



Management Strategies in Internationalizing the Mandarin Language

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ARTICLE INFO

Keywords: Management Strategy, Internationalization, Mandarin Language

Received : 3, January

Revised : 17, January

Accepted: 31, January

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ABSTRACT

Mandarin, as the Chinese language, has attracted billions of people to use it as a communication tool in written and spoken forms at the international level. China has afforded various strategies to foster the development of the language worldwide. This study aimed to investigate the management strategies applied by the Chinese Government and the challenges encountered while promoting Mandarin as a global language. Employing qualitative study with library research as the approach, the researcher collected data from various credible sources to measure the quality of the findings. Content analysis was conducted deductively based on the existing data, in which the researcher commenced categorizing the relevant resources and finalized the findings by interpreting and concluding them. The result showed that the Chinese Government employs three primary management strategies to globalize the language: Promoting the Mandarin language through education, cultural exchange, and global trading. Some challenges were also identified, such as linguistic barriers, political and diplomatic challenges, and limited integration in educational systems.

INTRODUCTION

Language constitutes a communication method exclusive to humans to express feelings and ideas (Rabiah, 2012). Individuals may inquire about the broad mechanisms of language evolution and how investigations into specific linguistic histories can elucidate the shared variables, including physical and cognitive elements that contribute to language change. A history of a particular language examines its connections to many societal realms across different periods, considering the sociological, cultural, and political circumstances of language usage (HS, 2015). Understanding linguistic history provides insight into societal elements (Dong, 2021). Hence, language is a crucial medium for cultivating, preserving, and transmitting national identity and culture. As an illustration, schools and homes serve as primary environments for the younger generation to acquire knowledge of their culture and heritage. Cultural knowledge transfer and education require a shared language for effective implementation (Buckley et al., 2005) by attaining a deeper appreciation of cultural heritage with increased proficiency in ethnic languages.

Language policies serve as a mechanism for governments to confer cultural and linguistic authority to specific ethnic groups, often the majority group identified as "the national group," thereby sustaining political legitimacy (Dhir & Gòkè-Paríolá, 2002). This policy stance may lead to formal and informal national language(s) prioritization by educational institutions and families, which may result in insufficient funding, resources, and classroom time for the instruction of ethnic languages in academic institutions. Outside the classroom, this may indicate inadequate familial support and the ability to engage in the prolonged learning of ethnic language and culture (Koh et al., 2021). As a product of culture, a language is inevitably shaped by ethnic and cultural factors (Musinovna & G'ayratovna, 2023). If a language is not spoken and used in everyday communication, it will likely become extinct.

Indeed, the widespread use of a language can increase recognition and potential global adoption by individuals (Saud, 2020). The increasing prevalence of Chinese in multiple countries can be attributed to its application across various professional fields and global demand (Murtadhoh & Arini, 2023). In recent years, the worldwide dissemination of the Mandarin Chinese language and the associated cultural practices has accelerated significantly. China, being the foremost economy in terms of Gross Domestic Product and the most expansive nation by both area and populace within the Asia-Pacific region, ought to capitalize on this pivotal moment (D. Wang & Chik, 2022). Indeed, numerous national initiatives have spurred the expansion of Chinese as a Foreign Language (CFL) programs in educational institutions within China and in various other nations, such as Malaysia (Troyer & Ong, 2022), Iran (M. Qi & Wang, 2023), the United Kingdom (Tinsley & Board, 2014), the United States (L. Zhu, 2022), South Africa (Y. W. Qi & Lemmer, 2013), Australia (Tinsley & Board, 2014), and other nations. In addition to its strategic and economic ramifications, CFL holds theoretical importance within Second Language Acquisition (SLA). This relates to the distinctive features of the Chinese language and its writing system, setting it apart from other commonly examined second languages, mainly English,

which has historically been the focal point of second language acquisition research (Pan et al., 2023).

In addition, it is observed that educators of the Chinese language are currently experiencing a phase of belief transition. The beliefs held by educators regarding their identities as Chinese language instructors and their perceptions of their students were fundamental elements in the process of cognitive reconstruction. In this regard, a notable divergence exists between teachers and students regarding the perceived challenges of learning Mandarin Chinese. A significant proportion of educators assessed the Mandarin Chinese language as challenging to master (Zhong et al., 2021). Several factors have been identified as contributing to the challenges, including spelling, pronunciation, and other intricate aspects of the language. Consequently, China must devise strategies to advance the proliferation of the Chinese language as part of its broader initiatives to enhance its presence in the global market. Hence, concerning the background of the study, the researcher presents two primary objectives: first, to investigate the management strategies utilized by the Chinese Government in effectively disseminating the Chinese language across diverse domains, including trade, culture, and education, and second, to identify the challenges faced in language propagation.

LITERATURE REVIEW

This section of the paper elaborates on a theory to underpin strategies for disseminating languages across multiple domains. This study employed Joshua A. Fishman's Theory of Language dissemination through sociolinguistic perspectives. Fishman stresses that a language must be actively utilized in certain sociocultural situations and valued by the community to thrive or spread. In his theory, Fishman (1987) proposes three common domains of language use where a language is propagated in a specific social setting. The three domains of language dissemination include internationalizing language by maximizing the educational sector, utilizing economic or trading domains, and promoting cultural exchange with other countries. The three subjects established the foundation for the current investigation, enabling the researcher to derive findings and gather pertinent data. More specifically, the subsequent paragraphs explain the theory and concepts of language dispersion at the international level.

According to the theory, the first domain of internationalizing languages is through education. Language education systems must implement progressive frameworks in response to the increasing necessity for multilingual competencies in global environments (Benson, 2017). In language education aimed at global engagement, it is imperative to undertake strategic planning to guarantee that education curricula are in harmony with the demands of international communication within modern trends, including within sectors such as business, technology, and diplomacy (Mahardhika & Raharja, 2023). Strategic planning enables language educators to formulate thorough programs that equip learners to utilize language proficiently in global settings, augmenting their employability and intercultural communication abilities (Azhar et al., 2023).

Furthermore, language program organizers can convey a vision that underscores the significance of global communication skills, inspiring educators and students to strive for excellence in their language learning endeavours. In this case, a nation must enhance the professional development of language educators, ensuring they remain informed about contemporary teaching methodologies and the latest digital resources for language instruction (L.N.Q., 2020). Finally, fostering collaboration and networking among educators is essential. Educators can acquire a rich array of perspectives on language instruction by encouraging engagement with peers from various countries through exchange programs, online forums, or international conferences (Vangrieken et al., 2015). Through the promotion of robust leadership, institutions can create an environment conducive to encouraging educators and learners in their pursuit of global language acquisition, serving as a means for personal and professional development.

The second domain proposed by Joshua A. Fishman's theory is internationalizing language by promoting trading and the economic sector. Countries that share comparable languages experience enhanced options for communication and negotiation with other trade partners, minimizing additional complications and expenses (Magura, 2021). Simultaneously, nations having linguistic affinities to the legal languages of the World Trade Organization (WTO) also derive advantages. Alam and Mostafiz (2022) discovered that linguistic similarity between trading partners and the official languages of the WTO favourably and significantly affected trade disputes. Due to linguistic commonalities, countries have no additional hurdles regarding information and communication, facilitating conflict resolution and diminishing administrative and informational expenses. Language similarity enhances the capacity of trading nations by diminishing communication costs, facilitating reporting, and ensuring effective negotiation (Mélitz, 2002).

Commonly, a shared language facilitates international trade through translation and Direct Communication (DC) (Selmier & Oh, 2012). These factors result in an elevated assessment of the impact of a shared language on international trade compared to earlier studies. A pertinent inquiry regarding a common language is how the lack of such a language and the resulting linguistic barriers can be problematic when translation can connect all global languages (Amano et al., 2016). There are two primary responses to this inquiry. The first pertains to the expenses associated with translation—specifically, the societal overhead costs involved in facilitating the extensive dissemination of translation services to vast populations and the expenditures incurred in providing these services to individuals. Typically, the standard approach to a common language in international trade stipulates that only two common languages are permissible at most. The treatment implicitly suggests that the challenges of establishing and sustaining a language network are so significant that, irrespective of population size and the number of languages, only two common languages can coexist between any two countries (Melitz, 2008).

In addition, global trade has evolved beyond bilateral agreements between nations and states to encompass transactions between groups

economically embedded within these jurisdictions. These entities are referred to as multinational corporations (Llerena Medina, 2018). Trade obstacles, elevated trade costs, and the limited capacity of certain nations to provide items requested by others hinder the realization of untapped trade potential. Numerous factors influence international trade, with the languages employed in cross-border transactions being emphasized (Y. Wang et al., 2017). The linguistic element has been neglected in previous studies and may assist in resolving the Unobserved Trade Cost Puzzle. Empirical evidence from previous studies, typically employing gravity models, indicates that bilateral trade diminishes with increasing language distance more swiftly than can be explained by trade costs inherent in price disparities among nations and regions (Rehimzadeh & Ebrahimi, 2021).

The third domain in internationalizing a language is the cultural aspect. In an era profoundly influenced by globalization, the capacity to engage in cross-cultural communication has emerged as an essential competency for both individuals and organizations in developing sensitivity, awareness, and skills (Chiu et al., 2013). In this domain, interpersonal connections constitute the social foundation of cultural exchange. People-to-people connections inherently foster mutual recognition and harmonious cohabitation across many cultures (El-Asri & EL Karfa, 2024). People-to-people ties denote the interactions among diverse countries, regions, and individuals. Its ultimate objective is to achieve cultural synthesis. The absence of interpersonal connections precludes cultural amalgamation. Without interpersonal connections, historical political concessions and multilateral economic cooperation are challenging due to the absence of a sustainable power source. Therefore, the significance of culture should not be overlooked. From strategy, culture symbolizes a form of speech right and a nation's entire power. The dissemination of culture adheres to specific principles governing fusion and transformation (Yi, 2018).

However, since language serves as a manifestation of culture; therefore, in multicultural environments, the utilization of language becomes increasingly significant and intricate. The impact of diverse languages on the formation of barriers within cross-cultural groups and the subsequent effects of these barriers influence interpersonal relationships in such communities (Tenzer et al., 2014). The significance of language in multicultural communities is increasingly significant in the realm of development. Cross-cultural communication integrates the ostensibly disparate domains of cultural anthropology and communication which relies on comprehending the diverse methods by which individuals from other cultures engage with one another (Aleksandrova et al., 2024). Furthermore, it is expected to propose solutions that facilitate improved communication among individuals from diverse cultures. Cultural practices and language patterns within a civilization influence individuals' thoughts, behaviors, and interactions both externally and among themselves (Ahtif & Gandhi, 2022).

In addition, the relationship between communication and culture can be viewed in the daily interactions of individuals and groups (Leonard et al., 2009). In this context, culture pertains to human life, encompassing learning, thinking,

feeling, believing, and determining what is deemed proper within a cultural framework. Language, friendship, customs, communicative practices, social actions, economic activities, politics, and technology were all founded upon cultural patterns. Communication and culture are inseparable, as culture influences who communicates with whom, the subject matter, and the context of the interaction (Zakirovich, 2023). Additionally, culture shapes messages' encoding, meanings, and the conditions necessary for sending, receiving, and interpreting the communication. The entire range of conduct is significantly influenced by culture. Thus, culture is the cornerstone of communication, notwithstanding its individual variations (Rabiah, 2012).

METHODOLOGY

This study utilized a qualitative research design and library research methodology. The researcher gathered data from multiple credible indexed sources, including Google Scholar, Science Direct, ResearchGate, and other Asian international journals. This study uses content analysis to examine and interpret text by categorizing information into themes, concepts, and terminology. In this case, Krippendorff (1985) spelled out the content analysis procedures, which commenced with unitizing to find relevant data and picking the right texts or sources, like articles, interviews, or videos; coding to create a structured way to sort and categorize data into functional themes or groups; reducing data to break down considerable amounts of content into patterns or themes to understand and capture the main points of the data; interpreting to look at the patterns they've found to come to conclusions that answer the research questions; and validating to ensure the research is reliable and valid to ensure the results are accurate and consistent coding rules.

RESULT AND DISCUSSION

This study investigates the management strategies applied by China and the challenges encountered in internationalizing the Mandarin language by collecting relevant and reliable data from indexed journals. An in-depth analysis was conducted to validate the assembled data before going to the findings. As a result, the researcher found three primary management strategies from three sectors employed by the Chinese Government to globalize the Mandarin language. These include spreading Mandarin through education, cultural exchange, and global trading. These three fields are not merely strategies but the most implemented measures applied by the Government. Besides, the researcher also figured out some challenges that slow down the spread of the language. The following paragraphs spelled out a more detailed analysis and discussion of the strategies and challenges.

The Strategy through Education Sector

Providing scholarships to international students is vital for promoting the Mandarin language globally. Students may pursue studies in China with offered scholarships while concurrently acquiring proficiency in the language as a fundamental prerequisite (Murtadhoh & Arini, 2023). In this instance, Mandarin serves as the primary medium of daily conversation and as the language of

instruction. In this sense, the students play a crucial role as ambassadors of Chinese culture, promoting the language and encouraging international students to study in China by elucidating the educational institutions and scholarship opportunities available. These two elements can be an appealing tactic to encourage students to continue their education in China.

Moreover, not only does the Chinese Government have the benefits of globalizing the language, but the students also consider learning opportunities in China as an investment for their future careers (Chen et al., 2020). Lu et al. (2022) state that the investment in Chinese as a Second Language students is characterized by intra-personal and inter-personal diversity, which can be classified into three categories: multilingual posture and cultural capital-oriented investment, economic capital-oriented investment, and cultural capital and experience-oriented investment. This suggests that their investment in learning Chinese is collaboratively motivated by utilitarian incentives (e.g., scholarships, employment opportunities, and educational qualifications) intertwined with non-utilitarian incentives (e.g., enriching experiences, self-expression, and social connections) (Lu et al., 2022).

Furthermore, to foster the development of the Chinese language worldwide, the Office of the International Chinese Language Council (Hanban) initiated bilateral negotiations with the relevant Ministry and a designated host university to formalize a Memorandum of Understanding to establish a Confucius Institute (CI) (Shuto, 2018). As of 2017, the data provided by the Confucius Institute Headquarters (Hanban), 525 Confucius Institutes and 1113 Confucius Classrooms existed across 146 countries and regions (Institute, 2024). Specifically, there were 118 Confucius Institutes in 33 Asian countries and regions, 54 in 39 African nations, 173 in 41 European countries, 161 in 21 American countries, and 19 in 4 countries within Oceania. Additionally, there were 101 Confucius Classrooms in 21 Asian countries, 30 in 15 African nations, 307 in 30 European countries, 574 in 9 American countries, and 101 in 4 countries in Oceania (Nan & Yanan, 2018).

Essentially, the Confucius Institute aims to deepen individuals' comprehension of the Chinese language and culture, foster amicable relations between China and other nations, advance the evolution of global culture, and play a role in creating a harmonious world (Nan & Yanan, 2018). In Malaysia, the proliferation of the Chinese language is evidenced by the founding of the Kongzi Institute for Teaching Chinese Language at the University of Malaya. Established in 2009, it has conducted many Chinese language programs in other public higher education institutions, including Universiti Sains Malaysia, Universiti Malaysia Sabah, and Universiti Pertahanan Nasional Malaysia (Tien & Bing, 2021). This Institute employs a total of 12 full-time staff members, encompassing both administrative and instructional professionals. The programs consist of four components: HSK examination, Chinese language programs, cultural programs, and academic programs. The instructional materials for language courses are predominantly supplied by Hanban, with minor adjustments made by the Kong Zi Institute to accommodate local requirements.

In addition, the Kong Zi Institute expenditures are apportioned between China and Malaysia. The Malaysian partner is responsible for covering utility expenses, the remuneration of five local administrative staff members, and office-related costs. At the same time, Hanban assumes the financial obligations for the salaries and honorariums of teaching staff and events-related expenses (Tien & Bing, 2021). Regarding the objectives of the Institute, the Chinese Government contends that the Confucius Institute not only addresses the necessity for the promotion of the Chinese language globally but also fosters a deeper understanding of China among other nations, encourages cultural exchanges and prosperity, and satisfies the aspirations of individuals abroad who seek to learn about China through the study of the Chinese language (Sun, 2023). The establishment and promotion of the Confucius Institute align with the interests of both China and Malaysia, fostering mutual understanding and friendship between the two nations. Confucius Institutes aim to facilitate the exchange of diverse cultures and serve as instruments of China's cultural diplomacy (Hubbert et al., 2014).

The Strategy through Cultural Exchange

The proliferation of the Chinese language and culture has been crucial in enhancing international ties and cultural exchange. Historically, China's influence has reached the surrounding countries through economic connections, cultural exchanges, and the dissemination of classical literature (Wan, 2024). In recent years, China's global impact has heightened interest in studying Chinese as a second language, especially in countries such as Pakistan and Kenya, where it promotes mutual understanding and fortifies bilateral relations (Fatima & Saman, 2024). The creation of Confucius Institutes and the execution of China's "One Belt One Road" plan have expedited the spread of Chinese language and culture, particularly in nations such as Kazakhstan (Paradise, 2009). This linguistic and cultural expansion functions as a "soft power" type, augmenting China's international influence and facilitating cross-cultural communication, which is increasingly essential in today's globalized context.

Furthermore, China has exhibited a robust trajectory of economic advancement and underscored its political clout as a significant global player (Zarkachi, 2023). This has established a solid groundwork for integrating linguistic culture to foster comprehensive cooperation and a cohesive community among nations. The comprehensive collaboration in which interpersonal connections serve as the societal foundation. The essence of interpersonal connections lies in the acknowledgment and peaceful coexistence of diverse cultures (Yi, 2018). The ultimate objective is synthesizing cultures since cultural amalgamation remains unattainable without interpersonal connections. Historical precedents stated that political concessions and multilateral economic cooperation are challenging without robust interpersonal connections, as they rely on a sustainable source of influence (Kalfagianni & Young, 2022). Consequently, one must not overlook the significance of culture. In strategy, culture serves not merely as a form of expression but also as an emblem of a

nation's overall prowess. The dissemination of culture adheres to its principles governing fusion and transformation.

The acknowledgment of diverse cultures and the interpersonal connections among individuals from different nations cannot flourish without a profound respect for historical context and factual accuracy, alongside the ongoing exploration and dissemination of each nation's rich cultural expressions and forms. Historically, Japan sent monks to China to study the texts and methodologies, and acquiring the Chinese language facilitated the introduction of literary documents encompassing Japan's associated systems and cultural etiquette (Barrett, 2021). Ultimately, cultural identity and interpersonal connections were fostered between China and Japan. Hence, organizing cultural exchange activities in diverse formats, including initiatives like the "Chinese Bridge" and "Chinese Poetry Chanting," is essential (A. L. Wang, 2013). It is believed that the Chinese Government can enhance cultural exchange and dissemination by organizing a series of activities dedicated to the promotion of Chinese culture, including initiatives such as "Collection of Chinese Festivals," "Chinese Talents," "Chinese Food," and "Chinese Traditional Clothing Exhibition (Maags, 2014)."

The Strategy through Global Trading

The most populous nation globally, China instituted the open-door policy in 1979. Since then, the country has progressively liberalized its economy to attract foreign investments. Moreover, China's recent accession to the World Trade Organization (WTO) has significantly enhanced its economic development and propelled its legal and governmental reforms forward. With notable GDP growth and thriving FDI inflows, it has emerged as a formidable force on the global stage in the early 21st century. Amidst the prevailing global economic downturn, China anticipates a consistent growth rate of 7% annually. The country's rise presents numerous prospects for investors seeking to broaden their international ventures (Mathew et al., 2005).

The integration of language serves to enhance trading efficiency and facilitate cost reduction. The Belt and Road initiative aims to establish a vast and economically vibrant region that spans the continents of Asia, Africa, and Europe. This endeavor seeks to enhance mutual and multilateral cooperation between China and the nations along the routes, fostering economic partnerships among multiple countries (Yi, 2018). Since the period of reform and opening-up, there has been a remarkable development in China's foreign trade. However, numerous trade barriers continue to significantly impact China's foreign trade, stemming from an absence of a cohesive national identity. The necessity of efficient and prompt communication on an international scale is paramount for the achievement of economic integration among nations. The trading and communication with these countries or regions will result in elevated communication costs.

Recognizing the increasing significance of China as a global economic powerhouse, Indonesia has initiated measures to promote the study of Mandarin among its populace. The Indonesian Government has engaged in the active

cultivation of economic and trade relationships with China. These initiatives foster economic development and underscore the significance of proficiency in Mandarin for effective discourse in business and trade negotiations. The response of the Indonesian Government to the Mandarin language during the era of globalization, particularly concerning financial matters, has been marked by a complex and nuanced strategy. The significance of Mandarin within business can be discerned through two primary dimensions. Initially, Mandarin facilitates more effective communication for Indonesian entrepreneurs with their business partners, investors, and Chinese clientele. In addition, acquiring proficiency in Mandarin enables Indonesian entrepreneurs to grasp the intricacies of Chinese culture, values, and business practices. This optimizes their transactions and fosters the development of more robust business relationships with Chinese enterprises. This comprehension is essential for cultivating trust and promoting enduring collaboration within a progressively interconnected global business landscape (Murtadhoh & Arini, 2023).

Challenges in Internationalizing Mandarin as an International Language

With the advancement of globalization, language is essential in promoting international collaboration and commerce. China has become a preeminent worldwide economic power in recent years, resulting in heightened interest in the Chinese language, particularly Mandarin, for business interactions (Xie, 2021). Nonetheless, despite the Chinese Government's initiatives to elevate Mandarin as a global language, considerable obstacles remain in the internationalization of Mandarin. First, a significant problem in the internationalization of Mandarin is its intrinsic linguistic complexity (Tahsildar, 2019). The writing system does not accurately represent pronunciation, complicating the learning process for non-native speakers. In this case, they frequently encounter difficulties in understanding the tones and characters of Mandarin, rendering it less accessible as a lingua franca than languages such as English, which are more straightforward to acquire for international commercial purposes.

Secondly, the Political and Diplomatic Challenges. Mandarin's global expansion is a language, commercial pursuit, and political initiative (Chandra & Sinha, 2024). The advancement of Mandarin is intricately linked to China's overarching soft power strategy (Mirza et al., 2020). This association may occasionally provoke political resistance, especially in nations with scepticism regarding China's expanding influence. The expansion of Confucius Institutes has faced criticism in certain Western nations for purportedly advancing Chinese political objectives under the pretense of language instruction (Kluver, 2014). Furthermore, strained trade ties between China and other significant economies, like the United States, have fostered an atmosphere where the use of Mandarin as a business language may be perceived unfavorably (Hutchinson, 2005). The geopolitical backdrop can directly affect other nations' readiness to use Mandarin as a medium for international trade.

Furthermore, notwithstanding the initiatives to advocate for Mandarin, numerous countries favour English, French, or Spanish as secondary languages within their educational frameworks. Despite the increasing interest in learning

Mandarin, it is frequently regarded as an elective rather than a fundamental topic (Y. W. Qi & Lemmer, 2013). The absence of institutional backing for Mandarin education in numerous areas diminishes the availability of future experts proficient in the language for trade applications. Moreover, the framework of Mandarin learning materials beyond China may occasionally exhibit a deficiency in alignment with pragmatic commercial applications (W. Zhu & Boxer, 2021). Numerous current courses emphasize general language competencies instead of the specialized vocabulary and communication techniques essential for international trade (Agustina, 2014).

CONCLUSION AND RECOMMENDATIONS

This study found three strategies applied by the Chinese government to internationalize the Mandarin language, particularly in education, culture, and World trade sectors. In the education sector, the government of China provides scholarships for international students to study in the country and requires prospective students to learn Mandarin before enrolling in universities. It enables the students to communicate daily and during the lecturing programs. Besides, China has also established plenty of Confucius Institutes in other countries in which the teachers are brought from China. One of the most well-known Confucius institutes is situated in Malaysia known as the Kongzi Institute at the University of Malaya. Meanwhile, in the cultural sphere, the Chinese Government can augment cultural interaction and dissemination by orchestrating a variety of activities aimed at promoting Chinese culture, including projects such as "Collection of Chinese Festivals," "Chinese Talents," "Chinese Cuisine," and "Chinese Traditional Clothing Exhibition." Facilitating cultural exchange activities in various formats is crucial for promoting Mandarin at international events. In addition, internationalizing the Mandarin language through Global trading initiated by China by conducting an open-door policy since 1979 and has progressively liberalized its economy to attract foreign investments. Despite the efforts being made, some challenges were also faced by the country which include linguistic aspects, political and diplomatic domains, and the use of Mandarin as a foreign language, not a second language in some other countries.

ADVANCED RESEARCH

This study recommends that future studies research more about the management strategies applied by the Chinese Government with empirical evidence by collecting data from the relevant stakeholders, such as the Ministry of Education in China or related teachers involved in the spread of the Mandarin Language with different research designs and approaches. Meanwhile, all challenges found in this study can be further considered by China's authorities as an evaluation to foster the development of Mandarin worldwide. Coping with these challenges can help the country achieve its goal of promoting Mandarin as the global language in various sectors.

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