The Cultural Identity Dimension of Language Policy: Inspiration from South Africa's Implementation of Standard Spoken and Written Language

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Abstract: Since the mid-17th century, South Africa's universal language policy has roughly gone through three stages: colonial period, apartheid period, and democratic new South Africa period. For over three hundred years, the national lingua franca ecosystem has evolved from English and South African Dutch to the common development of 12 national lingua franca today. The official recognition of multilingualism and the government's attempt to create a diverse and inclusive social environment. However, in practical implementation, many challenges have also been encountered, such as the complexity of language use ecology, problems in policy formulation, and obstacles in policy implementation. In contrast, as a multi-ethnic country, China also faces challenges in promoting the standard spoken and written language. This article analyzes the impact of universal language education policies on strengthening the sense of community of the Chinese nation from a socio-cultural perspective, and explores how to implement effective language education policies in China.

1. Introduction

In the context of contemporary globalization, language education policies not only reflect a country's cultural diversity and social structure, but also serve as a key tool for building a sense of national community. South Africa, as a multi-ethnic and multilingual country, has carried the responsibility of balancing multiculturalism, promoting social integration and development in its language education policy since its constitution was established in 1996. Prior to the promulgation of the constitution, racial segregation led to a steady increase in the popularity of English in South Africa, but at the expense of other official languages. [1]Language is not only a tool for communication, but also a carrier of culture and identity. The promotion and popularization of the national common language can effectively overcome the obstacles of cultural identity caused by dialect differences, which is of great significance to promote the common prosperity of the spiritual life of the floating population.[2] In South Africa, the implementation of multilingual policies aims to correct historical inequalities, promote respect and understanding of various ethnic cultures, and strengthen cohesion within the country. By officially recognizing 12 official languages, the South

African government is attempting to create a diverse and inclusive social environment. In contrast, as a multi-ethnic region, the formulation and implementation of language education policies in China also face the task of fostering a sense of community among the Chinese nation. Considering the similarities and differences between the two countries in dealing with linguistic diversity and social integration, reviewing South Africa's experience in formulating a universal language policy can provide useful references for promoting national universal language education in ethnic regions of China. In existing research, the post apartheid era of South Africa marked a significant shift in language policy, with the 1996 Constitution emphasizing language rights and the promotion of language diversity.[3] These policies aim to correct historical injustices and promote social integration through multilingual education. Coetzee-van Rooy's research shows that different language groups have varying views on multilingualism, with African language users more inclined to believe that multilingualism promotes social cohesion, while primarily bilingual Afrikaans speakers are less significant.[4] This perception plays a crucial role in the acceptance of language policies and their effectiveness in promoting social integration. Despite the avant-garde policy framework, there is a disconnect between policy and practice. Heugh discussed the disconnect between theory and history, which hinders the effective implementation of a truly multilingual education system and thus affects its potential to promote social integration.[3] The marginalization of indigenous languages remains an important issue. Ideh and Onu pointed out that although policies recognize multiple languages, they have not effectively addressed the marginalization of indigenous languages, which contributes to social differences and limits the integration potential of multilingual policies.[5] Balfour emphasizes that multilingual education encourages negotiation of multiple identities and cultures, promoting standardized multiculturalism. This language education approach is crucial for building a society that values and understands its diverse cultural landscape.[6]

In summary, although South Africa's multilingual education policy aims to promote social integration and correct past injustices, its results have been uneven. Factors such as historical biases, gaps in policy implementation, and persistent language marginalization have affected the effectiveness of these policies. Future policies must align theoretical frameworks with practical applications to ensure that multilingual education effectively promotes social cohesion and integration. This study adopts a socio-cultural perspective as the analytical framework, focusing on how language education policies affect social structure, cultural identity, and national community consciousness. Through literature review, policy analysis, and case studies, this study will analyze the background, implementation strategies, and impact on social development of South Africa's language education policies, and further explore the potential implications of these policies for promoting the national common language and writing education and fostering a sense of community for the Chinese nation.

2. The historical evolution of the current situation of the common language in South Africa

Since the mid-17th century, the common language ecology in South Africa has experienced the following periods: colonial period, apartheid period and democratic new South Africa period. In more than 300 years, the common language of South Africa has changed from English and Dutch to the common language of 12 countries.

Such changes are affected by its own historical heritage, political changes, socio-economic development and other factors. In order to improve the quality of language education, promote national identity and ethnic integration, and meet the challenges of globalization, the South African government and education departments have been actively promoting new universal language policies and plans since the release of the 1996 constitution, including *The Language Education*

Policy (1997), *The National Curriculum Plan* (2011), *The White Paper on Post-school Education* (2014), The Reading Learning Movement(2015) and The Primary School Reading Ability Improvement Plan (2016).

2.1 The background of multilingual environment

South Africa is known as the "Rainbow country", and its linguistic diversity reflects this title significantly. According to incomplete statistics, South Africa has more than 35 languages. After the promulgation of the Constitution in 1996, the country officially recognized 11 common languages: Afrikaans (afrikanese), English, Zulu, cosa, North Soto, South Soto, Tswana, Wenda, Ndebele, Swati, and Conga.[7] On May 3, 2023, the National Assembly recognized South African sign language as the 12th national common language.[8] According to the latest data, the use of various languages accounts for as shown in Figure 1.[9]
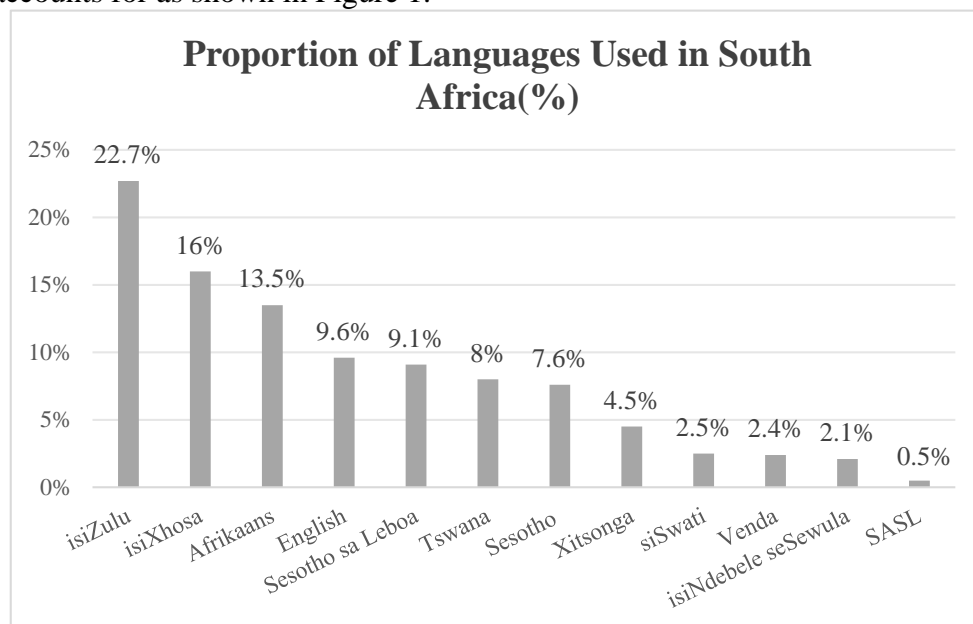

Figure 1 Usage of various common languages in South Africa

As can be seen from the figure, Zulu, the oldest language in South Africa, accounts for the highest proportion, ndebelai is the least used, and English, as an international common language, is in the middle. Each official language serves a specific ethnic group and has a higher usage rate in a specific region. For example, cosa and Zulu are widely popular in the eastern part of South Africa, while Afro Asian likans are more common in rural communities in the western and Northern Cape provinces. Although English is a bridge for communication, it is used more frequently in official occasions and business exchanges. These languages not only represent the diversity of South Africa's population, but also reflect the country's profound historical and cultural heritage.

2.2 The causes of multilingual ecology in South Africa

The linguistic diversity of South Africa is not only the result of historical evolution, but also the cornerstone of the national social and cultural structure. The coexistence of various languages not only promotes cultural exchange and integration, but also brings unique challenges to South Africa. In the past, especially during the period of apartheid, language was used as a tool of social segregation. In the 20th century, the privilege of a language (English) under British rule was extended to the official English/Dutch (later South African Dutch) bilingual, excluding African

indigenous languages.[10] The apartheid system began to face strong opposition and pressure at home and abroad in the late 1980s, especially after the international community imposed economic and cultural sanctions on South Africa, the National Party government began to seek ways of political reform. In 1990, Frederik Willem de Klerk, the then president of South Africa, announced the abolition of a series of apartheid laws. After a series of negotiations and preparations, South Africa held its first national and non racial elections in 1994. Nelson Mandela was elected as South Africa's first black president, marking the official end of apartheid. After the end of apartheid, the South African government began to implement an inclusive language policy aimed at promoting national unity and social harmony.[11] Shortly after the promulgation of the 1996 constitution, the South African government issued the language education policy in 1997, which clearly pointed out that language diversity is a valuable asset of the country.[12] This policy change means that language is no longer a tool of separation, but a bridge connecting people from different backgrounds. Through the official recognition of multilingualism, South Africa has demonstrated its respect for and promotion of cultural diversity, emphasizing that every language and culture is part of national identity. In addition, it also reflects an effort to balance issues left over by history and ensure that all languages and cultures are treated fairly in national development.

2.3 The implementation of language education policy in South Africa

In addition to the formulation and release of various language policies, the implementation of the policies is also very important. The Pan South African language board (PanSALB) established in 1995 has played a very important role. The mission of PanSALB mainly includes the following points. First, promote the equal use of official languages. PanSALB is committed to ensuring the equal status and use of the 12 official languages in South Africa in all fields, including government agencies, public services, education system, judicial procedures, and the media.[13] Second, to protect and revitalize marginalized languages, the linguistic diversity of South Africa is not limited to its 12 official languages.[14] Third, to handle language complaints, pansalb provides a platform for the public to complain about inequality or discrimination in language use. This covers a wide range of situations from public services to education, ensuring that everyone's language rights are respected.[15] Fourth, promote language research and development in order to understand and support the language environment in South Africa, PanSALB funded and supported linguistic research projects. These projects not only explore the current situation of language use, but also strive to find out how to more effectively conserve and develop the country's language resources.Fifth, call for education and public awareness. Through holding seminars, lectures and media campaigns, PanSALB strives to raise public awareness of the importance of language policy and linguistic diversity in South Africa. These efforts of PanSALB are crucial to maintaining and promoting the linguistic diversity of South Africa. By promoting the equal use of official languages, protecting marginalized languages, and promoting language research and public education, PanSALB has not only maintained language as a basic component of cultural and social identity, but also promoted communication and understanding within the country. In the context of globalization and cultural homogeneity, PanSALB's work has set an example for the protection and development of linguistic diversity, ensuring that all linguistic and cultural groups in South Africa can be respected and prosperous in the future.

3. The impact of South African language policy on building cultural identity

When exploring the linguistic ecology of South Africa and its impact on social culture, the central role of language in cultural identity construction cannot be ignored. As a country with a complex historical background and diverse cultures, the uniqueness of South Africa's language

ecology lies in its ability to reflect deep connections between race, history, and social change. From racial segregation to democratic transition, language has always been a witness and promoter of social change.

3.1 The impact on the education system

At the educational level, the role of language policy is particularly crucial and long-term. The education system in South Africa is striving to address a problem of how to balance global language needs with local language inheritance when determining the language of instruction. Although English has significant influence globally, it is not their native language for most students in South Africa. This raises an important issue: how to support the learning of students' mother tongue and protect cultural diversity while ensuring the quality of education. Academic research has revealed an important finding that using students' native language for teaching has a significant positive impact on enhancing learning outcomes and cultivating cultural self-identity. This is well reflected in South African higher education, which needs to adapt to the values and literacy practices of universities, which inevitably affects students' sense of identity. Rural second language students may attend high schools with limited resources, which overlook literacy practices related to universities. Therefore, compared to South African students who have attended schools with sufficient resources and are able to learn in their mother tongue, they have more convenient conditions. It can be seen that many second language speakers lack the academic literacy required for university studies compared to first language speakers. Finding effective multilingual education models and improving teachers' teaching abilities in multilingual environments have become important issues.

3.2 The transformation of economic opportunities

Language proficiency is closely related to an individual's career prospects and economic development. Even during the period of racial segregation, black youth in South Africa were forced to learn some Afrikaans while learning their first language. At that time, this situation mainly occurred to provide qualified labor for the white economy, and white people needed black youth to work for them. Nowadays, the importance of English as the primary language for international business and communication is self-evident. However, for those whose native language is their mother tongue, improving their English proficiency while maintaining fluency in their mother tongue can open up broader employment opportunities, especially in fields such as tourism, education, and local markets. For the learning of English, although historical reasons are well known, the daily economic foundation of English in the South African economy is rarely considered. English continues to dominate at the top of South African society, such as boards of directors, government forums, state-owned enterprises, and laboratories, reflecting not only a determination to protect elite privileges but also economic factors. Therefore, language education policies need to emphasize both the learning of international languages such as English and the cultivation of local language abilities to promote economic inclusivity and diversity.

3.3 Cultural Inheritance and Social Integration

Language is not only a tool for communication, but also a carrier of culture and history. In South Africa, every language carries unique cultural stories, traditions, and knowledge. Protecting and promoting the use of these languages plays an irreplaceable role in maintaining cultural diversity, preserving historical memory, and strengthening national identity. Differences in technological knowledge may lead to feelings of inferiority among underdeveloped groups, who may then tend to

abandon their culture, including language, in favor of more highly developed groups. With the deepening of globalization, local languages and cultures are at risk of disappearing. Therefore, taking measures to motivate the younger generation to learn and use local languages, as well as increasing the visibility of these languages in the media and public life, has become an urgent task to be addressed. Language diversity is both a resource and a challenge for social integration. How to promote mutual understanding and respect among people from different language and cultural backgrounds in a multilingual environment is the key to achieving social stability. In fact, people from different contexts in South Africa can understand each other even if they do not understand each other's language. Language can serve as a tool for building cross-cultural bridges, but at the same time, it can also become a barrier for separating social groups. Therefore, promoting multilingual competence and cultural sensitivity education is crucial for building an inclusive society. Cultural inheritance is another important dimension of the influence of language ecology on social culture.

The linguistic ecology of South Africa reflects the diversity and complexity of the country. Through the influence of education, economic development, and social integration, language plays a central role in shaping South Africa's social and cultural landscape. Facing the challenges of globalization, how South Africa balances the demand for international languages with the protection of local languages and cultures will determine its future social and cultural landscape. This requires joint efforts between the government, educational institutions, social organizations, and individuals to achieve a multilingual, multicultural, and inclusive society.

4. The Challenges and Difficulties Faced by the Development of Common Languages in South Africa

Generally speaking, multilingual education undoubtedly plays a positive role in the development of a country, but in the process of promoting the national lingua franca, there may be certain problems and difficulties in the multilingual ecology, policies themselves, and policy implementation stages. By analyzing these issues, we can provide reference and guidance for implementing or optimizing multilingual policies in ethnic regions of China, and enhance the fairness and inclusiveness of the education system.

4.1 Complex language ecological environment

In terms of the proportion of people using various common languages in South Africa, we can clearly see that there is a significant gap in the proportion of people using certain languages. For example, when comparing Zulu with English, the population who speak Zulu as their first language is approximately three times that of those who speak English as their first language (see Table 1 for data). Although the South African government has formulated a multilingual policy to promote ethnic integration, protect the cultures of all ethnic groups in the country, and promote equality among all ethnic groups. However, when a specific language group gains more social recognition and resources due to the large number of language users, it may lead to other language groups feeling marginalized or ignored, thereby deepening social divisions and nationalist sentiments. Unequal language usage ecology will be one of the triggers for the formation of ethnocentrism tendencies. Nationalism is based on kinship, geography, and dominant linguistic theories.Moreover, the existence of multiple universal language ecosystems poses certain challenges to education. In a multilingual environment, the education system needs to adapt to diverse language needs, including the development of textbooks, teacher training, and the selection of teaching languages. Students from different language backgrounds may have differences in their learning progress, which requires the education system to be flexible and adaptable to meet the needs of all students. In

addition to multilingual education in the country, South Africa also offers many elective courses in foreign languages, such as French, Portuguese, Chinese, and so on. As an important partner of China's "the Belt and Road Initiative", South Africa has designated September 17 every year as the Chinese Day and launched a series of Chinese education courses.The starting point of these measures is undoubtedly to strengthen international cooperation and expand cooperation in various fields between countries, but this undoubtedly increases the burden on language education in South Africa.

4.2 Issues faced in policy-making

The complex language usage ecology will first increase the difficulty and workload of policy-making. South Africa's continuous improvement of language policies over the years indicates that the current national language policy is still incomplete. Policymakers must find a balance between respecting and protecting each language, so that these languages can be treated equally and effectively used in education, government services, media communication, and other fields. This requires not only a deep understanding of the characteristics and usage of each language, but also consideration of the interactions and influences between languages, as well as the long-term impact of language policies on national identity and social cohesion. The task of formulating policies that are fully suitable for the lingua franca ecosystem in South Africa is a long and arduous one. Secondly, there are subjective flaws in the policy makers of universal language education. The process of formulating a universal language education policy in South Africa is carried out by the South African SGB (school governing bodies). Although the SGB is still responsible for formulating language policies, some members serving in these institutions may not have sufficient knowledge, experience, and skills to fulfill their expected governance functions due to their limited academic skills and experience, and even low literacy levels. Due to their lack of necessary skills, some SGBs are unable to function properly and are unsure of their roles and responsibilities, making it difficult for them to fulfill their duties with little or no loopholes. Without understanding the language ideology that provides information for multilingual policy development and implementation, it is difficult to promote sufficient language repertoire and cultural diversity that reflect social cohesion values in South African schools.

4.3 The obstacles faced in implementing policies

Firstly, there are challenges from the institutional level. South African society may fall into a "collusion deadlock" during the implementation of the universal language policy.[10] Collusion deadlock "refers to an implicit cooperation or tacit understanding between different social groups or stakeholders, which, although not necessarily the result of clear or direct negotiations, leads to the stagnation of policies or change processes. In this situation, although all parties may have a common support or opposition to a certain policy or change on the surface, their interactions actually hinder substantive progress or change. Here, it refers to a tacit understanding between the political elites and the majority of African language users in the post apartheid era of South Africa, that although official support for multilingual education exists, in reality, English's dominant position as an international language and economic opportunity language has received practical support from all parties, including non-native English speaking communities that may have benefited from multilingual education policies. Different stakeholders may hold different opinions on the goals, content, and methods of language education. English users do not want other language users to learn English, and users who use other languages as the dominant language are unwilling to learn other languages, whether it is due to language protection or ethnocentrism. In practical operation, English, as a language with wide international influence, is often regarded by many

students and parents as the key to gaining more economic opportunities and improving social status. Therefore, despite policies encouraging the use of local languages, many parents and students still prefer English as the primary language of instruction. This tendency not only reflects an individual's understanding of the correlation between language and socio-economic opportunities, but also highlights the limitations of the application of African indigenous languages in academic and educational fields. In addition, parents and students' preferences for language choices also reflect considerations for future career development and social mobility. In the context of globalization, English is seen as the key to opening international doors, while investment in African native languages is seen as potentially limiting students' future career choices and development opportunities. This concept not only affects language choices, but also poses a challenge for educational institutions and policy makers on how to balance the relationship between multilingual education policies and market demand. This series of controversies may affect the stability and continuity of policies.

5. The Enlightenment of South Africa on Promoting the National Common Language and Writing System in China

The coexistence of multiple ethnic groups has created a rich and diverse language environment and cultural landscape in China. In this context, the promotion of the national lingua franca is not only a language policy, but also an important measure to promote ethnic exchange, cultural identity, and socio-economic development. The importance of Chinese culture is emphasized in forging a sense of community for the Chinese nation. The diversity and integration of Chinese culture are the foundation for forging a sense of national community. Its formation is the result of cultural exchange and integration among various ethnic groups, which not only contains rich historical heritage but also reflects the creative contributions of each ethnic group. In this process, cultural diversity has been respected and protected, while also promoting cultural unity and diversity. General Secretary Xi has provided a detailed and profound explanation on strengthening cultural confidence and cultural identity within the community of the Chinese nation. Cultural integration is not simply homogenization, but a common development achieved on the basis of maintaining individual characteristics, which helps to build a diverse and unified national community. Language is the foundation for the flourishing development of social culture, and building a sense of community for the Chinese nation requires the support of the national common language and writing system. Through the current situation of promoting the universal language in South Africa, we can explore new paths in advocating for the national policy of universal language and writing.

5.1 Maintaining linguistic diversity and promoting a balance of common language

The experience of South Africa shows that while promoting the national lingua franca, it is feasible to protect and promote the development of local and minority languages. This means that in the process of popularizing Mandarin, attention should also be paid to the protection and development of local ethnic languages, maintaining linguistic diversity, so as to promote communication while preserving the cultural characteristics and identities of each ethnic group. For example, Article 10 of the Implementation Measures of the National Language and Writing Law of the People's Republic of China in Qinghai Province states that schools and other educational institutions should use Mandarin and standardized Chinese characters as the basic language and characters in a series of public activities. Include the ability of students to use the national common language and script in their training objectives. Schools (classes) and other educational institutions that mainly enroll ethnic minority students should use textbooks in ethnic minority languages and teach in ethnic minority languages if conditions permit. In the process of promoting the national

common language and script in ethnic regions of our country, bilingual education can be implemented, which means that while teaching the national common language, the mother tongue of minority students can also be taught. Some ethnic schools have opened both Han and minority classes, and minority students need to take their own minority language classes in addition to learning the national common language. This can not only promote students' mastery of the national common language, but also protect and inherit their ethnic languages, achieve the coexistence of linguistic diversity and cultural diversity, attach importance to the protection and inheritance of minority languages and cultures, and avoid the phenomenon of favoritism. Another advantage of implementing bilingual education is that it does not have the heavy burden of the South African education system, and does not require a significant amount of resources for textbook development, teacher training, and language of instruction selection.

5.2 Eliminate the negative influence of one's own language and culture

Currently, ethnic minority students in China not only encounter certain obstacles in listening, speaking, reading, and writing in the national common language, but also tend to have a low willingness to use the national common language. This emotional detachment is mainly manifested in three aspects. Firstly, the mistaken belief that "Chinese culture" is "Han culture", and the psychological rejection of "Sinicization" when learning the national common language and characters; Secondly, overemphasizing the cultural characteristics of one's own ethnic group and neglecting the importance of learning Mandarin and standard Chinese characters; Thirdly, it is believed that the process of learning the national common language and script is boring and tedious. Although South Africa encourages the learning of a common language, there is still a conflict between the English language learner community and the African native language learner community, either unwilling to learn English or unwilling to learn African native languages. In the process of promoting the national common language and writing system, China can increase the acceptance of language policies through extensive social participation and public education. Education and media promotion can be used to enhance public awareness and support for language policies, emphasize the importance of learning standard Mandarin, and respect and encourage the use of languages of all ethnic groups. This can stimulate the enthusiasm of ethnic minority students to learn the national common language and script, prevent ethnocentric tendencies, and avoid the occurrence of such vicious phenomena as social division.

5.3 Using Standard Spoken and Written Language to promote economic development

Language is not only a tool for communication, but also an important factor in economic development and social mobility. Many parents and students in South Africa still tend to choose English as the primary language of instruction and believe that it can provide them with better economic opportunities and social status. For them, in the context of globalization, the importance of international languages such as English is increasingly prominent, and investing in local languages may be seen as limiting students' future career choices and development opportunities. Therefore, China's national universal language and writing policy needs to consider how to enhance the value and practicality of local languages in education and career development while protecting and inheriting them. Firstly, promoting a universal language and writing system for returning home can improve the comprehensive quality of the workforce, both in terms of professional knowledge and skills. Secondly, the national common language and script serve as a bridge for communication, which helps promote cultural exchange and cooperation between different ethnic groups and regions. At the same time, the government can promote cultural and tourism resources in ethnic regions, attracting more tourists and driving the development of related industries. In addition, the

national universal language and writing policy can encourage ethnic regions to rely on local cultural and resource advantages to develop characteristic industries such as ethnic medicine and traditional handicrafts. The popularization of the national common language and script will help these industries better integrate with domestic and international markets, expand sales channels, and increase economic benefits. Finally, by popularizing the national common language and script, it can stimulate the innovation consciousness and entrepreneurial enthusiasm of residents in ethnic areas. Entrepreneurs who master the national common language and script are more likely to access information, resources, and policy support, promoting the transformation of innovative achievements and industrial upgrading.

5.4 Give full play to the flexibility of the national universal language and writing policy

South Africa has shown a high degree of flexibility in implementing language policies, taking into account the specific situations and needs of different communities. For China, this means that in the process of promoting Mandarin, strategies need to be formulated and adjusted according to the specific situations of different regions and ethnic groups to ensure the effectiveness and fairness of policies. Meanwhile, the formulation and implementation of language policies is a long-term process that requires continuous evaluation and adjustment. The experience of South Africa shows that even after years of policy-making, there are still areas that need improvement and refinement. Therefore, continuous monitoring and evaluation are key steps to ensure the effective implementation of the national universal language policy. In the process of promoting Standard Spoken and Written Language in ethnic regions of China, a comprehensive and systematic monitoring and evaluation mechanism should be established. This includes regularly collecting and analyzing data to measure the implementation effectiveness of language policies in different regions and groups, evaluating their impact on education quality, employment opportunities, social mobility, and other aspects. The monitoring and evaluation mechanism should cover both quantitative and qualitative research methods, such as questionnaire surveys, interviews, case studies, etc., to ensure a comprehensive understanding of the actual effects of policies. In addition, attention should be paid to possible problems and challenges that may arise during the implementation of policies, such as uneven resource allocation, differences in teaching quality, cultural conflicts, etc., and timely measures should be taken to adjust and optimize them. The evaluation results should be promptly disclosed to the public to enhance the transparency and credibility of policies. At the same time, all sectors of society should be encouraged to participate in the evaluation process, including education experts, linguists, sociologists, representatives of ethnic minorities, etc. Their participation can provide valuable opinions and suggestions for policy improvement. Through continuous monitoring and evaluation, it can be ensured that the national universal language policy is more in line with practical needs, more effectively serving regional development and ethnic integration, while ensuring the continuity and stability of the policy, laying a solid language foundation for the long-term development of ethnic areas.

6. Conclusion

This study explores in depth the South African universal language policy and the challenges encountered in its implementation from the perspective of cultural identity, and provides insights for promoting the national universal language and writing policy in China. By analyzing the complex background of South Africa's multilingual policy, the challenges in its implementation process, and its impact on social integration and cultural diversity protection, the key role of language policy in forging a sense of community for the Chinese nation can be revealed. At the same time, the experience of South Africa provides valuable reference and inspiration for promoting the national

common language and writing policy in ethnic regions of our country. Through a balanced analysis of the positive impact and challenges faced by South Africa's language policy, we recognize that while promoting Mandarin, it is necessary to carefully balance the need to protect national languages and cultures. This study emphasizes that the formulation and implementation of language policies need to deeply consider the social and cultural environment of specific regions. Through this approach, it can ensure that policies promote the widespread dissemination of languages while also protecting the diversity of languages and the cultural values they carry. In addition, South Africa's practice provides important insights that in promoting the national lingua franca, key issues such as resource allocation, educational support, and enhancing public identity must be fully addressed. This requires policy makers to adopt more flexible and inclusive strategies, utilizing means such as education and media to enhance public understanding and support for language policies. Ultimately, the successful implementation of language policies relies on the collaborative efforts of the government, civil society organizations, and citizens. Through effective communication, education, and social mobilization, the acceptance of policies can be enhanced, ensuring that they not only reflect the diversity of ethnic languages, but also promote ethnic unity and social harmony. This study aims to provide theoretical basis and practical guidance for promoting the national common language in different regions of China, in order to promote social diversity, unity, and sustained progress.

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