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ENGL112

April 4, 2025

Why should Secondary Language Studies be Implemented in School?

Americans are lacking dramatically when it comes to foreign language education. Americans make up more than 47 % of the world’s travelers on a yearly basis (Collier 213). Many Americans do not have the common knowledge of any other languages. When traveling, US citizens are often as rude or ignorant because of the lack of knowledge of foreign languages. They often think that foreigners should know English as an accommodation of their travels. The United States is supposed to be the cultural melting pot of the world, but the US foreign language educational programs are very impaired. Having a substantial number of people that live in the United States that do not speak English creates language barriers between neighbors. In the United States high school students are encouraged but not required to take a secondary language. Colleges only require students to take a foreign language if it is related to their major studies.

The United States can do better with implementing secondary language studies. There are many ways that implementing secondary languages into core studies can be beneficial such as amplifying memory, critical thinking skills, and greater achievement in other subjects. There are numerous benefits of learning a foreign language, and ways in which the United States can be effective implementation into education. American public schools have major issues concerning being able to provide effective education. The U.S does not have the bilingual population to fill teaching jobs to educate scholars. Schools are facing a crisis finding qualified teachers that can provide inadequate teaching skills to educate students on foreign languages. American secondary language studies have decreased because of the lack of requirements put into education. There is only about 7% of college and 20% of grade school students in the United States that are studying a foreign language (Rampe 12). Researchers believe that there are not enough Americans required to learn foreign languages with the numbers decreasing as the years go by. Professor Rampe a writer for *The Tufts Daily*, presents evidence for the lack of education in American public schools by explaining, “The best time to begin learning a language is before the age of ten.” The result in lacking basic language education in adolescent years of children can be extremely substantial to a child’s cognitive development. There is not nearly enough consistency behind foreign language education in America. In foreign countries, students are required to begin secondary language education during grade school. The requirements do not stop after grade school increasing students’ ability to engage in different opportunities regarding foreign language practice. Even with the American foreign language education currently failing it can be improved by implementing certain step towards the change.

First, American education systems should start introducing foreign language in elementary school instead of intermediate and high school. Implementing foreign language studies earlier gives students more time to explore and grasp the information that they are being taught. If the American education system enforces stricter requirements by making scholars engage in secondary language studies for majority of their school years it will increase the upfront number of bilingual citizens. The American education system can implement the plan slowly by integrating it with other subjects until policies are created to make foreign language a requirement for scholars. As a result, students will receive many benefits that will help them navigate outside of the classroom.

For students, learning a second language in school will not only be a linguistic challenge, but it will socially, culturally, and academically, and cognitively challenge children. In the past two decades minority language demographics have created a major impact on U.S schools. The way educators are instructing students varies because of the lack of meaningful education for minority students. Doctor Virgina Collier states, “much misunderstanding occurs because many U.S policy makers and educators assume language learning can be isolated from other issues.” This the explanation to the language barrier that Americans are facing. Also, it is a telling point that most U.S citizens barely know English. There are many benefits to exclusively learning a foreign language and being prominent in the native language.

Students in America can reap the benefits of learning a second language such as cognitive, sociocultural, and core memory development. Foreign language studies increase the sociocultural development of students. A heightened sociocultural development for students will help process everyday life. The influence from community or local social patterns will strongly drive scholars’ response to learning a new language. This influence is positive only when the surrounding areas are supportive. Enhancing sociocultural development will ultimately lead to a heightened cognitive development. Cognitive development is mostly dependent on the negligence of the educators in America. Language teaching has been simplified and structured in a way that is not appealing to children that are interested in taking a second language. During the 1980’s America added academic into the cognitively simple task (Skehan 9). Research shows that America has neglected a critical role of learning English cognitively. The key element to learning a foreign language is to develop an expertise level of language evolution. Language development is a secondhand component for the human subconscious. Subconscious gives humans the ability to process all oral language. The ability to be cognitively and academically successful stems from the development of language. Scholars will be able to perform at a higher cognitive level, expanding vocabulary, sociolinguistics, and the discourse of different dimensions dealing with language.

Lastly, the research behind academics and foreign language. The greatest benefit is the academic development of the student. Implementing secondary language will increase students’ academic achievement beyond grade school. *The Education Endowment Foundation (EFF)* research shows the lateral connection between foreign language learning and academics. The finding shows that the academic effectiveness produced by the student depends directly on the teacher. The researchers strategically broke the experiment into sections by class subjects. In relation to this, students performed better in subjects that involve linguistics. The examination was critical in areas concerning the impact of the educational environments. Language exposure is dependent upon the region of studies. Children in Canada primarily learn French as their second language because of the different language programs that are available (*The Educations Endowment Foundation, 14).* Language learning withing education can be implemented through different educational programs. Students typically spend thirty minutes to three hours learning language through context in school (Murphy 2018). Students are able to learn language through an academic system where scholars are taught academic content through a medium. This approach was developed in 1972 in Montreal. This is a way to help support English speakers develop the proficiency to learn a foreign language. Language arts teaching with another foreign language can teach both languages through context. Second language teachings have been found to improve grades in math and English, represented on the SAT or other state required testing. Furthermore, foreign language studies enhance scholars’ ability to obtain positions in government, business, medicine, law, technology, industry, and marketing. The essence of learning a second language learning with the progressive implementation of different methods of teaching is the direct fix to the language barrier upon Americans.

Although the American people might see language teaching as a nuisance for education it is actually the opposite. The United States education system is not taking progressive language standards seriously. Progressively teaching students studying foreign languages is best for the plan for educators to help in learning environments. If Americans can take some of the schemes, make by other countries that have already implanted foreign language into student studies students can be just as successful as foreigners. By implementing secondary language, Americans will be able to better understand each other, as well as foreigners when traveling. Clearly the U.S is falling behind in language. Most countries are far beyond America and have already made the changes to create a country with understanding of foreigners. The various ways of implementing secondary languages into core studies can be beneficial such as amplifying memory, critical thinking skills, and greater achievement in other subjects. The lack of common language knowledge is making America decline as a whole. Removing language barriers will help the youth sustain our country in the future. This could bring America from a third world language country to the same standards of other countries.

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Overview

When it comes to writing research essays, I am overall overwhelmed in the sense that it is not my strongest form of writing. This research paper was a bit different because of the guided instructions given from the course. While writing this research essay I felt pretty good about the topic I chose, because I was passionate about it. I believe that I was able to get the full message across regarding implementing forgiven language. In this essay I was trying to persuade the audience that second language learning is important for adolescent development. I also wanted to include a guide in which America could follow to start the implementation of foreign language studies in education. I was pleased with the way in which I found creditable sources for my research. I was able to find studies, experiments, and articles written by professionals to support my argument. The drafting portion of my essay was by far the hardest portion of crafting the argument. The overall idea of the best places to put my research into the text in way that it made sense and still flowed with the format of my argument was a challenge that I had to overcome. The organizational aspect of the essay I struggled a little bit with, because I was not sure of the direct flow of my essay. My research essay was molded over a series of drafts. I took me almost six days to reach a final rough draft. After all I was satisfied with my final draft with regards to the length and depth of my research . After receiving feedback, I went back and changed the organization of my research accordingly. I believe that making these changes helped the flow of the paper. The peer review assisted in guiding me though making the appropriate corrections. I did not make any dramatic changes in regard to my essay. The only real changes that I made to my essay were minor grammar errors, organization clean up, and MLA formatting. I feel really good about the paper I was able to write. This class helped me create the first research paper I can actually say that I am proud of. I worked really hard on my writing , and challenged myself.