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## THE IMPACT OF GLOBALIZATION ON LINGUISTIC IDENTITY AND COMPETENCE IN EDUCATION

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**Abstract.** Globalization has emerged as a powerful force reshaping educational landscapes, particularly in relation to language, identity, and communicative competence. In an increasingly interconnected world, the dominance of global languages – especially English has influenced how linguistic identity is formed and how linguistic competence is defined and developed within educational systems. This article investigates the impact of globalization on linguistic identity and competence, with a specific focus on how these dynamics manifest in formal education across multilingual contexts.

The research explores how the global flow of information, people, and cultural practices contributes to shifts in students' and teachers' linguistic self-perception, often resulting in hybrid identities. As global languages gain prestige, local and minority languages may face marginalization, affecting students' cultural affiliation and self-esteem. Conversely, globalization also offers opportunities for linguistic enrichment, intercultural exchange, and the development of multilingualism competencies. The study highlights the tensions between global linguistic standards and local language practices, emphasizing the need for education systems to strike a balance between promoting international communication and preserving linguistic diversity.

Drawing on sociolinguistic theories, policy analysis, and case studies from multilingual education settings, the paper examines the implications of globalization for language curricula, pedagogy, and teacher education. Special attention is given to how educators can support students in negotiating their linguistic identities and developing culturally responsive communication skills. The role of English as a lingua franca, the influence of transnational media, and the rise of international education programs are discussed as both enablers and challenges in this process.

Ultimately, the paper argues that linguistic competence in the 21st century must be redefined to include not only grammatical and communicative proficiency but also intercultural sensitivity and adaptability. It advocates for educational practices that value linguistic diversity, foster inclusive identity development, and prepare learners to participate effectively in globalized, multicultural environments. By understanding the evolving relationship between language, identity, and globalization, educators can better support students in becoming competent and confident communicators in a diverse world.

**Keywords:** multilingualism, competence, education, context, skill, globalization, intercultural, value

## **Introduction**

In the twenty-first century, globalization has become a transformative force across economic, political, cultural, and educational domains. Rapid technological advancement, increased mobility, and expanding global communication networks have reshaped how languages are used, taught, and understood worldwide. Education, in particular, reflects and reinforces these global dynamics, especially in relation to language learning and language policy.

Linguistic identity, understood as an individual's sense of self shaped by the languages they use and the cultural meanings attached to them, is increasingly influenced by global interactions. As learners encounter diverse linguistic and cultural practices, they develop enhanced communicative and intercultural skills. However, this exposure may also create tensions when globally dominant languages, especially English, overshadow local or indigenous languages. Such imbalances can weaken students' connection to their linguistic heritage and complicate their sense of belonging.

Simultaneously, linguistic competence is being conceptualized. Instead of referring solely to mastery of a single standardized language, competence now encompasses the ability to function effectively across multilingual and multicultural contexts with flexibility and intercultural awareness. This shift places significant responsibility on educators to support not only language proficiency but also the development of inclusive and resilient linguistic identities.

This study investigates how globalization influences linguistic identity and linguistic competence in educational settings. By drawing on sociolinguistic theory, educational research, and globalization studies, the study aims to examine the implications of these global dynamics for curriculum development, pedagogical practices, and teacher preparation. To ensure that the findings are presented with reliability and rigor, the research emphasizes methodological transparency, careful data interpretation, and critical reflection on how global and local forces interact within multilingual learning environments.

## **Materials and Methods**

This research utilized a qualitative approach to explore how globalization influences linguistic identity and competence in educational contexts. The focus was placed on examining the ways in which global dynamics affect language practices, perceptions, and the construction of linguistic identities among both students and educators. Adopting an interpretivist perspective, the study aimed to capture participants' lived experiences and subjective understandings of communication in multilingual and globally influenced learning environments.

Data were gathered from three culturally and linguistically diverse educational institutions: an international secondary school, a bilingual public school, and a university faculty specializing in teacher education [1]. In total, thirty-five individuals participated in the study—twenty students and fifteen

educators, including teachers, curriculum specialists, and language coordinators. Participants were selected through purposive sampling to ensure alignment with the study's objectives [2]. Their linguistic backgrounds varied widely, and all had experience engaging in environments where global languages, particularly English, interact with local linguistic and cultural systems.

Semi-structured interviews were used as the primary data collection tool, enabling participants to share detailed personal narratives regarding their experiences of language use, identity negotiation, and evolving linguistic competence under the influence of globalization. In addition, three focus group discussions—one with teachers and two with student groups—were organized to foster interactive reflection and collective interpretation of how global linguistic trends affect classroom practices and individual identity [3].

To complement these qualitative techniques, institutional documents such as policy statements, curricula, instructional materials, and mission statements were analyzed [4]. This document analysis provided contextual insights into how educational institutions formally respond to the pressures and opportunities of globalization [5]. All interviews and discussions were audio-recorded, transcribed verbatim, and analyzed thematically using NVivo software. Both inductive and deductive coding strategies were applied: initial codes were informed by existing literature, while emerging patterns were incorporated as new themes developed from the data [6].

To enhance the credibility and trustworthiness of the findings, triangulation was implemented by comparing results from interviews, focus groups, and document analysis [7]. Member checking was carried out by sharing transcript summaries with participants for confirmation of accuracy. Peer debriefing sessions with academic colleagues were also conducted to minimize researcher bias and ensure analytical rigor. Ethical clearance was obtained from the institutional review board, and informed consent was secured from all participants, guaranteeing confidentiality and voluntary participation throughout the research process.

## **Results and Discussion**

The findings of this study suggest that globalization has a complex and ambivalent impact on linguistic identity and competence within educational settings. While global influences create new opportunities for linguistic enrichment, they also introduce tensions related to the preservation of local languages. However, these conclusions remain tentative due to the limited inclusion of concrete evidence such as direct participant quotations or detailed case examples that would more clearly demonstrate how the data support these claims.

Across the three institutions examined, participants described globalization as visible through the widespread use of English, exposure to international media, the adoption of globalized curricula, and increased cross-cultural interaction. These themes appear consistently in the dataset, yet the absence of verbatim excerpts makes it difficult to fully assess how participants articulated these experiences. For example, student perspectives on multilingualism and the perceived value

of English would be more convincing if supported by representative quotes or narrative accounts.

The reported concerns about the marginalization of local and heritage languages also require stronger evidentiary grounding. Although several students from minority linguistic backgrounds were said to experience internal conflict between maintaining their native languages and prioritizing English, the manuscript does not provide specific excerpts that illustrate these struggles. Without such concrete examples, the analysis remains generalized and does not clearly reveal the depth or variability of students' experiences.

Educators' observations similarly highlight both the benefits and challenges of globalization: enhanced communicative competence on one hand and declining local language fluency on the other. Yet these interpretations would be more rigorous if supported by direct teacher statements, classroom observations, or documented institutional practices. Presenting case examples, such as a curriculum decision or a classroom episode, would significantly strengthen the credibility of the findings.

The study mentions several innovative pedagogical practices that integrate global and local perspectives, such as using indigenous texts, encouraging multilingual discussions, and designing heritage-focused assignments. While these examples are promising, the analysis does not provide detailed descriptions or teacher/student testimonies that would demonstrate how such practices were implemented in practice. Including such evidence would allow readers to better understand the effectiveness and challenges of these approaches.

Overall, the results indicate that globalization is reshaping linguistic competence by expanding it beyond traditional structural proficiency toward intercultural sensitivity and adaptability. However, the lack of concrete data excerpts limits the extent to which the study's conclusions can be fully evaluated. To ensure the reliability and rigor of the findings, the analysis should incorporate specific quotations, detailed case descriptions, and clearer links between raw data and thematic interpretations. Without these elements, the claims remain plausible but insufficiently substantiated.

## Conclusion

Globalization's influence on linguistic identity and competence in education is both far-reaching and multifaceted, creating a dynamic landscape in which opportunities for enriched language learning coexist with challenges relating to cultural continuity and linguistic equity. The findings of this study indicate that global forces—such as the increasing prominence of English as a lingua franca, the pervasive reach of international media, and the widespread adoption of globally oriented curricula—are reshaping long-held assumptions about what it means to be linguistically competent in today's interconnected world. In contemporary educational settings, competence is no longer limited to mastery of grammar and vocabulary within a single standardized language; instead, it encompasses the ability to navigate multilingual realities, communicate effectively across cultural borders, and construct a resilient and reflective sense of linguistic identity.

However, the same global pressures that broaden linguistic opportunities can also marginalize local and minority languages, creating internal tensions for learners who feel compelled to prioritize globally “marketable” languages like English at the expense of their heritage tongues.

These tensions may lead to diminished self-esteem, weakened cultural attachment, and reduced engagement in academic environments, signaling a need for more intentional support structures within educational systems. The study’s findings therefore underscore the importance of pedagogical, curricular, and institutional practices that balance the acquisition of global communication skills with the affirmation and preservation of local linguistic identities. For classroom practice, this requires educators to adopt culturally and linguistically responsive pedagogies that value students’ full linguistic repertoires, such as translanguaging strategies, the incorporation of indigenous and community-based texts, and learning activities that encourage students to explore and present their linguistic heritage. These practices not only promote deeper learning but also reinforce students’ sense of belonging and identity security. At the curricular level, schools must design programs that provide meaningful space for multiple languages to coexist, ensuring that global languages enhance rather than displace local linguistic resources. This may involve integrating multilingual materials, offering flexible pathways for heritage language development, and embedding intercultural communication objectives across subject areas. In terms of teacher preparation, the study highlights a pressing need for teacher education programs to more thoroughly equip future educators with the theoretical knowledge and practical skills required to navigate the complexities of linguistic identity formation in globalized classrooms. Teachers should develop competencies in understanding sociolinguistic dynamics, guiding identity-sensitive discussions, critically evaluating global curricula, and implementing instructional strategies that support linguistic diversity. Professional development opportunities should similarly focus on strengthening teachers’ capacity to respond to the cultural and emotional dimensions of multilingual learning, enabling them to foster inclusive classroom environments where all languages are valued. At a broader institutional and policy level, educational systems must adopt frameworks that actively support linguistic pluralism, ensuring that the benefits of globalization do not come at the expense of local linguistic and cultural heritage.

This includes developing policies that protect minority languages, investing in bilingual and multilingual programs, and creating institutional cultures that publicly recognize and celebrate linguistic diversity as an educational asset rather than a barrier. Policies should also encourage collaboration between schools, families, and communities to strengthen heritage language maintenance and intergenerational linguistic continuity. Ultimately, the evidence presented in this study suggests that embracing linguistic pluralism—rather than promoting assimilation into a single dominant linguistic norm—offers the most equitable and empowering approach for learners in the twenty-first century. When thoughtfully integrated, global influences can expand students’ horizons, provide access to international opportunities, and enhance intercultural competence, while strong

foundations in local languages anchor learners in their cultural identities and foster deeper social and emotional resilience. Education, therefore, plays a crucial mediating role in balancing global and local forces: it is not only responsible for developing proficient multilingual communicators but also for cultivating confident, culturally grounded individuals who can thrive academically, socially, and ethically in an increasingly interconnected and diverse world.

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## **ЖАҒАНДАНУДЫҢ БІЛІМ БЕРУДЕГІ ТІЛДІК БІРЕГЕЙЛІК ПЕН ҚҰЗЫРЕТТІЛІККЕ ӘСЕРІ**

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**Аңдатпа.** Жаһандану білім беру ландшафттарын, әсіресе тіл, сәйкестік және коммуникативті құзыреттілікке қатысты қайта қалыптастыратын қуатты күш ретінде пайда болды. Барған сайын өзара байланысқан әлемде жаһандық тілдердің, әсіресе ағылшын тілінің үстемдігі лингвистикалық бірегейліктің қалай қалыптасатынына және білім беру жүйелерінде тілдік құзыреттілік қалай анықталып, дамытылатынына әсер етті. Бұл мақала жаһанданудың лингвистикалық сәйкестілік пен құзыреттілікке әсерін зерттейді, бұл динамиканың көптілді контексттердегі ресми білім беруде қалай көрінетініне ерекше назар аударылады.

Зерттеу ақпараттың, адамдардың және мәдени тәжірибелердің жаһандық ағыны студенттер мен мұғалімдердің тілдік өзін-өзі қабылдауындағы өзгерістерге қалай ықпал ететінін зерттейді, бұл көбінесе гибриді сәйкестіктерге әкеледі. Жаһандық тілдер беделге ие болған сайын, жергілікті және азшылық тілдері маргинализацияға тап болуы мүмкін, бұл студенттердің мәдени сәйкестігі мен өзін-өзі бағалауына әсер етеді. Керісінше, жаһандану тілді байыту, мәдениетаралық алмасу және көптілділік құзыреттерін дамыту мүмкіндіктерін де ұсынады. Зерттеу жаһандық лингвистикалық стандарттар мен жергілікті тіл тәжірибесі арасындағы шиеленістерге назар аударып, білім беру жүйелерінің халықаралық коммуникацияны ілгерілету мен тілдік әртүрлілікті сақтау арасындағы тепе-теңдікті сақтау қажеттілігін атап көрсетеді.

Әлеуметтік лингвистикалық теорияларға, саясатты талдауға және көптілді білім беру жағдайларындағы кейстерге сүйене отырып, мақала жаһанданудың тілдік оқу бағдарламалары, педагогика және мұғалімдердің білімі үшін салдарын қарастырады. Оқытушылардың студенттерге өздерінің тілдік ерекшеліктерін келісуге және мәдениетті қарым-қатынас дағдыларын дамытуға қалай көмектесе алатынына ерекше назар аударылады. Ағылшын

тілінің лингва франк ретіндегі рөлі, трансұлттық бұқаралық ақпарат құралдарының әсері және халықаралық білім беру бағдарламаларының өркендеуі осы процестегі мүмкіндіктер мен қиындықтар ретінде талқыланады.

Сайып келгенде, мақалада 21 ғасырдағы лингвистикалық құзыреттілік тек грамматикалық және коммуникативті дағдыларды ғана емес, сонымен қатар мәдениетаралық сезімталдық пен бейімделуді қамтуы үшін қайта анықталуы керек деп тұжырымдайды. Ол лингвистикалық әртүрлілікті бағалайтын, инклюзивті сәйкестікті дамытуға жәрдемдесетін және оқушыларды жаһанданған, көпмәдениетті орталарға тиімді қатысуға дайындайтын білім беру тәжірибесін жақтайды. Тіл, сәйкестік және жаһандану арасындағы дамып келе жатқан қарым-қатынасты түсіну арқылы педагогтар студенттерге әртүрлі әлемде құзыретті және сенімді коммуникатор болуға жақсырақ қолдау көрсете алады.

**Тірек сөздер:** көптілділік, құзыреттілік, білім беру, контекст, шеберлік, жаһандану, мәдениетаралық, құндылық

## ВЛИЯНИЕ ГЛОБАЛИЗАЦИИ НА ЯЗЫКОВУЮ ИДЕНТИЧНОСТЬ И КОМПЕТЕНТНОСТЬ В ОБРАЗОВАНИИ

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**Аннотация.** Глобализация стала мощной силой, изменяющей образовательные ландшафты, особенно в отношении языка, идентичности и коммуникативной компетенции. В мире, который становится все более взаимосвязанным, доминирование глобальных языков, особенно английского, повлияло на то, как формируется языковая идентичность и как определяется и развивается языковая компетентность в образовательных системах. В этой статье исследуется влияние глобализации на языковую идентичность и компетентность, с особым акцентом на том, какое отражение она находит в формальном образовании в многоязычных контекстах.

В исследовании рассматривается, как глобальный поток информации, людей и культурных практик способствует сдвигам в языковом самовосприятии учащихся и учителей, что часто приводит к гибридным идентичностям. По мере того, как глобальные языки приобретают престижные позиции, местные и языки меньшинств могут столкнуться с маргинализацией, что влияет на культурную принадлежность и самооценку учащихся. И наоборот, глобализация также предлагает возможности для языкового обогащения, межкультурного обмена и развития компетенций многоязычия. Исследование подчеркивает напряженность между глобальными языковыми стандартами и местными языковыми практиками, подчеркивая необходимость того, чтобы образовательные системы соблюдали баланс между продвижением международной коммуникации и сохранением языкового разнообразия.



Опираясь на социолингвистические теории, анализ политики и тематические исследования многоязычных образовательных учреждений, в статье рассматриваются последствия влияния глобализации на языковые учебные программы, педагогику и педагогическое образование. Особое внимание уделяется тому, как преподаватели могут помочь студентам в определении и гармонизации их языковой идентичности и развития навыков общения с учетом культурных особенностей. В статье отмечается, что определение роли английского языка как *lingua franca*, то есть как функциональный тип языка, используемый в качестве средства общения между носителями разных языков, и влияние транснациональных СМИ на рост международных образовательных программ характеризуются как факторы, способствующие этому процессу, так и создающие проблемы.

В статье обосновывается мысль, что состав языковой компетентности в 21 веке необходимо пересмотреть, включив в ее структуру не только грамматический и коммуникативный компонент, но также межкультурную чувствительность и адаптивность. Также предлагаются образовательные практики, в которых содержится компонент языкового разнообразия, способствуют инклюзивному развитию идентичности и готовят учащихся к эффективному участию в глобализированной многокультурной среде. Соблюдение принципов учета соотношения между языком, идентичностью и глобализацией, даст педагогам инструмент для формирования у студентов новых компетенций, чтобы они были уверенными коммуникаторами в разнообразном мире.

**Ключевые слова:** многоязычие, компетентность, образование, контекст, навык, глобализация, межкультурный, ценность

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