flexible and diversified to meet the communication needs of different countries and cultures.

2.3. Enhancing cross-cultural communication skills

The concept of language security emphasizes the cultivation of students' cross-cultural communicative competence. By enhancing students' understanding of and respect for different cultures and reducing cultural conflicts and misunderstandings, students can become more confident and appropriate in international communication. The cultivation of such competence is of great significance to the maintenance of international friendly relations and the promotion of international cooperation.

2.4. Developing an international perspective and strategic thinking

The language security concept focuses on cultivating students' international perspectives and strategic thinking. By guiding students to pay attention to the international situation and global issues, it cultivates their global awareness and strategic vision. The cultivation of this ability helps students play a greater role in future

international affairs and contribute to the development of the country and international cooperation.

3. Foreign language talent cultivation mode with the concept of language security

3.1. Cultivation objectives: Talent cultivation objectives closely combined with national language security needs

In the era of globalization, language is not only a tool for communication but also an important part of national security. In order to ensure national language security and meet the needs of the country in international communication, cooperation, and competition, we need to formulate a set of foreign language personnel training objectives that closely tie in with the needs of national language security. Firstly, we need to cultivate professionals with a high degree of language proficiency. They should have a solid language foundation, including the ability to listen, speak, read, write, and translate; they need to be proficient in at least one foreign language and be able to flexibly use the language for cross-cultural communication and cooperation; they also need to have a certain degree of competence in a second language to adapt to the diversified international environment. Secondly, it is necessary to cultivate language talents with national security awareness. Foreign language talents should have a deep understanding of the close connection between language and national security, understand the important role of language in national security strategy, have a high degree of national security awareness, be able to identify and prevent potential language security risks and safeguard the country's language security. Thirdly, it is necessary to cultivate international talents with cross-cultural communication skills. In the context of globalization, foreign language talents should have cross-cultural communication skills, be able to adapt to communication and cooperation in different cultural contexts, understand the cultures, values, and customs of different countries and regions, and be able to maintain sensitivity and respect in cross-cultural communication ^[11]. Fourthly, we should cultivate foreign language talents with international vision and strategic thinking, to be able to understand and analyze the international situation, provide strong support for the development of the country and international exchanges, pay attention to the dynamics of international politics, economy, culture, and other fields, and have strong international insight and judgment.

3.2. Cultivation content: Curriculum system focusing on language security

In building a foreign language talent cultivation system with language security as the core, the curriculum is a crucial link ^[12]. The foreign language talent cultivation curriculum system designed based on the concept of language security should include the following points. Firstly, the basic language skills courses are the cornerstone of foreign language learning, which should include the cultivation of core skills such as listening, speaking, reading, writing, and translation. Through these courses, students will lay a solid language foundation, which will provide strong support for future professional learning and practical application. Secondly, incorporating ideological, political education, and content on national security and language safety into the foreign language curriculum expands students' perspectives and boosts language security awareness. This fusion helps students grasp the relationship between language and national security, highlighting language's role in preserving cultural identity and sovereignty. With discussions on relevant laws, regulations, and ethics, students gain insights to identify and counter potential linguistic threats, such as misinformation and cultural infiltration. This holistic strategy enhances students' understanding of their linguistic obligations, encourages vigilance, and promotes active participation in securing the linguistic environment, thus preparing them for responsible global citizenship. Meanwhile, the Intercultural Communication and Interaction course focuses on cultivating students' intercultural communication skills, including the ability to understand, respect, and adapt to different cultures. By learning about the cultural practices, communicative etiquette, and communication strategies of different

countries and regions, students will be able to be more confident, comfortable, and effective in cross-cultural communication. In addition, practice is the best way to test theoretical learning, and through foreign language practice and practical training courses, students will have the opportunity to apply what they have learned to real-life situations, improving their language application and problem-solving skills. These courses may include simulated international conferences, business negotiations, cultural exchange activities, etc., providing students with rich practical opportunities and platforms.

3.3. Cultivation mode: Combining practical operation and theoretical learning

Practical operation is a key part of foreign language learning. By simulating real scenes and participating in actual communication, students can feel the charm and application value of the language more intuitively. Practical operations, amplified by cross-cultural virtual simulation platforms, are instrumental in fostering practical language skills. These exercises polish oral and written communication skills and are vital for cultivating cross-cultural communication skills. Immersion in virtual environments simulating real-world scenarios exposes students to diverse cultural contexts. This dynamic, interactive learning allows students to apply language security knowledge in various simulated settings, improving their adaptability to different cultures. Integrating language security awareness in these exercises ensures students' proficiency, vigilance, and responsibility in cross-cultural interactions, readying them to confidently and sensitively handle global communication complexities.

Although practical work plays an important role in foreign language learning, theoretical learning is also indispensable. Theoretical learning can help students construct a complete and systematic framework of language knowledge and provide a solid theoretical foundation for practical operation. Through theoretical learning, students can have a deeper understanding of the grammatical structure of the language, vocabulary usage, and so on, so that they can use the language more accurately in the practical operation^[13]. In order to ensure the quality of foreign language talent training, it is necessary to closely combine practical operations with theoretical learning^[14]. In actual teaching, teachers can integrate theoretical learning into practical operation through task-based teaching, situational simulation, and other teaching means. At the same time, teachers should also encourage students to actively participate in a variety of foreign language practice activities, such as language exchange, international exchange, etc., in order to improve their language application ability and cross-cultural communication skills.

3.4. Teaching tools: Scenario simulation, case study, and other effective teaching tools

In the current globalization context, the cultivation of foreign language talents is not only the teaching of language skills but also the integration of the concept of language security in language teaching. In order to cultivate foreign language talents with an awareness of language security, we need to adopt effective teaching methods. Among them, scenario simulation and case study are two very effective teaching methods.

Scenario simulation is a teaching method that helps students practice and apply what they have learned by simulating real scenes or situations. In foreign language teaching, situational simulation can help students better understand the practical application of language and improve their ability to cope with language in different scenarios. For example, teachers can design scenarios such as business negotiation, cultural exchange, traveling and asking for directions, etc., so that students can learn and apply the foreign language in the simulation. Through the simulation, students can understand more intuitively the role of language in actual communication, so as to better master the actual use of language skills. At the same time, the simulation can also help students develop intercultural communication skills, so that they can communicate more freely when facing people from different cultural backgrounds.

Case study is a teaching method that helps students understand and apply knowledge by analyzing specific cases. In foreign language teaching, case studies can help students better understand the application of language in actual communication and improve their ability to analyze and solve problems. Teachers can select some real cases of language communication for students to analyze and discuss. Through case analysis, students can gain a deeper understanding of the complexity and variability of language in actual communication, so as to better master the skills of language use. At the same time, case studies can also help students to develop critical thinking and independent thinking skills, so that they can use language more flexibly and creatively when facing real problems.

3.5. Evaluation mechanism: Taking ability of language use and language security literacy as the main evaluation indicators

The traditional evaluation mechanism of foreign language talent cultivation often focuses on the degree of mastery of language knowledge, while under the concept of language security, it is necessary to re-examine and reconstruct the evaluation mechanism of foreign language talent cultivation. The ability of language use refers to the ability of students to use foreign languages to express themselves orally and in writing in actual communication. Evaluation of students' ability of language use can be carried out through three aspects: oral expression ability, written expression ability, and intercultural communication ability. Among them, oral expression ability is used to evaluate students' accuracy of pronunciation, naturalness of speech flow, accuracy of vocabulary and grammar as well as fluency and coherence of language expression; written expression ability is used to evaluate students' standardization of writing, the reasonableness of chapter structure, accuracy of vocabulary and grammar as well as the logic and organization of language expression; intercultural communication ability is used to evaluate students' adaptability, communication skills, and ability to deal with cultural differences in different cultural contexts.

Language security literacy refers to students' awareness of national cultural security, information security, and personal privacy in language communication. Evaluating students' language security literacy can include the following dimensions: first, cultural security awareness; it is used to evaluate students' sense of identification with the national culture, their awareness of respecting other cultures, and their ability to maintain the dignity of the national culture in cross-cultural communication. Secondly, information security awareness; it is used to evaluate students' awareness of personal and national information security protection in language communication, such as avoiding leakage of sensitive information and preventing network fraud. Thirdly, privacy protection awareness; it is used to evaluate students' awareness of personal privacy protection in language communication, such as protecting personal information, avoiding leakage of personal privacy, etc.

In order to comprehensively evaluate students' ability of language use and language security literacy, a comprehensive evaluation mechanism needs to be constructed. Firstly, it should insist on multiple evaluation subjects, i.e. the evaluation subjects should not be limited to teachers, but should also cover classmates, enterprises, and other multi-stakeholders to ensure the objectivity and comprehensiveness of the evaluation. Secondly, it should insist on the combination of quantitative and qualitative evaluation. Through the combination of quantitative indicators (e.g., test scores, oral fluency, etc.) and qualitative indicators (e.g., teachers' evaluation, classmates' evaluation, etc.), we should comprehensively evaluate the students' ability of language use and language safety literacy. In addition, we should insist on the combination of dynamic and static evaluation. Through the combination of regular evaluation and unscheduled sampling, students' ability of language use and language safety literacy are dynamically tracked and evaluated.

4. Conclusion

Language is not only a tool for communication but also an important part of national security. The cultivation of foreign language talents should not only focus on the learning of the language itself but also closely combine language skills with national security awareness and cross-cultural communication skills. Looking ahead, it is expected that the foreign language talent cultivation model based on the concept of language security will be widely applied and promoted in practice. To this end, it is necessary to further improve the theoretical system and practical methods of this model to ensure that it can be effective. At the same time, it is also necessary to pay attention to the latest developments and trends in the field of foreign language education, constantly update the educational concept, and optimize the educational model to adapt to the ever-changing international environment. It is also necessary to explore and practice new educational modes and methods with a more open mind and innovative spirit, so as to contribute wisdom and strength to the prosperity and development of foreign language education in China.

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