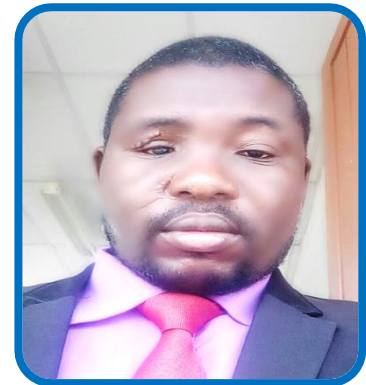


# Multilingual System Boost Economic Development in A Region Setup

## ABOUT THE AUTHOR

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**The article explores on regions economically stable in relation to the many languages spoken in a particular area hence boost the economy, however, the division of Africa and the lenient of some Europeans nations in teaching the indignant people in the area reflects the probability of being influenced by many languages incorporated in that particular region or country. Why don't people learn many languages? This article has been researched by several researchers but it was not been concluded due to research gap and methodological gap in the field of research. Researchers have also long highlighted the individual benefits of speaking more than one language. This is crucial aspect for verifying the credibility of the article, the researcher used the qualitative methodology in collecting data by triangulating the information concluding that multilingualism boost the economic development in a region or country.**

**Keywords:** sustainability, economy, multilingual, training.

## 1. INTRODUCTION

Language is a vital part of human connection. Although all species have their ways of communicating, humans are the only ones that have mastered cognitive language communication. Language allows us to share our ideas, thoughts, and feelings with others. It has the power to build societies, but also tear them down. (Crystal D. 1985)

According to a study on lexical access, monolinguals often maintain a wider vocabulary in a target language relative to a comparable bilingual, and that increases the efficiency of word retrieval in monolinguals. Furthermore, places visited by different people or nations with

varieties of languages, this empower socioeconomic development such as schools, hospitals roads and trading centers in the area or region. Multilingual also access words more often than monolinguals in a target language. Multilingual lead the way in international business, creativity, problem-solving, and in some cases, even health. But monolinguals do have that larger vocabulary and faster retrieval, which can give them the advantage in a time crunch. (Lewis, M. P. 2009 )

According to United States Population Censures (2011), several studies show that languages boost earning power. In Florida, workers who speak both Spanish and English earn \$750 than those who only speak English. According to a Canadian study, bilingual men earn 3.6 and bilingual women earn 6.6%. The twist: this was true even if they didn't use their second language for work. Multilingual constitute 60% percent of the world's population. A multilingual person speaks more than two languages with almost an equal level of fluency. About 40% percent of the population in the world is monolingual and speak a second language.(UNESCO, 2001)

## 2. LITERATURE REVIEW

Basically, language is regarded as a repertoire of shared beliefs, experiences, practices and values that are used by a group of people in order to understand the world surrounding them (Nasir & Hand, 2006). Notably, it is important to clarify the distinction between objective and subjective culture (Berger & Luckmann, 1966).

In particular, multicultural education thrives to expand the traditional curriculum through the integration of issues such as social class, gender, identity, and the like in order to develop an understanding of unique and sensitive realities of history. In doing this, it is molded by emphasizing the national differences, and displaying the already existing social diversities, and therefore, language pluralism. ( Dewaele, J. M. 2010)

However, Kemp, C. (2009) argued that the study of multilingualism such as neurolinguistics, psycholinguistics, linguistics, education, sociolinguistics, and language policy. These areas look at language acquisition and language processing as well as the use of different languages in social contexts. Similarly, multilingualism is a very common phenomenon all over the world. This is to be expected, considering that there are almost 7,000 languages in the world and about 200 independent countries (Lewis, 2009). It is not only that there are more languages than countries but also that the number of speakers of the different languages is unevenly distributed, meaning that speakers of smaller languages need to speak other languages in their daily life.

There are many definitions of multilingualism. For example, Li (2008) defined a multilingual individual as “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” A well-known definition of multilingualism is given by the European Commission (2007): “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives.”

The focus on ability or use depends on the perspective of analysis of the broad phenomenon of multilingualism and is also related to the individual and societal dimension. Scholars interested in individual multilingualism often consider the level of proficiency in the different languages.

As Bassetti and Cook (2011) pointed out, most definitions cluster in two groups: One considers maximal proficiency to be necessary, while the other accepts minimal proficiency. Baker (2011) considered that The use dimension of multilingualism is often considered as the main characteristic when defining multilingual individuals. For example, Ludi and Py (2009) referred to “each individual currently practising two (or more) languages, and able, where necessary, to switch from one language to the other without major difficulty, is bilingual (or plurilingual)”. Grosjean (2010:158) also highlighted the use of two or more languages in everyday life as the main characteristic. that a minimalist definition that considers incipient bilingualism with minimal competence to be considered bilingual is also problematic.

Receptive multilingualism “refers to the constellation in which interlocutors use their respective mother tongue while speaking to each other” (Zeevaert & Ten Thijs, (2007). Receptive multilingualism has a strong tradition in Scandinavia, where speakers of languages such as Swedish, Danish, or Norwegian use their respective first languages when communicating with each other because they can understand the languages used by their interlocutors. Multilingualism as the generic term. This can be regarded as the mainstream position nowadays. Multilingualism is often used to refer to two or more languages (Aronin & Singleton, 2008). Bilingualism or trilingualism are instances of multilingualism.

## 2.1 Outcomes of Multilingualism

The effect of multilingualism on cognition has a long tradition particularly in educational contexts, but in the past few years more attention has been paid to the relationship between the knowledge of two or more languages and the specific aspects of cognition. For example, some studies have focused on the differences between monolinguals and multilingual in selective attention and inhibitory control (Bialystok, Craik, Klein, & Viswanathan, 2004; Bialystok, Craik, & Luk, 2008).

According to the Oxford Dictionaries, the term holistic can be understood as “the belief that the parts of something are intimately interconnected and explicable only by reference to the whole” and can be opposed to statistic, which “regards something as interpretative through analysis into distinct, separable, and independent elementary components”. The study of multilingualism, particularly in linguistics and psycholinguistics, has traditionally focused on the analysis of specific elements rather than on the relationship among these elements. Research on multilingualism usually looks at one specific feature of syntax, phonetics, or lexis in the development and acquisition of one language.

Multilingual speakers use the languages at their disposal as a resource in communication, and as their repertoire is wider, they usually have more resources available than monolingual speakers. As Block (2007) suggested, multilingual do not seem to be semi lingual, but rather hyper lingual. Research on third language acquisition has indicated that bilinguals can also use these resources to learn additional languages (Cenoz, 2009).

## 2.2 The Social Context

As we have already seen, sociological, sociolinguistics, and anthropological approaches to the study of multilingualism are widely used. A holistic view of multilingualism focuses on multilingual language use in social contexts and takes into account the interaction between multilingual speakers and the communicative context. Being a competent multilingual implies

acquiring skills to be accepted as a member of a community of practice (Kramsch & Whiteside, 2007).

## 2.3 The economic Context

Learning a new language expands your mind and worldview. It opens you up to new cultures and to the fruits of diversity. Speaking a second or third language will boost confidence and increase self-esteem. In a globalizing world, knowing a second or third language gives you an advantage career-wise.

For society, the importance is in better understanding and mutual acceptance of people from diverse backgrounds. Multilingualism allows societies to move beyond simple tolerance toward a more peaceful coexistence and mutual respect. (Paradis, J. (2007)

Beyond these immediate economic rewards, languages can help a country's workforce in more subtle, long-term ways. Multilingualism has for example been shown to be good for brain health, delaying the onset of dementia. It has also been associated with a better ability to concentrate and process information.

## 2.4 The Benefit of multilingual in education

In addition, Williams C. (2002) observed that a second or third language engages the same underlying cognitive and neural machinery as the first language also has implications for language itself. The interactivity of the networks that support all of the known languages comes to affect the native language. The native language of a bilingual or multilingual speaker differs from the native language of a monolingual speaker, reflecting the influence of the second or third language on the first. A multilingual person is someone who can communicate in more than one language actively (through speaking, writing, or signing). Multilingual people can speak any language they write in, but cannot necessarily write in any language they speak. In short, language is for use in globalized society. As a result, multilingual may have labor market advantages over monolinguals in their ability to work with global customers. Studies demonstrate that multilingualism is positively correlated with higher salaries and gross domestic production (GDP). (Skutnabb-Kangas, T., & McCarty, T. (2008).

Sharpens the mind. According to a study out of Spain's University of Pompeu Fabra, multilingual people are better at observing their surroundings.

Bilingualism strengthens cognitive abilities - bilingual people tend to be more creative and flexible. They can be more open-minded, and they also find it easier to focus on a variety of tasks simultaneously. Therefore, being able to speak two languages helps in other ways. Multilingualism has been proven to help a child develop superior reading and writing skills, multilingual children have overall better analytical, social, and academic skills than their unilingual peers. (Bassetti, B., & Cook, V. (2011) There are a number of factors which cause multilingualism. These include; migration, education and culture, religion and border region. Language, and with citizens of the host country in the language of that country.

## 2.5 The Benefit of multilingual in global market place and Business

According to Cook, V. (1992) building trust impacts the bottom line for global companies, and multilingual communication is a core pillar for effective growth. For both clients and staff, the

ability to receive information and communicate outwardly in a native language builds trust and loyalty for the brand and the company. People with language skills in business are usually seen as language specialists and evaluated on their ability to translate or interpret, not on their business skills. This under appreciation of language skills has serious consequences for the private sector: “Two thirds of businesses in the UK cite foreign language as a barrier and eight out of ten feel challenged by differences in culture and etiquette” (Source: HSBC (2008) Business without Boundaries. London). This can be an advantage in negotiations that depend on a dispassionate evaluation of different factors. Second, multilingualism may confer more effective ‘soft power’ in business and diplomatic interactions. Soft power involves “Persuading others through attraction, rather than coercion or payment” (Nye 1999). This skill can be a crucial in order to build and maintain trust and goodwill in stakeholders. Philip Tetlock says: “a great deal of effort in soft power goes into managing others’ impressions. Bilingual and bicultural individuals become quite good at determining which responses will fit with the expectations of others”. (Briley et al. 2005. Cultural chameleons: bicultural, conformity motives, and decision making. Journal of Consumer Psychology 15: 351-362)

## 2.6 Communication and Transport

In the same hand, Bialystok, E., Craik, F. I., Klein, R., & Viswanathan, M. (2004) intended that effective communication and language use contribute to the creation of a truly global society. Through effective communication and language the people around the world are being persuaded to do as well their responsibility as a citizen and awakening them about the problems that the world was facing in reality.

## 2.7 Migration

After all, what we see in literary multilingualism is something that also happens when people migrate into new places: the interaction between different modes of attributing significance to things, and the negotiation of the mechanisms that establish which differences shall be of relevance in communication.

Immigrant multilingualism is at the crossroads of many academic disciplines. Educational specialists, policy makers, linguists, social psychologists and immigration researchers are equally interested in immigrant multilingualism. Spatial segregation of mainstream and immigrant populations characterizes major urban centers. Many large European cities have become highly stratified. Most working class immigrants concentrate in inner suburbs of large urban centers creating ethnic “ghettos where immigrant populations are excluded from mainstream society on a structural basis. On the one hand, policy makers and opinion leaders in the society emphasize the necessity of sociocultural and linguistic integration of immigrants, but, on the other hand, they take no concrete action to end urban segregation. Such segregated inner suburbs lead to segregated schools attended mostly by lower immigrant minority children. ( Gardner, S., & Martin-Jones, M. (2012)

## 2.8 Tourism

However, communication skills and language ability play weighty roles in ensuring tourists’ comfort and welfare. Effective communication system are crucial to the success of organization in the hospitality and tourism industry as it is impossible to assess the needs of the consumers without having the feedback from the customers (Essay UK, 2015) and surroundings as well



as with the absence of the ability to converse efficiently. Tourists are often tied down by the shackles of language barriers. Even though it takes both side's initiative to overcome this issue, whoever takes the step will benefits from it. Therefore, to enhance profitability and engaging as well as fulfilling the tourists' needs. While Duchêne (2009) added that linguistic diversity is a source of benefit and multilingual skills are seen as commodities. According to Pace (2015), knowing how to use a language in specific circumstances and purposes gives people a very strong bargaining power which is a precious skills to both the tourism provider as well as the traveller.

### 2.9 Technology

In the same hand, I would argue that online language organization is highly significant in people's everyday lives, though not everywhere in the world and not for everyone, there are, of course, still very great digital gaps and content divides between speakers and language communities (Mafu, 2004; Norris, 2001; Warschauer, 2004). But taking all of these into consideration, these digital spaces and practices are influential and formative for much of the world's population. Most of our information about language is mediated today mainly as a result of how much of our language is mediated (see, e.g., Kelly-Holmes & Milani, 2013) and this is increasing all the time. The World Wide Web (WWW) was conceived of and constituted as a "social machine, (Hendler & Berners-Lee, 2010), that is a machine that could grow and learn, and this growth and learning have taken place as a result of the "feeding that the machine gets from human usage, human input.

### 3.0 Research Methodology

This research will be shaped through the lens of a case study. According to Labaree (2016), a case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. Therefore, this research will explore the role of multilingualism practiced by multilingual speakers in Vilankulo Beach Resorts in the district. Even tough not each and every multilingual speakers in Vilankulo Beach Resorts will be involved, the area targeted for this research do represent a significant say to be generalized.

According to Creswell (2003), mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds. Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (data) in a single study or a longitudinal program of inquiry (Caroline, Research Centre, & Senior Lecturer of Notre Dame University, 2009). The purpose is to use qualitative results to assist in explaining and interpreting the findings of a quantitative study ( )

Questionnaires and semi structured interviews will be used as the research instrument on exploring the communication between the multilingual speakers in Vilankulo Beach Resorts and the tourists. The questionnaire consisted of 15 questions which are divided into three sections. The three sections in the questionnaires are Section A which consists of Demographic questions, Section B: Language Practice and Section C: Challenges Faced by the multilingual speakers in Vilankulo Beach Resorts. Section A consists of five demographic questions, which requires the respondents to tick and fill in the blanks. Next, Section B involves 5 questions with

a combination of partially guided and open ended question, so does in Section C, but involves five questions. The questionnaire will be distributed to 50% and the other 50% will be interviewed on multilingual speakers in Vilankulo Beach Resorts from the total number of tourists in identified research areas. Semi structured interview will also be done to obtain information from the multilingual speakers.

A few questions like (1) Do they practice multilingualism in order to communicate while travelling? (2) What are the complications encountered by them during visiting other places in the area? and (3) how do they overcome the language barrier when communicating?.

### 3.1 Research Procedure

The questionnaires have been distributed to the tourists for those nationals from 10.00 a.m till 09.00 p.m at identified venues in multilingual speakers in Vilankulo Beach Resorts. In the total of 130 People were involved in which 50 visitors were given questionnaires, 50 were interviewed of which 15 tour guiders, 15 hotel attendants were also interviewed.

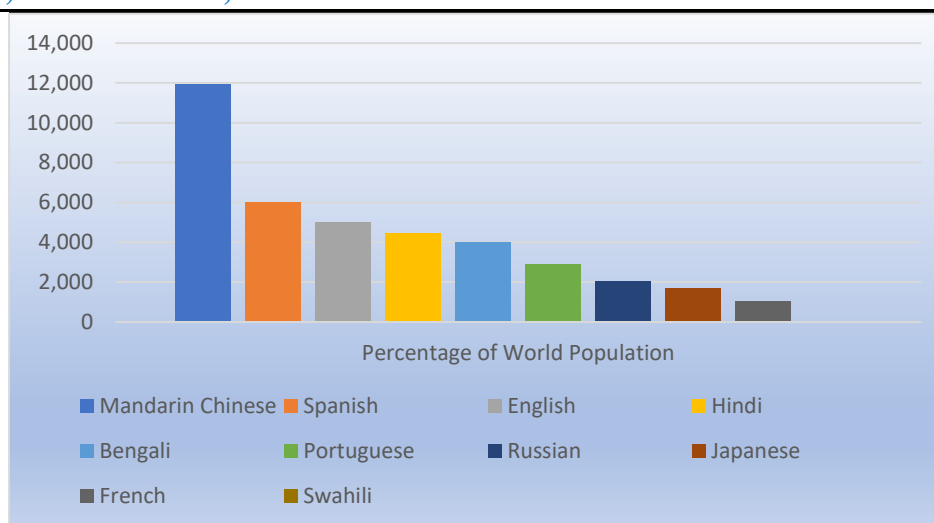
The time limit allocated for the respondents to answer the questionnaire is 20 minutes and 15 questions have been distributed. The questionnaires have been returned with 100% percent rate of return at the end of the session as I wait the respondents to answer them on the spot. As for the interview, it has been conducted in the hotels along the shore. The time taken for each interview was about 15 minutes and tourists from various background has been target for the interview. The following nationals were given questionnaire and interviewed.

## 4.0 Data Analysis

The points from the interview session was listed, while the data collected from the questionnaire is tabulated and both is categorized into possible themes or categories. The data is then interpreted and analyzed. A person speaking more than two languages may be classified as a multilingual. These languages are regarded as business languages in the world. The table shows the Ranking, language, percentages of the world Population and the language family.

Table 1. Ethnologue (2022, 25th edition)

Rank	Language	Percentage of World Population	Language family
1	Mandarin Chinese	11.9	Sino-Tibetan
2	Spanish	5.9	Indo-Europe
3	English	4.9	Indo-Europe
4	Hindi	4.4	Indo-Europe
5	Bengali	4.0	Indo-Europe
6	Portuguese	2.8	Indo-Europe
7	Russian	2.0	Indo-Europe
8	Japanese	1.6	Japonic
9	French	1.0	Indo-Europe
10	Swahili	0.4	Bantu



Graph 1: Percentages of world population language

Graph 1 shows that Mandarin Chinese is the most spoken language in the world with about 11.9% of the world Population of which is originated from Sino-Tibetan and ranked in position one. Secondly, Spanish as a second language spoken with 5.9% of world Population ranked in position two and originated from Indo-Europe as a language family. Similarly, English with 4.9%, Hindi 4.4% and Bengali 4.0% and ranked in position three, four and five respectively. Moreover, Portuguese 2.8%, Russian 2.0%, Japanese 1.6%, French 1.0% and Swahili 0.4% spoken in the world Population and originated from Indo-Europe while Japanese originated from Japonic and Swahili from Bantu.

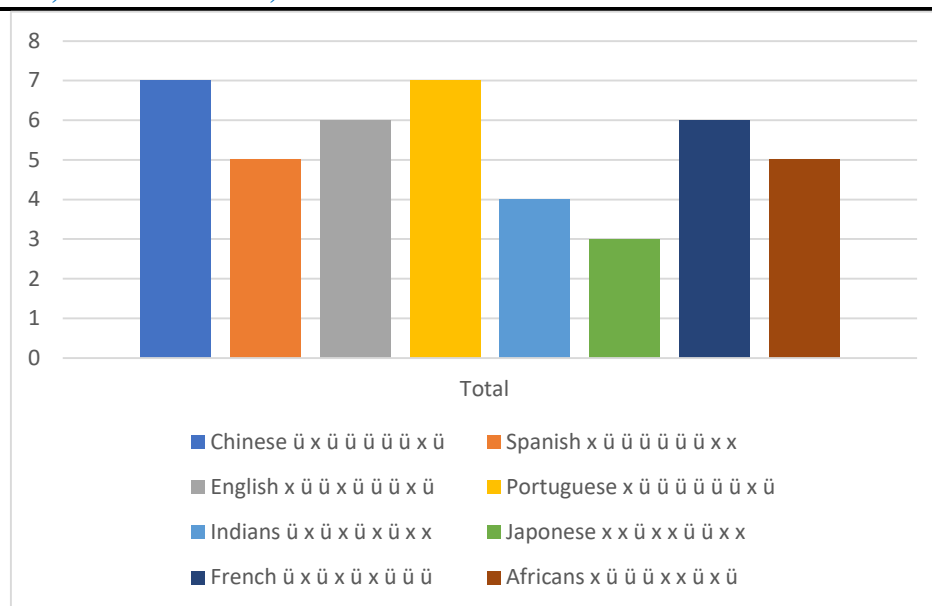
## Languages Spoken

Table 2 Source:

Author 2022

Nationality	Mandarin	Spanish	English	Portuguese	Indians	Japanese	French	Russian	Swahili	Total
Chinese		x	x	x		x	x	X	x	7
Spanish	x	x	x		x			X		5
English	x		x	x	x		x	X		6
Portuguese	x	x	x	x	x		x		x	7
Indians		x		x		x		X		4
Japanese	x		x					X		3
French		x	x	x		x	x		x	6
Africans	x		x		x	x		X		5





Graph 2: Language spoken

In table 2, shows that eight nationalities were given Questionnaire and interviewed based on nine most spoken languages in the world and the results obtained shown in graph two that eight nationalities such as Chinese were able to speak seven languages out of nine given, while Spanish were able to speak five languages, English were able to speak six languages, Portuguese seven, Indians four, Japanese three, French six and Africans were able to speak five languages out of nine languages. Unfortunately, Russian and Mandarin Chinese are the worst languages spoken by other nationalities as it is refers on table 2. However, Spanish were unable to speak Portuguese, Japanese and Swahili. Similarly, English were able to speak all languages except Spanish and Swahili. Portuguese were able to speak all languages except Japanese and Russian, however, Indians were able to speak only three languages plus Indian totaling to four languages and Japanese speak two plus Japanese resulting in three languages and the least of all languages spoken in the area. French and Africans were able to speak six and five languages respectively. According to the questionnaire and interview analysis resulted to Chinese and Portuguese as the most spoken in the area of study, seconded by English and French. Third languages spoken in the area are Spanish and Bantu whilst India in the fourth position and Japanese in the last position.

## 5.0 Conclusion

The article concludes that speaking more than two languages in an area or region empowers the socioeconomic of the area, as of which more developments are put in place by different people from different walk of life. However, as the transactions of business is smooth in every sector or department. Concisely, goods and products in the surrounding markets and shops are easily transacted due to communication involved in two or more languages. As two or more languages are spoken in an area the area develops in terms of population of which schools, hospitals, markets, roads and bridges are constructed hence the area is seen to be developed. Therefore, multilingual boost the development of the area or region setup. In the case of area of Vilankulo many infrastructures are built and leading to the development of other nearest

villages becoming towns. The people in the area speak various languages brought in by those foreign nationalities hence multilingualism is associated to development of Vilankulo in Inhambane Province.

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