



## Language internationalization (how english and mandarin become international language)

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### ABSTRACT

The aim of this research is to analyse how English and Mandarin as International Language. This research is descriptive qualitative method. Data was collected through investigation, questionnaire and interview. Based on the research result. It can be conclude that English and Mandarin have been used in the world. China and the US, moving beyond their influence globally to what may be the most likely situation in the next decade: China and the US, and Chinese and the English as the two most global languages. In this paper, the writers have discussed about how English and China language "Mandarin". The writers considered the political and ideological contexts to influence English and Mandarin spread and examined as the international language.

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## INTRODUCTION

Language is a bridge for us to communicate one each another. We know many languages all over in the world (De Swaan, 2013; Freeman, 1968). And one of the language that is very important as international language is English. People in some countries speak English as their first language and others use it as their foreign language like in Indonesia (Alrajafi, 2021). Indonesia is one of the country in which English is used as a foreign language. Therefore, English is taught from elementary school level until university (Agasie & Zubaedah, 2022; Onishi, 2010; Sharifian, 2009).

The current spread of English as a lingua franca can best be described as a process that has involved the colonial powers' extending the use of the language worldwide for their political and economic interests (Phillipson, 1992); the colonized people's appropriation and utilization of the language in their quest for freedom and independence (Brutt-Griffler, 2002); and the social and economic trends of globalization, especially in their connections to Anglo-American dominance in technology, science, business, academia, and leisure.

According to a recent British Council study reported in The Guardian (Lozowy, 2005), 2 billion people are expected to start learning English within the next 10 years, and 3 billion will be able to speak it. Currently, 80% of the users of English, or about 2 billion users, are said to be bilingual (Brutt-Griffler, 2002), thereby creating the impetus for "English-knowing bilingualism" (Jenkins et

al., 2003) to become the recognized world norm in lieu of the traditional paradigm of monolingualism.

English has become the world's primary vehicle for storing and transmitting information. In fact, an estimated 75% of the world's mail, 80% of computer data, and 85% of all information is reportedly stored or abstracted in English (Thomas et al., 1996). Moreover, English is an official language in over 50 countries, and out of the roughly 12,500 international organizations, about 85% use it as an official language. For example, English is the official language of the European Central Bank even though the bank is in Frankfurt, Germany, and no predominantly English-speaking country is a member of the European Monetary Union.

Every sixth person on earth speaks Chinese language and today it is not just limited to country's 5,000-year old civilization and oriental philosophical thought. Due to the growing economic and political impact of China, this exploratory study takes a bird eye view of how Chinese language is crossing the geographic barriers and reaching the language classrooms around the world. Practically it has beaten the French, German, and even Japanese languages and has limitless future opportunities. It is estimated that more than a billion people will learn Chinese in the near future. People will prefer to invest in a particular language, if it gives greatest benefits in terms of facilitation as well as the sheer number of people, institutions, and businesses they will be able to communicate with. Chinese language fulfils all of these motivational requirements. With the aspirations to train 100 million new Chinese speakers, by the end of first decade of 21st century, along with other measures, Chinese government has established tens of institutions around the world. English is incontestably the global lingua franca of the current era of globalization, but it is not without competitors.

Internationalization is defined as the process of developing an application core whose feature design and functional code (source) do not make assumptions based on a single language or locale and whose source base simplifies the creation of different language editions of a program. (source: *Developing International Software* (Microsoft Press) (Kano, 1995).

(Dhir & Gökè-Paríolá, 2002) stated that language internationalization is defined as the adoption of non indigenous language of wider communication as official language e-g, English in Singapore, India, Philippines and popua New Guinea. Language Internationalization also is the process of some languages become an International language, for example, Indonesian language become an international language in this world.

The process of globalization indisputably has shown far-reaching linguistic consequences for the general social function of language and the relationships among different languages, speakers, various nation-states, and even the global market in the world (Salomone & Salomone, 2022; Stroud, 2001). Language has become increasingly vital for the acquisition of competitive lead, in the face of increased globalization of trade and business, that has consequently affected the ability of multi-national organizations to compete in the global market(Williams, 2010; Williamson et al., 2013). Organizations are like systems that create and manage both information and knowledge (Kolodny, Liu et al. 1996). To serve its stakeholders in a knowledge economy, organizations must acquire a general understanding of local and global environments, communication skills, interpersonal and team skills, and stakeholder orientation. Communication, and therefore language, is the essential skill that gives man the capacity for learning and transmitting knowledge (Dhir 2005). Business and economy are becoming increasingly global in nature, and corporations aiming to bring people at same platform having different cultural orientations, and certainly all people do not speak the same language to communicate (Dhir & Gökè-Paríolá, 2002).

China is on her way to become a tremendously prospective market or even an emerging superpower in the world. In fact, it now accounts for one-third of global economic growth, twice as much as America (Subramanian, 2011; Zhang, 2010). In recent years commentators all around the world have spoken of 'the emergence of China' (Kostarelos et al., 2007), with the dramatic commercial expansion, especially in industrial production and increasingly in trade. Attracting vast

quantities of foreign capital into its industrial and tertiary markets has helped stimulate China's impressive economic performance which has grown at double digit rates unabated since the economic liberalization of the late 1970s. China appears likely to assume the big power role in its UN Security Council status. With the reemergence of China, the language - Chinese - may possibly become one of the most dominant languages for second language learning because of Chinese growing economy (Kostarelos et al., 2007). Chinese is spoken by an estimated one out of every six people on earth (Ramzy et al., 2006) and today, it is more than just the language associated with the country's 5,000-year civilization and oriental philosophical thought; it is also a fast-developing commercial lingua franca in the Pacific basin. Its practical value has surpassed that of French, German, and even Japanese in much of the world and its future opportunities seem limitless (Ding & Saunders, 2006).

## RESEARCH METHODOLOGY

In this research, the researcher uses descriptive qualitative research (Sugiyono, 2016, 2019). Descriptive qualitative method is used when the researcher wants to describe the condition and situation of something specifically (Basner et al., 2007)

For the specific, the researcher conducted to describe all the data collected about the process of English and Mandarin as language internalization in the world.

## RESULTS AND DISCUSSIONS

The observation was done by the writers. The writer had got the result based on the problems in the field by observation and questionnaire. There were many steps were done by the writer. The step is and observation. In this research, there are some cases as the writer goal to analyze how English and Mandarin become International Language that happened in some contries in the world. The data will be analyzed in this below:

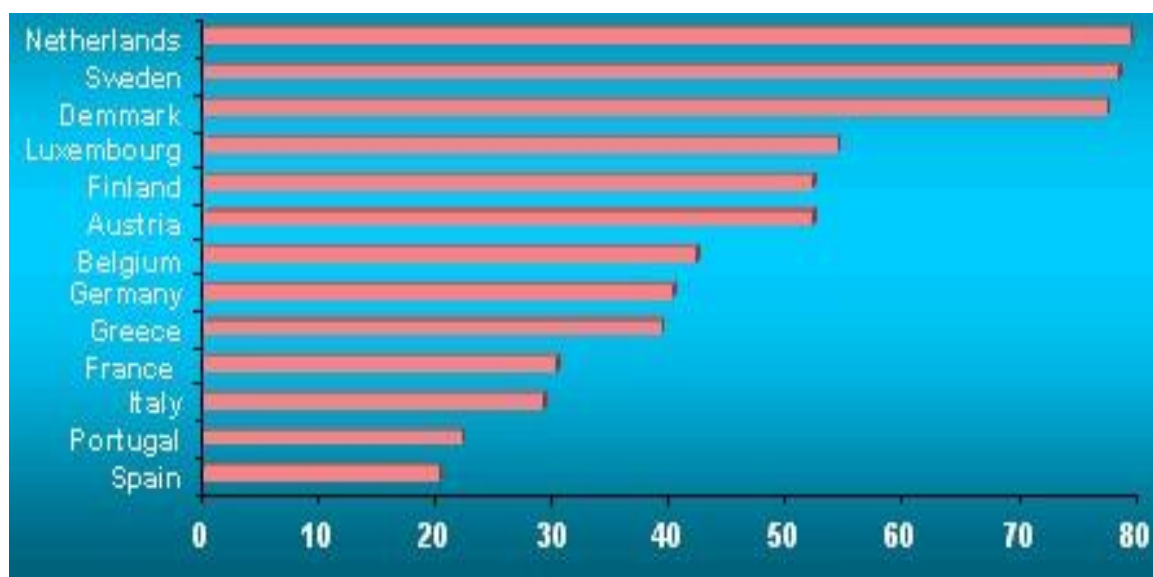


Figure 1. Percentation of EU Population who claim to speak English

From the Figure above we can see English used in some countries and the highest country that used English is Netherlands. And the lowest is Spain.

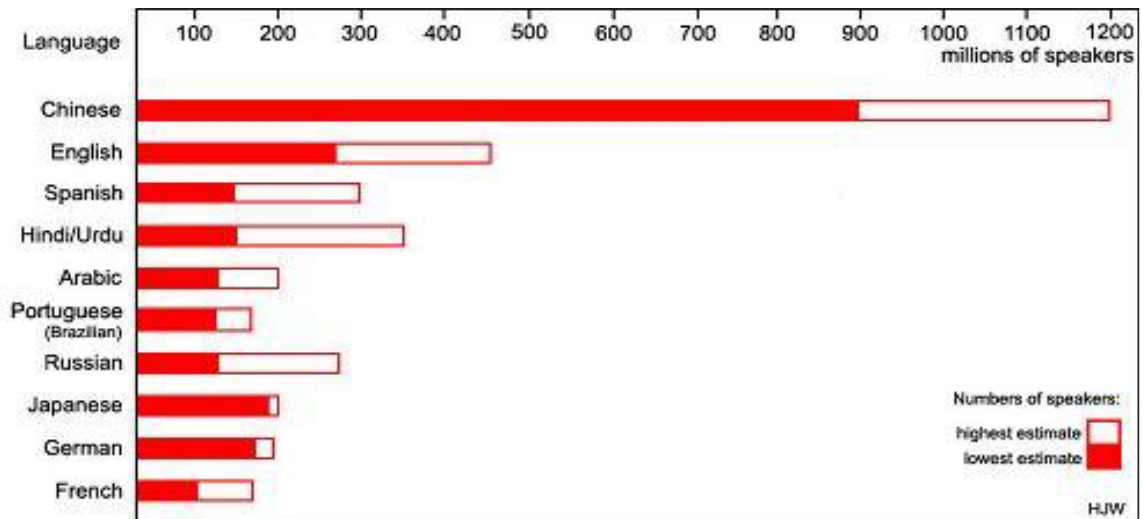


Eric V. Gunnemark's *Countries, People and Their Languages (a Geolinguistic Handbook)*.

**Figure 2.** Countris use english

From Figure 2 we can see if many countries use English the blue colour from the map show us English as dominant used in the world.

In this below we can see the tables that show us Mandarin used in the dominant country as International Language.



**Figure 3.** Speaker Estimates For The World's Top 10 Languages

From the figure 3 Chinese and English for the world's top 10 languages and 2, the relationship Chinese and English for the 9 major world languages with the estimated largest number of speakers in the world. Let us now consider the world speakers of English in a map of the world.

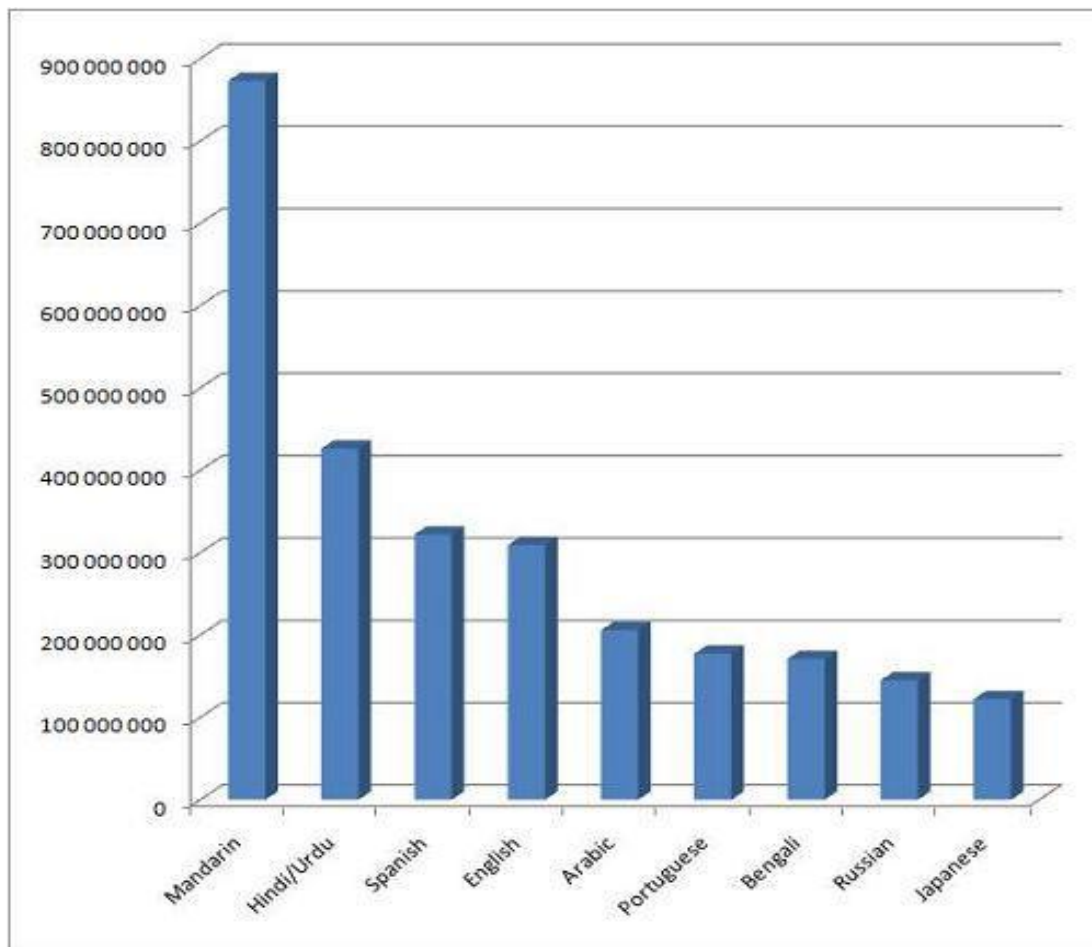


Figure 4. The nine languages with the estimated largest numbers of native speakers in the world, according to SIL Ethnologue, 2005

It is demonstrated by these tables that Chinese is doubly more dominant as a spoken native language than the next major language grouping, Hindu and Urdu. In this case, however, it is also notable that the second grouping comes from Asia too, and thus it is clear that Chinese, Hindu and Urdu, are all in a dominant global position. Following Crystal's view of how a global language might be developed, while Hindu and Urdu are both official languages in India, there are 15 official languages, including English. According to the statistics of the China Scholarship Council in 2009, there are about 200 thousand foreign students from more than 180 countries of the world learning Chinese in China. And in order to satisfy with the needs of learning Chinese around the world, 282 Confucius Institute have set up in more than 87 countries. At present, more than 40 million people are learning Chinese and more than 2,500 universities from about 100 countries have set up the Chinese courses. More and more foreign countries have listed Chinese learning in the curriculum of primary junior and senior middle schools. In several countries of East Asia, Chinese has become the regional language.

In order to make Chinese a strong language, and to train more than 100 million new Chinese speakers, by the end of first decade of 21st century, along with other measures, Chinese government has established tens of institutions around the world. Although Chinese is a difficult language due to ideographic nature of its characters, tremendous efforts of Chinese government and all these practical and attractive options will certainly make the Chinese language the second *lingua franca* of the world.

## CONCLUSION

From this perspective, Canva transforms EFL vocabulary education. Its revolutionary approach to student-centered learning allows instructors to design visual aids and interactive information that match students' learning styles. Individualized training improves learning and cognitive engagement with English vocabulary. In addition, its user-friendly design and extensive capabilities make multimedia integration easy, creating an immersive learning environment. This multimodal method meets the needs of varied pupils and promotes language through sensory inputs. The adaptable Canva Platform can also construct dynamic evaluation tools that engage students and reveal their growth. Moreover, using this tool to teach EFL vocabulary might improve language teaching. Instructors may use its features to create a more interesting and effective teaching framework to help students learn English. For future research development, it is recommended to further explore the use of technology such as Canva in the context of EFL English vocabulary learning with a focus on measuring its impact on student learning outcomes. Research could delve deeper into specific aspects of visual aid design, interactivity, and the use of multimedia in language learning. Explore the effectiveness of multimodal methods in meeting students' diverse learning styles. Pay attention to implementation and teacher training aspects in order to maximize Canva's potential in learning. For future research development, it is recommended to further explore the use of Canva in the context of EFL English vocabulary learning with an emphasis on measuring its impact on student learning outcomes. Research can focus on specific aspects of visual aid design, interactivity, and the use of multimedia in language learning. In addition, studies can go more in-depth in evaluating the effectiveness of multimodal methods in meeting students' diverse learning styles. Research that considers aspects of implementation and teacher training to maximize Canva's potential in EFL vocabulary teaching is also needed. The results of such research can provide valuable insights for curriculum development and more effective teaching practices in EFL education.

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