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FACTORS PLAYING AN IMPORTANT ROLE IN THE FORMATION OF LANGUAGE POLICY IN THE CONTEXT OF GLOBALIZATION

The article examines the factors influencing the role and importance of multilingual countries in the creation of language policy in the context of globalization. It is noted that significant economic and political changes have taken place all over the world over the past few decades. Meanwhile, these changes have had an impact on language teaching and learning in a global context. One of these changes is the trend towards multilingualism, which is spreading all over the world. Government policy plays a crucial role in managing this trend. In this regard, there are certain factors that need to be taken into account when developing a language policy. The article establishes that over the past fifty years, a number of important economic and political events have taken place around the world. As a result, intercultural communication has reached its peak. Physical and geographical boundaries are practically being erased from day to day. It has been proven that such changes have affected many areas, from people's daily lives to education. As multilingualism has become a global phenomenon all over the world, its influence is becoming stronger and is becoming one of the important components of the country's language policy. About 200 countries have two or more official languages. Thus, in these countries, several languages are recognized as official State languages and national languages. Examples of such countries are Luxembourg, Singapore, South Africa and others. Nevertheless, there are a number of languages that remain important in providing intercultural communication as a lingua franca. These include English, Arabic, French, Chinese and other languages. Undoubtedly, the English language has managed to maintain its dominant position and become the main means of communication worldwide. It should also be noted that these languages are studied as a second, third or fourth language.

Keywords: multilingualism, globalization, language policy, language planning

Introduction. Globalization and multilingualism are interrelated. The concept of globalization became more widespread in the 1980s and 1990s. A number of scientists have proposed different interpretations of globalization. Among these interpretations, the explanation of Roland Robertson in his book "Globalization: Social Theory and Global Culture" is of interest. It argues that globalization was previously interpreted in terms of economic aspects, and later in terms of cultural elements. Therefore, in order to properly understand this concept, it is necessary to consider it from an economic and cultural point of view. Roland Robertson argues in his book that the concept of globalization is accepted both as a theory and as a process. Globalization as a process is identical to the concept of the environment. In such an environment, all people have the same social, cultural, and economic values. When this concept is accepted as a theory, it contains a relationship. This relationship is an indicator that the world is becoming more interconnected.

As a result, people are becoming aware of the general processes taking place all over the world. It should be noted that multilingualism is a multidimensional process with a wide scope.

The relevance and topicality of the study. One of the areas where globalization has had an impact is the language process, which plays an important role in everyday human communication. With the advent of globalization, many languages, especially English, continue to develop as a second or third language in many countries around the world. As a language of international importance, English is gradually expanding its sphere of influence. Nowadays, it is difficult to find a country where English is not used to one degree or another. These global changes themselves lead to other changes within the country. The use of English as a second and third language has an impact on the country's language and educational policy. When De Swaan talks about the interrelationship of languages in the context of glo-



balization, he emphasizes the importance and role of multilingualism. He notes that language relations in a global context are similar to a system. He emphasizes that multilingualism is a concept that protects and unites humanity at a time when it is divided by so many languages. As a result of the interaction of languages, a global language system is created in which languages at each level of this system perform a unique function. At the base of this system are the “small” languages that exist all over the world. De Swann calls these languages “peripheral languages” [3, p. 350]. Peripheral languages account for 98% of the world’s languages and are used by approximately 10% of the world’s population. These languages often have no written language, and important information is passed down orally from generation to generation. These languages are mainly used by small communities and are found in limited geographical areas. Peripheral languages are languages that do not play a major role in science, technology, economics, and other important fields. At the next level are the “central languages”. The central languages connect the peripheral languages. Examples are Chinese, Hindi and other languages. There are about 100 central languages in the world, and these languages are often used as a second language by speakers of peripheral languages. The central languages are mostly national or official languages. These languages play an important role in the processes taking place in the world, and are among the most widely used languages in politics, education, the judicial system, and other important fields. Linguist, Professor Hamel, notes that multilingualism not only plays an important role in ensuring environmental sustainability, but is also valued as an individual and collective asset.

The main objective of is to consider what factors play a role in shaping language policy. Language policy is one of the elements that play an important role in the life of the country. In particular, when more than one language is used, language policy and language planning play an important role in regulating certain relationships. Therefore, it is important to consider these concepts. The concept of language policy and language planning emerged in the early 19th century along with the concept of the nation-state. At that time, the ideology of “one language, one nation” prevailed.

A methodological basis for the study. In the study of the problem, theoretical research methods were used, such as generalization, analogical and typological approaches based on various literary sources and materials.

Results and discussions. Many sociolinguists and researchers believed that government representatives

and linguists were pursuing a specific goal, working together to create various categories called mother tongue, national language, official language, local language, and so on. The basis of this goal was to control and manipulate people’s linguistic choice [4, p. 5]. This process accelerated mainly after the Second World War with the emergence of new independent nation-States. Thus, the newly formed States have already begun to implement language policies aimed at bilingualism and multilingualism. However, most States, especially Asian and African ones, sought to maintain the status quo, that is, the language used in colonial conditions remained unchanged. Most of the newly independent states tried to keep their language policy unchanged. India is an example of this. Here, along with Hindi, English has also been preserved as the official language. A similar situation is observed in African countries. Along with the local languages, French is one of the official languages. Spolsky identifies several factors that play a leading role in determining the language policy of states. These include:

Sociolinguistic ecosystem (which languages are functional and to what extent); Certain beliefs formed in relation to language and national identity (linguistic ideology); The impact of globalization (the trend towards the use of international languages, especially English); Pressure to ensure the rights to minority languages belonging to indigenous peoples or migrants and to pay attention to this issue.

All these factors play an important role in the educational policies applied in almost all countries regarding bilingualism and multilingualism [6]. In 1953, UNESCO issued a declaration emphasizing the special role of “local languages” in education. This UNESCO declaration is based on research conducted in classrooms around the world. It was found that the languages of the former colonies predominate in these classes, and as a result, dialects and some local languages are not used or their scope is narrowing. As a result, the importance of local and ethnic minority languages has come back to the fore, and an action plan has been developed to involve them in education. This declaration states: “Teaching in the mother tongue should be one of the best ways to raise children, as it forms a bridge between the language of everyday life and the language used in education. Every language is capable of imparting high cognitive skills to a child, and in this regard, ethnic minority languages and other dominant languages are no exception. Therefore, education in the native language should continue as long as possible. The language of interethnic communication or languages widely used in communication cannot replace the mother tongue,

and this should be avoided until the child has fully mastered the mother tongue” [7, p. 11].

The ideas expressed in this declaration show once again that education is more effective when it is conducted in the child’s native language. It also demonstrates the importance of learning in one’s native language. The native language plays an indispensable role in defining cultural elements, identity, and learning a new language. If it is difficult for a child to understand a concept that is alien to his culture, he will not be able to express it in his native language. Therefore, it is necessary to do everything possible to ensure education in the mother tongue, and this opportunity should be based on the principle of equality for all.

On the other hand, it should be noted that there are languages that do not have a written system. The lack of written language creates certain difficulties in teaching them. Although UNESCO emphasizes the importance of the mother tongue in its declaration, it also notes the importance of national and official languages in teaching. She emphasizes that global languages play an indispensable role in ensuring communication. In this way, local communities can also participate in and contribute to the processes taking place in society. It should also be noted that it is not always possible to ensure that the native language is taught during the learning process. The following factors may have contributed to this:

In some cases, minority languages or local languages are not recognized by the State; The native language does not dominate communication; There may be no written literature in the native language. Another difficulty faced by researchers and linguists is the role of the mother tongue in learning the second and third languages. There is an opinion that the native language plays an auxiliary role in learning the second and third languages. A person who does not speak his native language perfectly will not be able to master other languages well. However, there are those who hold the opposite opinion. Thus, if the native language is not sufficiently developed, it may hinder the assimilation of other languages. Such factors include, as already mentioned, the lack of writing in the language, the lack of teachers, and others. The proliferation of global languages such as English further complicates the issue of mother tongue in the context of the dominance of multilingualism. The concept of a native language is difficult. Depending on who interprets it and how, attitudes towards this issue may vary somewhat. Taking into account such factors as the socio-political context of states and the “linguistic ecology” of society, the interpretation of

the concept of a native language can be approached from different angles. In the context of multilingualism and multiculturalism, the importance of the phenomenon of globalization has increased even more in recent decades. Thanks to globalization, the integration process has accelerated, and the means of communication have become accessible to almost everyone. A number of changes have taken place in the field of education, and attention has shifted from the concept of monolingualism to the concept of bilingualism and multilingualism.

An example is India, one of the countries where multilingualism is widespread. Multilingualism has been deeply rooted in Indian society for centuries. In this regard, the National Framework for Education (2005) states: “Although the linguistic diversity that exists in India presents certain challenges, it also opens up a number of opportunities”. The document says that India is not considered unique because of the large number of languages. India is considered unique because the languages spoken here belong to five different language families. This is almost impossible to observe anywhere else in the world [3, p. 366].

After gaining independence in 1947, India officially recognized the languages of local and ethnic minorities in its constitution. At the same time, multilingualism and multiculturalism are accepted here as a social reality, and certain measures are being taken in this direction. In 1968, a policy called the “Formula of Three Languages” was adopted [3, p. 366]. According to this policy, Hindi was the national language, and English was used in official or business meetings alongside Hindi. The third language was a state-recognized language. For example, in the state of Gujarat, located in the western region of India, Gujarati was considered the official language.

In addition, the Constitution of India contains certain provisions aimed at protecting linguistic diversity and cultural identity. This is clearly reflected in articles 29 and 30 of the Constitution. They say: “Every citizen who lives in India and has his own language and culture has the right to preserve his language and culture”. At the same time, special attention is paid to teaching the mother tongue, including the languages of local and ethnic minorities. It should also be noted that no matter how comprehensive the regulatory documents are, their implementation always creates certain difficulties. The lack of access to education for all and the dominance of global languages are among the main factors in these problems.

The study of comparative experience is of great importance for the development of language policy in multilingual countries. Canada is often cited as an

example in this regard. English and French have official status in the country. Both languages are used at the state level on equal terms. The principle of bilingualism in education, courts and administrative services is protected by law. This model shows that with political will and institutional arrangements, multilingualism can be an advantage rather than a burden for society [1].

Switzerland, on the other hand, has a more complex language environment. German, French, Italian and Romansh have official status here. Language policy is regulated on the basis of a federal structure, and each canton defines its own language regime. This approach makes it possible to preserve regional linguistic features and prevent centralized linguistic pressure. The Swiss experience shows that flexibility and regional autonomy play an important role in language policy.

The situation in Asian countries is different. In Singapore, multilingualism is one of the main pillars of government policy. Although English is the main working and educational language here, Malay, Chinese and Tamil also have official status. This model aims to achieve a balance between the demands of globalization and the preservation of national and ethnic identity.

The rapid development of information and communication technologies (ICT) in recent decades has led to the transition of multilingualism to a new digital stage. The use of languages in the digital environment is no longer limited to the educational and administrative spheres, but is also expanding through social networks, online media, artificial intelligence platforms and digital services. This process highlights the concept of “digital multilingualism” and creates new challenges in the development of national language policy. The position of the dominant languages in the digital environment is further strengthened. In particular, English makes up the majority of Internet resources. This can lead to ignoring ethnic minority languages and local languages. Therefore, many countries are developing special strategies to support local languages on digital platforms. For example, the operation of official websites of government agencies, electronic services and educational platforms in several languages is considered an important step in protecting language rights [8].

Digital multilingualism also creates new educational opportunities. Thanks to online resources, open educational platforms, and distance learning models, students and students can learn multiple languages simultaneously. However, to make effective use of these opportunities, language policy must take into

account digital literacy and language teaching. Otherwise, digital inequality can further exacerbate linguistic inequality. Language policy is not only a cultural and ideological issue, but also closely related to socio-economic factors. Languages in demand on the labor market, migration processes and international cooperation have a direct impact on language choice. In the context of globalization, people who do not speak foreign languages may be less competitive in the labor market. For this reason, many countries prefer to strengthen the teaching of foreign languages. On the other hand, focusing only on global languages can weaken the social functions of local languages. The displacement of local languages from public life can lead to social inequality. Therefore, an effective language policy must take into account both economic efficiency and social justice. One of the important consequences of globalization is the acceleration of international and internal migration. Migration processes are one of the leading factors in the formation of multilingual societies and have a direct impact on language policy. The merging of speakers of different languages and cultures in one social space creates new challenges for States. These challenges are mainly related to the integration of migrants into society, the protection of their linguistic rights and, at the same time, the preservation of the status of the State language. One of the most frequently observed cases in countries hosting migrants is their linguistic marginalization. Migrants who do not have sufficient knowledge of the official language face difficulties in accessing education, the labor market, and social services. Spolsky notes that in such situations, language policy should not be limited only to regulatory documents, but should also include practical integration mechanisms [5]. In this regard, the organization of state language courses, the creation of multilingual information resources and the implementation of support programs in educational institutions are of great importance.

At the same time, the complete exclusion of migrant languages can lead to social tension and an identity crisis. Hogan-Brun and Robinson emphasize that an inclusive language policy can channel the cultural capital of migrant communities towards the overall development of society [2]. This approach treats multilingualism as a resource, not as a problem. Thus, the relationship between migration and language policy is obvious. An effective language policy should both ensure the integration of migrants into society and maintain the existing linguistic balance. Maintaining this balance is one of the main conditions for social harmony and cultural continuity in the

era of globalization. Therefore, an effective language policy should not only benefit from the opportunities created by globalization, but also ensure the preservation of linguistic diversity. Maintaining this balance plays a crucial role both in ensuring social stability and in maintaining cultural continuity.

Azerbaijan is also one of the countries with a multicultural and multilingual environment that has not escaped the processes of globalization. Although Azerbaijani is the official language, there are languages belonging to different ethnic groups in the country. At the same time, English and Russian are widely used in education and communication. This reality requires a balanced implementation of language policy. In the context of Azerbaijan, one of the main goals of language policy is to strengthen the position of the state language, as well as create conditions for the protection and development of ethnic minority languages. The role of the mother tongue in educational programs, the teaching of foreign languages and the multilingual preparation of digital resources can serve as the main directions of this policy. In the Republic of Azerbaijan, issues of multilingualism and language policy are regulated by a number of normative legal documents that form the legal basis of the State policy in the field of language. First of all, it should be noted that the Constitution of the Republic of Azerbaijan pays special attention to the issue of language. According to article 21 of the Constitution, the official language of the Republic of Azerbaijan is the Azerbaijani language, and the State ensures its development. At the same time, the same article clearly states that the free use and development of the languages of other peoples living in the territory of the Republic of Azerbaijan is ensured. This provision proves that linguistic diversity is recognized and protected at the legal level in the country.

One of the main documents regulating language policy is the Law "On the State Language of the Republic of Azerbaijan" (2002). This law emphasizes the inadmissibility of suppressing other languages along with the use of the state language in official spheres. The law states that the State language policy should serve to protect national and cultural values and take into account the linguistic characteristics of a multinational society. This approach shows that lan-

guage policy is not only normative, but also inclusive.

In addition, the Republic of Azerbaijan has undertaken obligations to protect language rights by joining a number of international documents. In particular, UNESCO documents on the protection of linguistic and cultural diversity have had a conceptual impact on the country's language policy. These documents assess linguistic diversity as an integral part of cultural heritage and recommend that States protect this diversity. Thus, multilingualism in the context of Azerbaijan is not an accidental phenomenon, but a reality based on legal and institutional principles. The state language policy, in addition to strengthening the position of the Azerbaijani language, creates a legal basis for the survival and development of other languages. Maintaining this balance is one of the main factors ensuring the sustainability of social stability and cultural diversity in the context of globalization [9].

Conclusion. In the era of globalization, a society with multilingual and multicultural resources has several advantages. Thus, these societies play an important socio-economic role in the global space. Thanks to the global economy, the world is getting smaller, but the importance of language and its learning is increasing. In this regard, it is necessary to respect the rights of ethnic and cultural minorities and create conditions for them to use their native languages. Globalization has brought the values of local culture and languages to the fore. The studies mentioned above show that multilingualism is an unavoidable reality in the context of globalization. Accordingly, when preparing a language policy, the following points should be taken into account: Language policy should be based on a long-term strategy and should not serve only short-term political goals. The models of native language learning and multilingual education should develop in parallel. It is necessary to ensure the presence of local and minority languages on digital platforms. It is necessary to constantly study international experience and adapt it to the local context. Therefore, an effective language policy should not only benefit from the opportunities created by globalization, but also ensure the protection of linguistic diversity. Maintaining this balance is of great importance both in terms of social stability and cultural continuity.

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Парвана Багірова. ФАКТОРИ, ЩО ВІДІГРАЮТЬ ВАЖЛИВУ РОЛЬ У ФОРМУВАННІ МОВНОЇ ПОЛІТИКИ В КОНТЕКСТІ ГЛОБАЛІЗАЦІЇ

У статті розглядаються фактори, що впливають на роль та значення багатомовних країн у створенні мовної політики в контексті глобалізації. Зазначається, що за останні кілька десятиліть у всьому світі відбулися значні економічні та політичні зміни. Тим часом ці зміни вплинули на викладання та вивчення мов у глобальному контексті. Однією з таких змін є тенденція до багатомовності, яка поширюється по всьому світу. Державна політика відіграє вирішальну роль в управлінні цією тенденцією. У зв'язку з цим існують певні фактори, які необхідно враховувати під час розробки мовної політики. У статті встановлено, що за останні п'ятдесят років у всьому світі відбувся ряд важливих економічних та політичних подій. В результаті міжкультурна комунікація досягла свого піку. Фізичні та географічні кордони практично стираються день у день. Доведено, що такі зміни вплинули на багато сфер, від повсякденного життя людей до освіти. Оскільки багатомовність стала глобальним явищем у всьому світі, її вплив посилюється і стає одним із важливих компонентів мовної політики країни. Близько 200 країн мають дві або більше офіційних мов. Таким чином, у цих країнах кілька мов визнані офіційними державними мовами та національними мовами. Прикладами таких країн є Люксембург, Сінгапур, Південна Африка та інші. Тим не менш, існує низка мов, які залишаються важливими для забезпечення міжкультурної комунікації як лінгва франка. До них належать англійська, арабська, французька, китайська та інші мови. Безсумнівно, англійській мові вдалося зберегти своє домінуюче становище та стати основним засобом комунікації у всьому світі. Слід також зазначити, що ці мови вивчаються як друга, третя чи четверта мова.

Ключові слова: багатомовність, глобалізація, мовна політика, мовне планування.

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