

# ***An Analysis of the Mediating Role of Language in Education in the Context of Internationalisation of Education***

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**Abstract:** In the context of the internationalization of education, multilingual language learning and teaching play a fundamental and very important role in the education system, where different groups learn a uniform curriculum based on different cultural backgrounds and linguistic understandings. This thesis analyses the reason for the imbalance of educational resources for minorities in the educational process. Multilingual teaching materials and related materials are outdated or unavailable. Groups learning through "bridge" languages do not acquire languages through their mother tongue, which makes the acquisition process difficult. On this basis, the thesis proposes to improve pedagogical diversity by increasing teachers' motivation to learn and teach multilingualism. The second is that the creation and enrichment of multilingual corpora and teaching materials can enhance research on multilingualism. The third is a way to reduce the quality gap with the majority population in education by promoting cooperation between universities companies and institutions.

**Keywords:** Internationalisation of education, cultural backgrounds, linguistic understandings, language acquisition, bridge language

## **1. Introduction**

In the context of internationalized education, there are two different phenomena of internationalization of language education: firstly, schools in cosmopolitan cities are attracting students from many different cultures to come to the destination country to study and acquire the language. Secondly, job opportunities in multinationals and joint ventures also attract multicultural workers and their families to work and live in the destination country and to acquire the language for themselves and their families. Thus, while second language acquisition and multilingual learning and education are very popular, the process of learning a language in a different culture that requires a bridge language can be more difficult than the acquisition of a universal language. There is relatively little research on such bridge languages and they need some attention because they can help a lot of learners who are struggling with language acquisition. This paper going to differentiate between these groups and then analyze the language comprehension issues that these groups face in terms of bridging language difficulties and find ways to improve the educational balance.

## **2. Processes of Multilingual Learning and Teaching**

### **2.1. The Complexity of Bridge Language Learning**

The acquisition of the mother tongue is followed by the learning of a second language and, for reasons of the education system and the internationalization of education, by the extension of the learning process to a third or fourth language. The mother tongue is the language that is taught from the earliest days of listening and speaking in the infantile environment, and it is the language that is the most secure and unforgettable in the process of language learning. The mother tongue provides the language in which the speaker thinks and learns, and it is the language in which they will live and learn. When multilingual learners begin to learn a language other than their mother tongue, the teaching methods are mostly in schools and institutions, with a small number of learners acquiring the language in the home and other living environments. Multilingual learners are exposed to richer and more complex learning environments than monolingual learners, which means that there is a diversity of teaching and learning resources. However, the third and fourth languages introduced in this paper, which are learned as "bridge" languages, face a more difficult and slower learning phase.

### **2.2. Differences between Second Language Acquisition and Bridge Language Acquisition**

The key thing for people who learn a second language after acquiring proficiency in their mother tongue is that they will use their mother tongue to learn a second language or even a third language. In this learning and teaching process, the materials and the language of instruction are in the mother tongue, so there is a relatively familiar learning environment for second-language learners. It is easier to learn the rules of the other language through the more familiar grammar and vocabulary of the mother tongue, and it is easier to accept other major subjects in the other language.

Learning in a "bridge" language is often about learning a third or fourth language, and the major difference with second language acquisition is that the learner is acquiring another language in a language that is not his or her mother tongue. For example, a second language is the acquisition of a non-native language in the mother tongue; a bridge language, which generally involves three languages, refers to the acquisition of a third language in which the learner can only use a non-native second language due to limitations such as the language of instruction and the international language of instruction. Therefore, the main difference between a second language and a bridge language is reflected in whether or not the mother tongue is used for the learning of other languages, which also affects the learning process of synchronous learning of other professional programs taught in Mandarin.

### **2.3. Prevalence of Minorities in the Context of Internationalisation of Education**

In today's world, where international exchanges and cooperation are being strengthened, education systems are becoming more internationalized. Multilingualism is not only a social phenomenon, but the globalization of the economy, the democratization of new technologies, and the increase in transnational mobility and migration have also contributed to the integration of multilingualism in the educational environment [1]. This category of minorities comprises groups such as ethnic minorities, inter-linguistic regional groups, and transnational groups. There are different minority groups in different parts of the world and different regions, and they have their minority languages which are different from the majority language. Of course, most minority regions offer minority language-based education systems that respect and support the teaching of minority languages, as well as programs in the majority or international languages of the country. For example, Mongolians in Inner Mongolia in China take courses in Mandarin alongside courses in Mongolian and also take courses in English. However, the two obvious differences are that most people learn a language other

than their mother tongue and borrow a "bridge" language to do so. For example, the use of a second language, Mandarin Chinese, to learn an English language program also reflects the shortcomings in teaching efficiency and resources. If the diversity and richness of teaching resources can be fulfilled, it will help ethnic minorities to better use their mother tongue to study the curriculum, to learn Mandarin to integrate into the majority society and to learn English and other international majority languages to develop themselves in various aspects.

Cross-linguistic groups are those who live, study, and work in cross-linguistic areas within the same country or region. This group of people will also become multilingual learners by learning a second or third language through a partial "bridge" language, as they need to change their area of living. They will choose to enter public schools or large institutions to learn other languages while maintaining the quality of their programs. If there is a way to learn another language in their mother tongue before they start school, or if there are sufficient resources in the school to do so, they will be able to integrate more quickly into the social activities and life of the new region.

The third category, transnationals, has always been of great interest to the international community and differs from the first two in that it is more transnational. Transnational groups are mainly composed of families and individual immigrants who are forced to emigrate due to war, political and economic force majeure, as well as those who voluntarily choose to study and live in a different country than the one in which they have previously lived and learned. Most of the immigrant groups will be immigrating to a target country that is very different from their previous country in terms of culture and language. They are experiencing this irresistible factor, which also leads to some accompanying physical and mental health problems. This complexity poses a serious challenge to their study and life in the migrant country, and the education system is also faced with the challenge of reforming and formulating corresponding education policies. By improving and supplementing educational resources, it is possible to speed up the integration of these groups into the life and learning of the local community, promote changes in their physical and psychological adaptation to different environments, and bring stability and prosperity to the local community.

### **3. Factors Affecting Educational Effectiveness due to Language Specificity**

The process of learning a third or fourth language using a "bridge" language is necessarily less proficient than that of second language acquisition or native language learners. Resources for multilingual education are now much more plentiful than they were in the past, but they are still limited for the growing number of minorities and lead to inefficient learning of languages and programs. In the case of "bridge" language learning, the number of languages involved is greater than or equal to three, so it is not possible to understand the third or fourth language too easily. The differences in learning methods and content between these groups, based on their cultural backgrounds and educational philosophies, also pose problems in the efficiency of the language learning process [2]. The reasons for the existence of linguistic and cultural differences in various regions are mainly due to a combination of factors such as language habits, linguistic environment, and social consciousness.

#### **3.1. Resource Allocation for Multilingual Education**

Resources for multilingualism are important for schools and language institutions to be able to internationalize their education. Resourcing multilingual teachers, multilingual textbooks and translation corpora are major issues. The number of multilingual teachers is very low in schools and institutions, and there are no specific incentives for language teachers to become multilingual teachers in most educational institutions. Both multilingual materials and translation corpora suffer from the same problems. Firstly, there are many language teaching materials that do not exist and are seldom

studied or researched. Secondly, the existing teaching materials and corpora have not been reprinted or updated for a long time, resulting in a very low market stock of available teaching materials. Some teaching materials and corpora have not been updated for decades, and their language conventions, setting and context are far from the latest language content. In developing and designing language programs, there is a need to revisit whether the programs more fully encompass the cultural aspects of the language [3].

### **3.2. The Issues of Language Comprehension**

First of all, the process of acquiring different vocabularies and grammars is not only a matter of the number of languages but also of accumulating fewer vocabularies and grammars than in the mother tongue. Then the process may not be just about learning a single language, but also about constantly adding vocabulary and grammar from the "bridge" language. Secondly, in reading, writing, and speaking, the process of language conversion and translation is partly based on the need for a "bridge" language, which involves the conversion of three languages and reduces the efficiency of learning in comparison. In writing and speaking, the process of expressing language initially involves at least three languages, which greatly increases the difficulty of expression and leads to low learning efficiency.

### **3.3. Differences in Bridge Cultural Backgrounds and Educational Philosophies**

For groups of language learners who need to be "bridged", have to learn about different cultures, and being in an unfamiliar cultural context will have a culture shock, which will have a profound impact on their learning process. Considering the different cultural backgrounds, the corresponding educational concepts are also different. Multilingualism can potentially increase empathy and facilitate contact between a given country's nationals and immigrants [4].

The promotion of the use of multilingualism promotes positive multicultural attitudes in those countries which, in the process of globalization, have gradually strengthened inter-group harmony and understanding by accepting and accommodating different cultures, races, languages, and social groups [3]. This would help reduce tension between groups and prevent social conflict, enhancing inclusivity and intergroup solidarity [4].

## **4. Balancing and Enriching the Resourcing of Multilingual Teaching and Learning**

In order to improve the learning efficiency of "bridge" language learners, it must adjust and balance the multilingual teaching resources with macro and micro tools; giving language learners the same quality of learning content to achieve the goal of a more equitable internationalized education. This will bring more attention to the changes in the learning and lives of minorities, and will also lead to a closer improvement in the internationalization of education.

### **4.1. Increasing the Motivation of Language Teachers**

It is very important to know how to increase the motivation of language teachers, as they act as the main guides of teaching and learning, and only more multilingual teachers can enrich language teaching and learning overall. Teachers are unlikely to implement a multilingual education program if they do not show a positive attitude toward it [2]. Teachers who are not multilingual themselves, and who do not wish to be multilingual themselves, may not be able to inspire a multilingual identity in their pupils [5]. Schools and organizations need to provide more specific and complete incentives for teachers, through salaries and job promotions, to attract more language teachers and even teachers of other specialized subjects to learn and use multilingualism in their teaching. When teachers learn

multilingualism, they will be able to understand what is missing and what is wrong with their teaching. Teachers also need to be motivated to study, supplement, and adjust these contents. Schools need to undertake a wide range of activities on multilingual culture and curriculum to involve more teachers. Activities organized by schools will give students, teachers, and parents a tangible sense of the school's strong commitment to promoting multilingualism, and thus motivate teachers to implement multilingual teaching programs more frequently [6]. In this way, it can improve the overall level of multilingualism, balance the allocation of resources, fully satisfy the diversity of minority groups, and further improve the internationalization of education.

#### **4.2. Increased Input and Research on Teaching Materials and Corpora**

The current rise of computers and artificial intelligence has had a significant impact on multilingual teaching and learning, especially on the development of textbooks. Universities and governments need to build corpora for multilingual teaching, multilingual translation, and professional translation. Multilingual teaching and translation can significantly reduce the time and cost of developing and updating multilingual teaching materials, as well as the availability of complete and officially reviewed sources of information. In this way, the department can develop professional language translation corpora for different industries, such as foreign language corpora for civil aviation, foreign language corpora for law, and foreign language corpora for the medical profession, which are highly specialized. Through the scientific construction and management of the corpus, the threshold and learning cost of multi-language and specialization can be reduced. Recent advancements in corpus linguistics for language research and instruction have given rise to a number of ramifications for translator training [7]. Although there have been sporadic attempts to create monolingual corpora for the study and teaching of translation, no parallel Arabic-English corpora for the study and teaching of translation appears to have been created hitherto. A great deal more research needs to be carried out, not only to incorporate corpus resources into the classroom but also to observe and study students' attitudes, perceptions, and experiences of using the corpus in translation class studies and practical training [8].

#### **4.3. Co-operation between Schools and External Organisations**

Enhancing and enriching their multilingual teaching and learning resource allocation through universities and governments requires a lot of research time, decision-making costs, and construction costs. To save the resources consumed and to increase the richness and accessibility of the resources, universities should choose to cooperate with modern enterprises, language organizations and experts in different fields. Firstly, higher education resources and institutions should be combined to provide each other with multilingual and specialized content at different levels. Secondly, the threshold of relevant multilingualism and expertise that can be accessed in the course of collaborative projects and cooperative education is lowered, allowing for the construction of richer and more universal channels. Thirdly, such cooperation between schools and external organizations can complement each other's differences [9]. Through cooperation, universities can grasp the latest social needs and the talent requirements of modern enterprises, so that they can flexibly adjust their education systems and planning to enhance their competitiveness in today's society. Enterprises, external organizations and experts in different fields can, through cooperation, acquire a solid knowledge of norms and research based on a large amount of data, to regulate the operating standards of enterprises and organizations, and use their professional knowledge to develop and lead the continuous progress and development of new specialized industrial fields. In terms of cooperation in language education, it is necessary to join hands with the international language education industry to develop systematic language programs for immigrants, and to provide more high-quality language and cultural services suitable



for international immigrants, to continuously enhance their sense of social participation and cultural identity [10].

## 5. Conclusion

In the context of the internationalization of education, the problem of the balance of language learning in the acquisition of languages by groups of learners in need of bridging languages is reflected in the effectiveness of language acquisition in teaching and the scarcity of teaching materials. It is necessary to mobilize the motivation of language teachers, to improve the formation of teaching materials and corpora, and to seek to expand in the direction of artificial intelligence. Secondly, it is necessary for universities and institutions to jointly organize and run schools to enrich the scarce or even blank areas of teaching. In this way, the efficiency and quality of learning for language learners can be improved, not only to help them to learn and live as a group but also to achieve a high level of internationalization of education.

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