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ORIGINAL CONTRIBUTION

Language Policy and Preservation of Linguistic Diversity in a Globalized World

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Abstract— Despite numerous studies of the impact of globalization on the language sphere, there is a lack of comprehensive conceptual models that would systematically combine legal, educational, digital, and cultural tools for preserving linguistic diversity under conditions of English dominance. The aim of the article is to theoretically substantiate the principles of language policy and develop a conceptual model of multiculturalism aimed at supporting multilingualism. To achieve the goal, the following research questions were formulated: 1) what are the main challenges for linguistic diversity generated by globalization; 2) what international language policy practices are the most effective; 3) what are the real language practices and attitudes towards language policy among Ukrainian youth; 4) what should be the structure of the language policy model of multiculturalism. The methodology is based on a systemic approach and combines theoretical analysis, a comparative method, an online survey (*n*= 100 students), and statistical data processing. The model was developed based on a synthesis of international experience, and its preliminary validation was carried out through comparison with empirical results. The results revealed a Ukrainian-English bilingual model in the digital environment, an instrumental attitude towards English, and a moderate demand for state protection of the Ukrainian language. The proposed hierarchical six-level model covers philosophical principles, strategic goals, implementation tools, monitoring, expected results, and the ultimate goal - the formation of an open, tolerant, and inclusive society where linguistic diversity is preserved as a global asset. Prospects for further research include quantitative verification of the model on more representative samples, comparative analysis with other countries, and studying the impact of digital technologies and artificial intelligence on language behavior.

Index Terms— Language policy, Multiculturalism, Globalization, Intercultural communication, Native language

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Introduction

Globalization, as a complex and multidimensional phenomenon that encompasses economics, politics, and culture, has inevitably affected the language sphere. Against the backdrop of the considerable diversity of national languages in the world, it provokes structural and functional shifts in them. As M. C. Conceição (2025) aptly emphasizes, in a world where ties are increasingly intertwined, language performs not only a purely utilitarian function of transmitting information. It becoming a competitive arena where issues of identity, governance, and global presence are being decided; language today is both a mirror of change and a tool that drives it (Sokol, 2024).

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Despite the significant body of publications devoted to language policy, several important problems remain unresolved in the scientific literature. First, most studies focus on individual aspects – legislative, educationa,l or digital – without proposing a holistic hierarchical model that would integrate all levels from philosophical foundations to practical tools. Second, empirical data on the real language practices of young people in postcolonial countries, in particular in Ukraine, in the context of hybrid warfare and accelerated digitalization, remain fragmented. Third, insufficient attention has been paid to the digital dimension of language viability – a criterion that increasingly determines its future. Thus, the scientific novelty of this work lies in the development of a comprehensive conceptual model of the language policy of multiculturalism, which takes into account the multidimensionality of challenges (from demographic to digital) and is based on a combination of international experience, theoretical analysis, and original empirical research. The practical significance of the model lies in its adaptability to different national contexts, especially for countries overcoming the post-colonial legacy and at the same time integrating into the global space.

In international business and communications, languages are becoming a key resource. Dominant languages, whose status is backed by the economic or political weight of the countries in which they are spoken, are turning into instruments of global communication (Sabitova et al., 2024). This phenomenon is described by the term "linguistic empire," which captures the situation of dominance of one language in science, technology, and business. As Abramova (2019) notes, the consequences can be the displacement of rare languages, the erosion of cultural identity, and the narrowing of the space for the representation of many cultures (Masoud & Ali, 2026; Vydaichuk et al., 2024).

On the one hand, there is a growing need to learn languages of international communication as a tool for global mobility and competitiveness. On the other hand, the need to preserve linguistic diversity through educational programs that support multilingualism and develop intercultural competence is becoming increasingly acute (Boiko, 2021; Gura et al., 2022; Kjellgren et al., 2025). It is in education that the foundations are laid for the formation of the linguistic consciousness of future generations, capable of combining openness to the world with respect for their own linguistic and cultural heritage.

The aim of the article is to theoretically substantiate the foundations of language policy and conceptualize approaches to preserving linguistic diversity in the context of globalization processes, as well as to develop a conceptual model of language policy aimed at supporting multiculturalism and multilingualism.

Literature Review

Language policy as a social phenomenon is being investigated through an interdisciplinary approach. The concept of "language policy" is studied by many scientists, including (Abramova, 2019; B. Azhnyuk, 2019; Denysenko, 2024; Selihey, 2022; Solomenko, 2022; Vershyk, 2023) and other researchers. In their works, they consider language policy as a complex phenomenon whose structural components include such actors as state bodies, executive bodies, public unions, non-governmental and scientific organizations that directly form or affect language policy. It is essential that language policy is always based on a particular language situation in a society that can be represented by monolingualism or multilingualism. These characteristics define both the character and the vector of language policy (Denysenko, 2024).

There are numerous studies that research the educational component of language policy. Gura et al. (2022) examine the "Educational Services" category through an interdisciplinary lens, which can help researchers understand how language education works. Pavlenko and Pavlenko (2022) examined methods for improving the content of courses in the context of the implementation of remote or "forced" distance learning, which has relevance to the digital transformation of language education. Kravchenko et al. (2022) studied the organization of the educational activities of an educational institution during a quarantine period utilizing information and computer technology.

Bozbıyık and Morton (2025) examined the role of translingualism within a Master's degree program in Pharmacology at a Spanish university, and demonstrated that even though the university formally enforces a policy of English-Medium Instruction (EMI), instructors naturally utilize the complete language repertoire to assist their students in comprehending difficult material. Rahman et al. (2025) conducted research regarding the attitudes of faculty and students towards institutional EMI policies at a Malaysian university. The authors concluded that although the university formally subscribes to a monolingual policy, all respondents support the notion of translingualism as a valuable resource.

As part of the FOREU4ALL Project, Kjellgren et al. (2025) analyzed how higher education institutions can promote students' global competence by fostering linguistic diversity. The authors emphasized the need to surpass the dominance of English and introduce linguistic justice policies.

The post-colonial context of language policy is presented in the research of Ngcobo et al. (2025), who conducted a systematic review of the implementation of inclusive language policy in South Africa 30 years after apartheid. The authors identified lasting obstacles to the incorporation of African languages in the academic environment. Nakhooda et al. (2025) applied the concept of "Pedagogies of Mattering" to argue for the necessity of recognizing students' linguistic capital in the postcolonial world. Ndlangamandla et al. (2025) posed ontological questions: "What is language?" and criticized the neoliberal context of higher education in South Africa, suggesting "Southern multilingualism" as an alternative to Western models.

Qi et al. (2025) introduce two new concepts - "community linguascapes" and "epistemic linguascapes" – to analyze multilingual doctoral education in Australia, criticizing the monolingual paradigm that ignores the needs of indigenous communities and migrants. Velasco (2024) explores the impact of teachers' language ideologies on the implementation of mother tongue-based multilingual education policies in the Philippines, finding that teachers are active policy agents.

In the editorial section of the European Journal of Language Policy (M. Conceição, 2025), Linguistic Diversity at A Crossroads, the authors argue that, under the dual pressures of globalization and homogenization, the world of linguistic diversity is at a crossroads; therefore, policymakers have to come up with approaches that balance preservation and adaptability. Thus, the development of the concept of a multicultural language policy is one of the most urgent scientific and practical tasks of today (Voronkova, 2024).

There is another direction of contemporary research that connects language policy to national security. Under hybrid threats and information war, language policy will no longer be a matter of culture or education only, but rather its security dimension will become more obvious. As Kurylas (2023) indicates, modern language policy has to be developed using a wide range of methods that can ensure equal opportunities in terms of language when responding to new challenges. One of the first steps in the systematization of knowledge in this area was the publication of the encyclopedia dictionary of language policy prepared by B. M. Azhnyuk (2024), which presents the conceptual apparatus for further research.

The critical analysis of the scientific sources allows us to identify several theoretical gaps. First, most works describe individual cases or instruments (e.g. EMI policies or transbroadcasting), but there is a lack of attempts to synthesize these approaches in the form of a generalized model that would take into account different levels of regulation - from legislative to digital. Second, studies of postcolonial situations (Ndlangamandla et al., 2025; Ngcobo et al., 2025) focus mainly on South Africa, while the Eastern European context, in particular the Ukrainian one, remains under-researched, especially in terms of youth attitudes. Third, although some authors (M. C. Conceição, 2025; Kjellgren et al., 2025) emphasize the need for linguistic justice, their proposals are not formulated in a clear hierarchical structure that would include monitoring and feedback. Thus, the theoretical framework of our study is a synthesis of multiculturalism (as a philosophy of recognizing the equivalence of languages), institutionalism (as an approach to the role of state institutions), and sociolinguistics of language viability (in particular, the concepts of intergenerational transmission and digital presence). It is this integrative approach that allows us to overcome the fragmentation of previous studies and develop a model capable of responding to the combined challenges of globalization, postcolonialism, and digitalization.

Materials and Methods

The theoretical and methodological basis of the study was the fundamental works of domestic and foreign scholars in the field of language policy, sociolinguistics, multiculturalism, and global studies. Particular attention is paid to works that highlight the conceptual foundations of language policy (B. Azhnyuk, 2019; Vershyk, 2023), the issues of multiculturalism and inclusive society (Kjellgren et al., 2025; Voronkova, 2024), as well as the impact of globalization processes on linguistic diversity (M. C. Conceição, 2025; Sarnovska & Antonivska, 2022; Selihey, 2022). The empirical basis of the work is analytical materials from UNESCO and the Council of Europe, as well as a number of publications in leading international language policy journals in 2024–2025, in particular, the European Journal of Language Policy, Applied Linguistics Review, and the Journal of Multilingual and Multicultural Development.

To realize the goal and solve the specific tasks of the study, a set of both general scientific and special methods was used. In particular, theoretical analysis and synthesis were used to study the scientific literature and clarify the conceptual and categorical apparatus. More than 30 sources were reviewed, which made it possible to systematize the main approaches to understanding language policy in the context of globalization, to identify key concepts (such as “language empire”, “multilingual pedagogy”, “translingualism”) and to outline the current state of scientific discussion (Bozbıyık & Morton, 2025; Dennison et al., 2025; Rahman et al., 2025).

The comparative method made it possible to compare different approaches to language policy formation in multilingual countries. The objects of comparative analysis were: Canada and Belgium as classical models of territorial and personal bilingualism; Switzerland with its model of “balanced multilingualism”; the Baltic States (Estonia, Latvia, Lithuania) as an examples of post-Soviet states with a strict policy of protecting state languages; and Kazakhstan as a unique case of gradual Latinization and trilingualism. Based on this comparison, the most effective practices for preserving linguistic diversity that can be adapted to different national contexts have been identified (Ngcobo et al., 2025; Velasco, 2024).

The use of a systems approach allowed us to see language policy as a complex, multi-dimensional phenomenon that has an obvious connection to the socio-economic-cultural changes brought about by the processes of globalization. This, therefore, enabled us to examine it within a broader framework of social change, accounting for how language planning relates to education (Hura, 2026; Pavlenko & Pavlenko, 2022), as well as the effects of digitalization on communication (Kitsa, 2021; Mudra, 2024), and the problems of information hygiene (Khan, 2026; Martynovich & Pavlenko, 2024).

We used methods of generalization and abstraction to draw conclusions, identify and find common themes in different geographic areas, and provide a basis for future research, such as the influence of artificial intelligence on language practice and the development of digital inclusion programs for minority languages (Hlungwane & Nkomo, 2025; Shpak, 2024).

To ensure the reliability and validity of the empirical part of the study, an online survey method was chosen, which allows for obtaining data from a geographically distributed audience in a short time. The sample size is justified, firstly, by the pilot nature of the study, aimed at identifying general trends, and secondly, by resource constraints (financial and time), typical of the initial stages of large projects. To achieve a balance between regional representativeness and practical feasibility, a quota strategy was applied for four macro-regions of Ukraine (west, center, east, south). Quotas were formed proportionally to the size of the student population in each region according to the State Statistics Service, which

allows us to speak about sufficient representativeness within the student population. At the same time, we realize that the sample is not strictly random, so the results obtained should be interpreted as preliminary indicators, rather than final conclusions for the entire country.

The questionnaire (Appendix A) underwent two-stage validation. In the first stage, its content was assessed by three experts – specialists in the field of sociolinguistics and language policy, who checked the clarity of the wording, the correspondence of each question to the research objectives, and the completeness of the coverage of key variables. In the second stage, pilot testing was conducted on 10 respondents with similar characteristics, based on the results of which some wording was clarified (in particular, the age categories in question 1 were replaced with intervals that better differentiate the student audience). To assess the internal consistency of the scales measuring attitudes towards language policy (questions Q7–Q9), Cronbach's alpha coefficient was calculated, which was 0.78, indicating an acceptable level of reliability. Statistical analysis of the data was performed in SPSS 26.0 using frequency analysis, Pearson's chi-square test to test relationships between nominal variables (e.g., native language and attitude towards state protection), and Spearman's correlation coefficient to assess the relationship between ordinal variables (frequency of use of Anglicisms and perception of threat). All statistical tests were performed at a significance level of $\alpha=0.05$.

Results

As research on the impact of globalization on linguistic diversity develops, there is an increasing need to streamline the methodological tools used to analyze the relevant changes. An analysis of contemporary scholarly works (M. C. Conceição, 2025; Nechayenko, 2025; Selihey, 2022) shows that researchers use a wide range of approaches, each with its own logic, advantages, and limitations. In order to systematize these strategies, we have developed a classification of the main methodological approaches to assessing the impact of globalization on language practices, which is presented in Table I.

Table I

Contemporary approaches to assessing the impact of globalization on language practices

Approach	Characteristics	Key aspects of research
Sociolinguistic	Analysis of transformations in the linguistic environment under the influence of globalization processes	• expansion of Anglicisms and foreign language borrowings; • evolution of language norms and standards; • adaptation of language practices to the needs of international communication; • changes in vocabulary and grammar (using Ukrainian as an example).
Quantitative	Collection and statistical analysis of data on the functioning of languages in various social spheres	• frequency of use of foreign language borrowings in the media; • language practices in the educational sphere; • trends in language mixing in everyday communication; • statistical measurements of language behavior.
Comparative	Comparison of language practices in different cultures and countries	• identification of common trends in language development; • recording unique national characteristics; • assessment of the positive and negative effects of globalization on different language communities.
Analytical (language policy research)	Study of official documents and strategic programs for regulating language use	• analysis of educational programs and language strategies; • research on legislative acts in the language sphere; • evaluation of government initiatives to support and protect national languages; • state responses to globalization challenges.
Comprehensive	Integration of different methodological approaches for a holistic analysis	• combination of quantitative and qualitative methods; • multidimensional study of language processes; • development of effective strategies for preserving linguistic identity; • taking global transformations into account when forming language policy.

Source: author's own work

As summarized in Table I, each methodological approach has its own research optics. For a deeper understanding of specific practices, the case study method was used, which allowed us to examine language policy in different regions through the prism of their geopolitical, historical, and socio-cultural contexts. The Gulf countries (Oman and the UAE) are a good example of how economic opening to world markets intensifies the use of English in the business sphere, which inevitably affects the position of Arabic and local minority languages. These countries face a difficult task: to ensure economic competitiveness without losing their cultural identity.

Italy has demonstrated the complexities involved in protecting language, utilizing the Slovene experience as an example. While the separation of ethnic groups after 1948 assisted in safeguarding the Slovene language from being absorbed into Italian culture, this separation also made the Slovene language less adaptable to change, compared to many other languages.

The war has created unprecedented awareness of the importance of language to Ukraine. The Ukrainian language has now become a key indicator of national resistance, and a majority of its people consider it to be a fundamental component of their identity (Nechayenko, 2025). Prior to the war, Ukraine passed a law on language that increased the status of Ukrainian in the media, education, and public life.

South Africa presents a rare opportunity for researchers to explore post-colonialism.

Thirty years have now elapsed since the end of Apartheid, and the incorporation of African languages into university settings continues to be problematic (Nakhooda et al., 2025; Ndlangamandla et al., 2025). When Afrikaans is replaced by English in South African universities, this is typically done at the expense of indigenous languages and creates questions concerning linguistic justice.

Australia presents a compelling model for the ongoing debate regarding the acknowledgment of linguistic diversity in first world countries. Qi et al. (2025) introduced two new terms to the academic community: “community linguascapes” and “epistemological linguascapes”. These two terms provide a more detailed understanding of multilingual educational environments. The aim of these two terms is to challenge the monolingual paradigm, which, the researchers assert, consistently overlooks the language requirements of indigenous peoples and migrant communities.

Kazakhstan is engaged in a comprehensive reform process: the introduction of the Latin alphabet and bilingual/trilingual education. Nevertheless, there are opposing tendencies: proficiency in the Russian language has grown; however, proficiency in the Kazakh language among Russian language speakers remains low (9% can read, 6% can write), illustrating the difficulties in overcoming the legacy of colonial languages.

Latvia is an example of how difficult it may be to overcome the legacy of colonial languages, despite the existence of a consistent state policy. Despite the fact that the percentage of the Russian-speaking population in 1989 was 48%, and Latvia implemented the concept of “non-citizens” after that, there were no dramatic changes in the language situation in Latvia. Once again, this case illustrates that the implementation of language reforms requires the adoption of decisive, timely, systemic, and persistent measures.

Switzerland is characterized by having four officially recognized languages, yet most cantons (22 out of 26) are de facto monolingual. Each language has its own territorial area, and almost no common language area exists in Switzerland. The situation is even more acute in Belgium than it is in Switzerland. The linguistic confrontation between Flemish and Walloon in Belgium has reached such a level that not only is the political stability of the state under threat, but the very existence of the state itself is under threat.

A separate group includes countries with alternative models. Israel revived Hebrew after two millennia. Singapore has preserved English as a neutral means of interethnic understanding.

These three groups make up the majority of the world’s countries. They do not fit into any of the other three models. Israel revived Hebrew after two millennia. Singapore has presented English as a neutral means for interethnic understanding.

When assessing the viability of any ethnic language, researchers take into account a whole range of parameters. They consider the number of speakers (both native and second language speakers), the degree of their territorial concentration or dispersion, the presence of a written tradition and official status, the range of social spheres where the language is actually used, as well as the attitude of the speakers themselves to the language and their desire to preserve it. Even economic factors play a role: high unemployment in the region where a language is spoken can provoke mass labor migration to a foreign language environment, which significantly weakens the language’s position. However, the defining criterion is intergenerational transmission-whether children learn a language as the first language or whether it is passed on naturally from parents to future generations.

This is the most accurate indicator of whether a language has a future.

The most authoritative framework in this area is the six-level scale of language endangerment developed by UNESCO. It is based on a gradation of intergenerational transmission: the less children learn a language from their parents and the older generation, the higher the level of threat to its existence. When moving to each subsequent level, the viability of the language is consistently reduced - from “safe” to “extinct”.

The Graded Intergenerational Disruption Scale, proposed by the famous sociolinguist J. Fishman, is based on a similar logic. Both methods, despite some differences, are based on the same principle: as long as a language is used in family communication and is passed on to children as the first language, it has natural protection against extinction. As soon as this chain is broken-even with formal support in education or the media-the language is at risk.

According to UNESCO’s classification, the viability of languages is determined by a six-level scale, where each subsequent level reflects a deepening crisis. The first level is occupied by the languages that are in good health: they are spoken fluently by all generations, children learn them as their native languages, they have state support, and they function in all social spheres. The second level is represented by vulnerable languages: they are still spoken by three generations, but more and more families do not pass them on to their children; they are inferior to dominant languages in public space, and their official status often remains formal. The third level is composed of endangered languages, where the main speakers are middle-aged and elderly people, young people hardly use the language, and the sphere of use is narrowed to everyday life. The fourth level is represented by critically endangered languages: younger and middle-aged people no longer practice the language, only the oldest people retain it, and it has been completely pushed out of public space, which is the point at which the processes become irreversible. The fifth level is represented by languages on the verge of extinction, remembered only by a few hundred or a few dozen elderly people who use them sporadically; it is no longer possible to save such languages, only to document them. Finally, the sixth level includes dead languages that have no

living speakers and exist only in written monuments; their revival is more of a theoretical possibility, confirmed only by the unique example of Hebrew, which, however, has never completely disappeared, remaining in religious practice.

The proposed scale of language vitality has both diagnostic and predictive qualities. Not only does it enable us to measure the current state of a language, but it also enables us to forecast its potential future. A language at any of these levels with the exception of the first (the safe level) and the last two (the critical level or those in which the processes have become irreversible), is an urgent call for intervention; in the case of a language at one of the other levels, the language will require specifically focused protection measures to increase its potential for use and to restore intergenerational transmission until the process of decline becomes irreversible.

A new criterion for determining the viability of a language has been added to the list of criteria since the beginning of the twenty-first century. Prior to that time, the main requirement for a language to survive was the presence of a written system that permitted the language to function as a medium for education, science, and literature. Now, however, there is an additional criterion: the presence of a language in the digital environment is becoming an increasingly important factor in determining whether a language is capable of meeting the demands of the present time, increasing its capacity for communication, and continuing to serve as a full-fledged medium for exchanging information. Some key features and principal characteristics of a language in the digital environment are presented in Table II.

Table II
Criteria and indicators for assessing the impact of globalization on language practices

Criteria	Indicators	Essence of assessment
of linguistic identity	Level of self-identification of the population with their native language	Determined as the percentage of people who identify themselves with their native language out of the total number of respondents
of linguistic identity	Frequency of use of the native language in professional and informal communication	The ratio of communication in the native language to the total number of communications (in percent) is assessed
of linguistic identity	Society's readiness to preserve linguistic authenticity	Determined by the proportion of initiatives to support the native language in the total number of public initiatives
Functional use	The proportion of official documents that are translated or duplicated in a foreign language	The proportion of documents translated into a foreign language in the total document flow
Functional use	Ratio of content in the native language to foreign languages in the media	Percentage ratio of native language content to total media content
	The dominance of certain languages in business and science	The share of areas of public life dominated by a foreign language in the total number of areas analyzed

Source: author's own work

The system of evaluation presented in Table 2 is based on two criteria for evaluating language: linguistic identity and the functional use of a language. These two evaluation criteria were chosen because they best describe the dual function of language as a representation of one's identity and as a tool for communication. There are several ways in which countries regulate their relationships with languages, ranging from completely protective regulations to completely flexible multi-language regulations.

Depending upon the various historical, political, social, cultural, and economic conditions present when each country was formed, each country will develop a unique language policy model. These models may be used to provide a framework for the identification of common patterns among other languages, the comparison of the success of alternative methods, and the determination of whether or not they are effective in maintaining language diversity in the face of globalization. A summary of the major models of language policy is provided in Table III.

Most models of language policy are not found in a "pure" form – most countries incorporate characteristics of multiple models depending on the specific language condition of the country and the goals of its country's language policy.

Table III
Correlation matrix

Model	Main characteristics	Status of minority languages	Representative countries
Ethno-national	The state language is the only official language, and its development is prioritized in all spheres	Limited use or assimilation	France, Turkey, Estonia, Latvia, Ukraine (after 2014)
Territorial-federal	Official multilingualism at the federal level + monolingualism in certain territories, clear language boundaries	Preservation in specific territories	Switzerland, Belgium, Canada
Personal bilingualism	Citizens' right to receive services in any official language regardless of territory	Equal access to services	Canada, Finland

Source: author's own work

Cont...

Model	Main characteristics	Status of minority languages	Representative countries
Postcolonial	Combination of the language of the metropolis (international communication) with the official status of indigenous languages	Seeking a balance between decolonization and globalization	South Africa, Kazakhstan, India, Philippines
Pragmatic (instrumental)	Focus on economic efficiency and global competitiveness	The language of the colonizers as a neutral means of communication	Singapore, UAE, Oman
Restorative (reversible)	Targeted revival of a language that was in danger of disappearing	Active support through educational reforms and planning	Israel, Ireland, New Zealand
Multicultural (inclusive)	Recognition of the value of linguistic and cultural diversity	Support for identity while integrating into society	Sweden, Canada, Australia
Digitally oriented	Ensuring the presence of language in the digital environment as a condition for survival	Development of digital tools and technologies	EU countries, South Africa

Source: author's own work

As can be seen from Table III, the proposed classification covers eight main models of language policy, each of which has its own logic, implementation mechanisms, and specific features determined by the national context.

Digital inequality is also apparent through the degree to which languages are represented on the World Wide Web. In 2022, there were 315 different language versions of Wikipedia; however, only eighteen of these languages exceeded the one million article mark. Furthermore, the Windows 10 operating system was available for download in 106 languages, while Microsoft Office 2021 was available in 102 languages. Additionally, Google Translate supported 108 languages, and the social networking site Facebook offered 112 languages. These numbers illustrate that only approximately 100 to 150 languages have a complete digital presence, and this represents only 1.5 to 2 percent of all languages. Approximately 200 additional languages (or 3 percent) show digital potential, yet are still at risk of being displaced or disappearing completely.

The proposed system of criteria makes it possible not only to assess the status of individual languages, but also to conduct a comparative analysis of different language communities, identify common problems and formulate effective strategies to support linguistic diversity. A generalized system of criteria for language viability is presented in Table IV.

Table IV
Criteria for language viability in a globalized world

Criterion	Indicators of high viability	Indicators of low viability	Example countries
Demographic	>1 million speakers, compact settlement, positive growth	<10,000 speakers, scattered population, aging, negative growth	China (high), Australia (indigenous peoples – low)
Intergenerational transmission	Active transmission to children, all generations communicate	Transmission interrupted, only elderly people know the language	Iceland (high), Ireland (low)
Institutional	State status, support in education, administration, media	No official status, displacement from public spheres	France (high), USA (indigenous languages – low)
Educational	Study at all levels, textbooks, teacher training	Episodic study, shortage of personnel and materials	Finland (high), Philippines (low)
Digital	Internet presence, digital tools, language versions of software	Absence or minimal presence in the digital environment	English (high), most African languages (low)
Economic	Serves business, science, technology, provides economic advantages	Not used in the economy, media switching to other languages	German (high), Arabic in business (low)
Cultural and symbolic	High prestige, positive language awareness, cultural products	Low prestige, indifference of speakers, lack of cultural production	Japan (high), some indigenous languages (low)
Adaptive	Creates new terminology, adapts borrowings without losing identity	Inflexibility, inability to serve new areas, displacement	Japan (high), some indigenous languages (low)

Source: author's own work

As summarized in Table IV, the vitality of a language is determined by several interrelated factors that cover various areas of its functioning, from its demographic base to its digital presence. In the context of globalization, the digital and economic dimensions are of particular importance, as they increasingly determine the long-term prospects of languages.

Multiculturalism is an integrated framework of policy and practices for governing relationships among languages within a society while recognizing cultural, ethnic, and linguistic differences (Voronkova, 2024). The ultimate goal of multiculturalism is to establish equality among all languages and cultures and to support multilingualism as well as create the social environment that enables people to understand each other and coexist peacefully in their respective communities. This objective can be achieved through an interrelated set of policies, including ensuring that the rights of minority-language groups are protected by developing mechanisms to safeguard those rights; promoting multilingualism in

educational systems; providing funding for projects that foster linguistic tolerance; supporting linguistic diversity in the media; and encouraging the involvement of the wider community in the creation and enforcement of the language policy.

While both the creation of multiculturalism and the emergence of translingualism have opened the doors for new opportunities for cultural and linguistic diversity, they have also created many new challenges. These challenges may include linguistic hybridism, which can lead to a blending of established norms; the potential loss of a sense of linguistic identity among some groups; exacerbation of pre-existing intercultural conflict, which requires sensitive and effective management; and a need to ensure the protection of the rights of all cultural communities. Therefore, society faces a major issue: finding a balance between preserving linguistic and cultural diversity and creating mutual understanding.

The main instruments of state policy for preserving linguistic diversity are systematized in Table V.

Table V
Instruments of state policy for the preservation of linguistic diversity

Group of instruments	Purpose	Specific measures	Examples of countries
Legislative	Legal protection of language status and language rights	• constitutional enshrinement of language status; language laws; • ratification of international treaties (Charter for Regional Languages); • quotas for languages in the media	Ukraine, Canada, France, EU countries Educational & Language competence development and language transmission to new generations & • ultilingual education; • schools with minority languages; • bilingual programs, CLIL; • teacher training; • textbooks & Finland, Canada, EU countries
Financial and economic	Material support for the functioning of languages in the public sphere	• state funding for language programs; grants for media in minority languages; support for book publishing; • tax incentives for businesses.	Canada (Quebec), Baltic countries, Kazakhstan
Institutional	Creation of organizational structures for the implementation of language policy	• language regulators; • language institutes; • language protection commissions; • language ombudsmen.	Ukraine, France, Spain
Digital	Ensuring the presence of languages in the digital environment	• development of language technologies; • language corpora; • electronic translators; • digital lexicography; • language support in social networks.	South Africa, EU countries, Google (international corporations)
Cultural and educational	Raising the prestige of the language and shaping linguistic awareness	• language courses; • campaigns to raise the prestige of the language; • festivals, competitions; • support for literature and the arts.	Ireland, Catalonia, Basque Country
International	Coordination of efforts at the global level and exchange of experience	• participation in language organizations (Francophonie, Lusophony); • bilateral agreements on the protection of minority languages; • cross-border cooperation.	EU countries, Council of Europe, UNESCO
Monitoring	Monitoring the status of languages and evaluating the effectiveness of policies	• censuses with language questions; • sociolinguistic surveys; • assessment of language viability; • language policy audits.	Canada, Ukraine, UNESCO

Source: author's own work

The language policy toolkit (as seen in Table V) includes all of the above types of policies – and many others – such as cultural and digital ones. Successful language policies use a combination of the mechanisms previously mentioned that are legal, educational, financial, institutional, digital, cultural, international, and monitoring to adapt to the particularities of each country's situation. The only way to protect the linguistic diversity of nations is to implement the complete array of toolkits and take into account the national context. In addition, experience has shown that, to be successful, a language policy is not only based on laws but also involves ongoing efforts in terms of education, culture, digital development, international cooperation, and systematic evaluation of outcomes.

Given the formulated research problem, the purpose of the study is to study the language practices of students in the digital space, to find out their attitudes towards the state language policy, and to assess the perception of threats to linguistic diversity in the globalization context. To achieve this goal, the online survey method was chosen due to its ability to ensure a representative sample (by reaching respondents from different regions), a high level of anonymity, and the reliability of the data obtained.

The study involved 100 respondents – students of Ukrainian higher education institutions aged 17 to 25. To enhance the representativeness

of the data, a territorial quota strategy was applied: the sample included students representing different macro-regions of the country. In particular, the Western region (Lviv, Ivano-Frankivsk), Central region (Kyiv, Vinnytsia), Eastern region (Kharkiv, Dnipro), and Southern region (Odesa, Zaporizhzhia) were covered. This geographical distribution allowed us to take into account the regional specifics of language practices and attitudes toward language policy.

The main data collection tool was the author's questionnaire (Appendix A), developed at the previous stage of the study. The questionnaire consisted of 9 questions, which were conditionally divided into three blocks. The first block contained questions of a sociolinguistic nature (age, mother tongue, and language repertoire). The second block of the questionnaire is focused on the study of real language practices in the digital environment; it contained closed and semi-closed questions about the language of content consumption, as well as the frequency of use of anglicisms. The third section of the questionnaire sought to determine the respondents' attitudes toward the state language policy and assessed the role of different languages in achieving career success.

The method of collecting the data included filling out an online survey by means of Google Forms. The reason for using Google Forms was its technical advantages, including a simple interface for respondents to complete the questionnaire, the ability to respond in real time, and making the process easier for the researcher to analyze later. The geographical representation of the respondents was obtained by placing the link to the questionnaire in student Telegram chats, as well as in official university groups and thematic communities; therefore, the researchers were able to obtain responses from students living in different parts of the country.

The survey lasted for one week, which, in an active digital environment, allowed us to form a sample of the planned size.

The study was conducted in compliance with the principles of research ethics. The survey was completely anonymous: the respondents' identification data was not collected or processed. At the beginning of the electronic form, there was an introductory information section that contained a clear explanation of the purpose of the study, guarantees of confidentiality, and information about the voluntary nature of participation. Filling out and submitting the form was considered to constitute informed consent to participate in the study.

The survey data were analyzed statistically and qualitatively. The responses to the closed-ended questions were coded and tabulated in terms of frequency and percentages for each response option. The results from the survey responses to the closed-ended questions are displayed in a table format (Appendix B). The responses to the open-ended question were analyzed via thematic content analysis. This included determining the frequency with which a particular semantic category appeared in respondent comments and identifying patterns across the responses.

Before proceeding to the analysis of language practices and attitudes, let us consider the basic sociolinguistic parameters of the surveyed students (Table VI). The sample is balanced in terms of age with a slightly higher representation of the younger age group (17–19 years), which corresponds to the objectives of the study. The breakdown by native language (72% Ukrainian-speaking, 22% Russian-speaking, and 6% speakers of national minority languages) generally reflects national trends among young people.

Table VI

Analysis of language practices and basic sociolinguistic parameters of the surveyed students

Indicator	Category	Quantity	%
Age group	17–19	42	42
Age group	20–22	38	38
Age group	23–25	20	20
Native language	Ukrainian	72	72
Native language	Russian	22	22
Native language	Hungarian	3	3
Native language	Crimean Tatar	3	3
Language proficiency	English	10	10
Language proficiency	Two or more foreign languages	34	34

An important characteristic of the sample is that all respondents (100%) speak English, and 34% have mastered two or more foreign languages. The data obtained indicate a high level of integration of students into globalized educational and communication processes, as well as their awareness of the importance of multilingualism in the modern world. The analysis of language practices in the digital environment (Block B) is presented in Table VII.

The study found that only 12% of the students used the Ukrainian language exclusively in their digital communications. In contrast, 28% of the respondents preferred English; however, the largest group – 55% – used a combination of Ukrainian and English in their online communications. Sociolinguists refer to this type of communication behavior as code-switching, and it shows that a specific type of communication has developed among young people, in which the national language coexists with the global language. Only five percent of the respondents stated that they used foreign languages other than English (for example, German or French), indicating that English is the primary language for international communication.

Table VII
Distribution of answers to questions Q4–Q6

Question	Answer option	Code	Number	%
Q4. Language on the Internet	Exclusively Ukrainian	1	12	12
Q4. Language on the Internet	Mostly English	2	28	28
Q4. Language on the Internet	Mix of Ukrainian and English	3	55	55
Q4. Language on the Internet	Other foreign language	4	5	5
Q5. Use of Anglicisms	Yes, constantly	1	48	48
Q5. Use of Anglicisms	Sometimes	2	34	34
Q5. Use of Anglicisms	I try to avoid	3	18	18
Q6. Is English replacing it?	Definitely yes	1	4	4
Q6. Is English replacing it?	Partially (promotes bilingualism)	2	62	62
Q6. Is English replacing it?	No, it is an additional tool	3	34	34

Almost half of the respondents (48%) admitted that they regularly use anglicisms when they communicate, regardless of whether they know Ukrainian alternatives. Another 34 percent admitted that they occasionally use anglicisms. Only 18 percent claimed that they are careful about avoiding anglicisms. The way these numbers are distributed clearly illustrates how well the English language has penetrated Ukrainian youth slang and daily communication. It is an immediate result of the influence of globalization.

Although English has been widely adopted by the respondents, most respondents (58%) indicated that they did not see this adoption as a threat to the decline of the Ukrainian language. Rather, they view this as the emergence of mass bilingualism, in which both languages functionally supplement each other.

Twenty percent of the respondents also saw English as an additional tool that did not negatively impact the status of their native language. However, 22% of the respondents indicated that they were concerned about the implications of English, viewing it as a serious threat to Ukrainian.

The analysis of attitudes toward language policy (Block B) is presented in Table VIII.

Table VIII
Distribution of responses to questions Q7–Q9

Question	Answer option	Code	Number	%
Q7. State protection of language	Yes, strict laws are needed	1	30	30
Q7. State protection of language	Only in education and official documents	2	48	48
Q7. State protection of language	No, the market will regulate itself	3	15	15
Q7. State protection of language	Difficult to answer	4	7	7
Q8. Language of career advantages	English	1	76	7
Q8. Language of career advantages	Chinese	2	8	8
Q8. Language of career advantages	German/French	3	12	12
Q8. Language of career advantages	Ukrainian	4	4	4
Q9. Responsibility for minority languages	Totally agree (community responsibility)	1	1	1
Q9. Responsibility for minority languages	Partially agree (the state helps)	2	47	47
Q9. Responsibility for minority languages	Disagree (the state's responsibility)	3	3	3

Answers to this question revealed differentiated attitudes among students toward language policy. The largest group (48%) supports the idea of state protection of the Ukrainian language, but with restrictions to key areas such as education and official work. One third of respondents (30%) favored a stricter model with legislative regulation of a wider range of areas. The opposite position is held by 15%, who rely on market mechanisms of self-regulation. The findings indicate a demand for a "moderate" language policy that combines the protective functions of the state with preserving space for natural language development.

The vast majority of respondents (76%) recognize English as the main factor in career success. Significantly fewer respondents focus on German/French (12%) and Chinese (8%). Only 4% consider Ukrainian sufficient to build a successful career. This distribution confirms the thesis that a global language hierarchy has been formed, with English occupying an undisputed leading position and national languages being perceived as a necessary but insufficient tool for professional realization.

Opinions are divided on national minority languages. The largest group (47%) holds a compromise position: the preservation of minority languages should be the responsibility of communities with state support. At the same time, 38% insist that this is the exclusive responsibility of the state, and only 15% place the responsibility on the communities themselves. This distribution reflects the transitional state of public consciousness: on the one hand, paternalistic expectations of the state remain, and on the other, an understanding of the role of civil society in preserving cultural diversity is being formed.

The preference for EU languages by more than half of the respondents (52%) is clearly in line with the European integration aspirations of Ukrainian youth. At the same time, 28% of respondents who chose Chinese demonstrate awareness of global economic trends and a rational

approach to building language capital. The analysis allows us to make the following generalizations.

Firstly, students' linguistic behavior in the digital environment is determined by the Ukrainian-English bilingual model with a high frequency of anglicisms. Secondly, English is perceived mainly as an instrumental language - as a means of achieving goals, not as a threat to the native language. Thirdly, the public demand for language policy is characterized by moderation: recognizing the need for state protection of the Ukrainian language, respondents limit it to certain areas, avoiding extremes. Fourthly, in the hierarchy of languages in terms of professional attractiveness, English occupies a dominant position, while other languages play a supporting role. Fifthly, the perception of threats to linguistic diversity is binary: global concern about the expansion of English is complemented by regional sensitivity to the influence of Russian, which is significantly exacerbated by the military context.

The findings demonstrate the multidimensionality of the language situation in Ukraine, where globalization processes are closely intertwined with national and cultural revival and geopolitical challenges. Student youth demonstrate the ability to switch language codes situationally, and their attitude to language policy reflects the desire to find a balance between integration into the world space and preservation of their own identity.

For in-depth data analysis, we tested the statistical significance of the relationships between key variables. The chi-square test found that the respondent's native language (Ukrainian vs. Russian) had no statistically significant relationship with the choice of language on the Internet (Q4) ($\chi2(2)=2.34$, $p=0.31$), but a moderate relationship was found between the frequency of using Anglicisms (Q5) and the perception of English as a threat (Q6) ($\chi2(4)=12.67$, $p<0.05$), which indicates that those who use Anglicisms more often are less likely to see them as a threat to Ukrainian. Spearman's correlation analysis confirmed a weak positive relationship between age and support for strict legislative measures ($\rho=0.21$, $p<0.05$) – older students are somewhat more likely to support strict state protection. In addition, the consistency of the answers to Q7 and Q9 (attitudes towards the role of the state) was checked: the correlation coefficient between them is $\rho=0.31$ ($p<0.01$), indicating a logical sequence of the respondents' positions. This statistical analysis confirms the reliability of the identified trends and serves as the basis for further interpretation.

Disscussion

Summarizing the results of the study, analyzing the world experience of implementing language policy in different countries and assessing the viability of languages in modern conditions, the author proposes a conceptual model of the language policy of multiculturalism, focused on preserving linguistic diversity in the globalized world.

The model accounts for the multidimensionality of language-related phenomena; the necessity of an equilibrium between the generalization of languages and their preservation as identities; and the major issues facing us today, such as digital transformation, migration, and post-colonial change.

In terms of hierarchy, the proposed model will have a six-level structure in which every subsequent level is a development of the previous one and defines its content.

At the first or starting level, we have the philosophy of multiculturalism, with the underlying value orientation being the recognition of the inherent worth of linguistic diversity and the equal status of all languages and cultures. At the second level, these philosophical values are articulated in five strategic goals. First, the preservation of the linguistic identity of native speakers through the maintenance of the linguistic awareness of native speakers and the passing of the language down to children.

Second, functional extension – the language must not only be used in everyday life, but also in education, science, business and public administration

Third, the promotion of digital inclusion - a language that does not exist on the internet is doomed to marginality. Fourth, the encouragement of social integration - creating conditions for peaceful coexistence among the members of different language groups.

At the third level, the instruments for implementing the strategic goals are described in greater detail. These instruments can be grouped into five categories (see Table 5). The central principle behind these instruments is completeness: if there are no educational measures to support the laws, then they are merely statements; if there are no funds to implement the educational programs, then they cannot be implemented; and with the current state of affairs, the role of digital tools is no longer inferior to that of traditional legislative and educational instruments.

The fourth level of the model collects data from multiple sources, including sociolinguistic studies and demographic studies, as well as international rankings of languages and analyses of the digital environment. With the ability to continually measure the changes taking place in the language process and to study them in-depth, it is possible to develop models that simulate real-world language processes.

The structure of the recommended model is shown in Figure 1. The fifth level outlines the expected results that directly correlate with the strategic goals. These include a strong linguistic identity (speakers have a positive attitude toward the language and want to pass it on to their children); functional completeness (the language is able to serve all social spheres, has developed terminology); digital presence (the language is represented on the Internet, the necessary digital tools); an integrated society (different language groups coexist peacefully, respect each other's languages); and institutional capacity (the state has effective mechanisms, qualified personnel, and sufficient funding).

The sixth and final level is the ultimate goal of the entire model. It is directly related to the research topic: the formation of an open, tolerant, and inclusive society where linguistic diversity is preserved as a global asset. In such a society, multilingualism is perceived not as a problem

or an obstacle, but as a source of cultural enrichment, mutual understanding, and innovative potential. Each language makes its own unique contribution to the common heritage of mankind, and the task of language policy is to create conditions under which this diversity not only survives, but also develops freely.

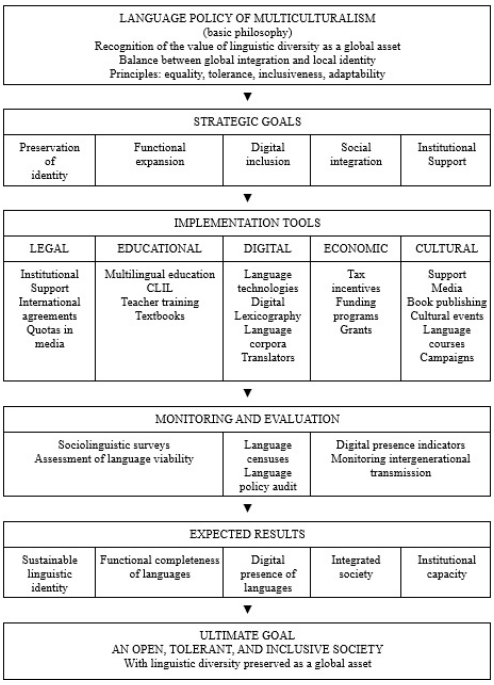


Fig. 1 *Recommended model of multicultural language policy for preserving linguistic diversity*
Source: author's development

The proposed model of multicultural language policy is based on the systematization of international experience and our own empirical data, but it should be considered a conceptual framework that requires further empirical verification. Comparison with studies in other postcolonial contexts (Ndlangamandla et al., 2025; Ngcobo et al., 2025) shows that there is no universal model: factors such as armed conflict, the level of digitalization, and historical heritage significantly affect policy priorities. For example, unlike South Africa, where the problem of replacing Afrikaans with English dominates, in Ukraine the key challenge is to balance integration into the global English-speaking space with the protection of national identity against the backdrop of military aggression. This is confirmed by our results: a moderate demand for state regulation and a high share of bilingual practices in the youth environment. At the same time, the model does not take into account the dynamics of artificial intelligence and automated translation, which may radically change language practices in the near future. It also does not yet contain quantitative thresholds for each monitoring level, which makes it difficult to apply directly without additional calibrations. Therefore, we consider the proposed framework as open for improvement and encourage colleagues to collectively test it on different national samples.

Conclusions

The study confirms the contradictory impact of globalization on linguistic diversity: on the one hand, the dominance of English in science, business, and the digital environment creates pressure toward unification; on the other hand, it intensifies the search for effective mechanisms for protecting national and minority languages. An analysis of international experience shows that there is no universal model of language policy, and the most effective are comprehensive strategies that combine legal, educational, digital, economic, and cultural instruments, taking into account the national context.

An empirical survey of Ukrainian students (n=100) revealed the dominance of the Ukrainian-English bilingual model in the digital environment, a high frequency of use of Anglicisms (48% "constantly"), an instrumental attitude towards English (62% consider it a factor of bilingualism, not a threat), and a moderate demand for state regulation – 48% support the protection of the language only in education and office work. Statistical analysis revealed significant associations between the frequency of Anglicisms and the perception of threat, as well as between age and support for tough measures.

The proposed conceptual model of the language policy of multiculturalism has a hierarchical structure (six levels – from philosophical foundations to the ultimate goal) and is aimed at the formation of an open, tolerant society, in which linguistic diversity is preserved as a global

asset. However, it is necessary to acknowledge the limitations of the study: the sample consists only of students (aged 17–25), so the results cannot be automatically extended to other age groups and categories of the population; the geographical coverage is based on quotas rather than being strictly random; the survey was conducted online, which could have created a bias in favor of active Internet users. In addition, the model needs further quantitative validation using larger and more diverse samples.

Directions for future research include:

- expanding the sample by representatives of different professional and age groups;
- a comparative analysis of the model in other post-colonial countries with similar challenges;
- a study of the impact of artificial intelligence technologies on linguistic behavior and the possibilities of their use to support minority languages;
- a long-term monitoring study of changing language practices in response to geopolitical shifts.

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Appendix

Questionnaire form
Title: Language Policy and Identity in the Modern World
Introduction: Hello! This survey is part of a linguistic study on how globalization affects our language habits and what language policy should be. The survey is anonymous. Thank you for participating!
Block A. Sociolinguistic profile
1. Your age:
o 17-19
o 20-22
o 23-25
2. Your native language(s):
3. Which languages do you speak fluently (apart from your native language)?
Block B. Language practices in the context of globalization
(This section explores how often people actually use different languages)
1. On the Internet (social networks, YouTube, searching for information), I mainly use:
o Exclusively Ukrainian/Russian (select one)
o Mainly English
o A mixture of English and my native language
o Another foreign language
2. Do you ever use Anglicisms or English words, even if there is an equivalent in your native language?
o Yes, all the time (it's easier/faster)
o Sometimes, when I can't find an exact translation
o I try to avoid them, consciously looking for equivalents in my native language
3. Do you think English is replacing other languages in the everyday life of young people?
o Definitely, yes
o Partially, young people are becoming bilingual
o No, it's just an additional tool
Block B. Attitudes toward language policy
(This section is based on the "policy analysis" approach mentioned in the studies)
1. In your opinion, should the state protect the national language from excessive influence of English?
o Yes, strict laws are needed (e.g., regarding the language of signs, media)
o Only in education and business
o No, the market and globalization will regulate everything
o Difficult to answer
2. Which language, in your opinion, offers the greatest "career advantages" today?
o English
o Chinese (Mandarin)
o German/French
o The national language of the country of residence
3. Do you agree with the statement: "Preserving minority (non-official) languages is the responsibility of the community, not the state"?
o I completely agree (it is a matter for enthusiasts)
o Partially agree (the state should help, but not impose)
o Disagree (it is the responsibility of state policy)

Appendix II

Table IX
Table of "raw" data (*n*=100)

No	Age	RM	VM	Q4	Q5	Q6	Q7	Q8	Q9
1	19	Ukr	English	3	1	2	2	1	3
2	20	Ros	English, Paul	2	1	1	3	1	2
3	18	Uk	English	1	2	2	1	1	3
4	22	Uk	English, German	3	3	3	2	3	3
5	21	Ros	English	3	1	2	2	1	2
6	19	Uk	English	2	1	1	1	1	1
7	23	Uk	English, French	1	3	3	1	4	3
8	18	Hungarian	Ukrainian, English	3	2	2	2	1	2
9	20	Uk	English	2	1	1	3	2	1
10	21	Ros	English	3	1	2	2	1	2
11	19	Uk	English	3	2	2	2	1	3
12	22	Uk	English	2	1	2	1	1	2
13	20	Russian	English, Spanish	2	1	1	3	1	2
14	18	Uk	English	1	3	3	1	3	3
15	23	Uk	English, Polish	3	2	2	2	4	3
16	21	Uk	English	2	1	2	2	1	2
17	19	Ros	Eng	3	1	2	3	1	1
18	20	Uk	English, German	3	2	2	2	3	3
19	22	Uk	English	1	3	3	1	1	3
20	18	Ros	Eng	2	1	1	3	1	2
21	21	Ukr	English	3	2	2	2	1	2
22	19	Uk	English	2	1	2	1	1	3
23	20	Ros	English	3	1	2	2	1	2
24	22	Uk	English, French	2	2	2	2	4	3
25	18	Uk	English	1	3	3	1	1	3
26	23	Uk	English	3	1	2	2	1	2
27	20	Ros	English, Paul	2	1	1	3	1	2
28	19	Uk	English	3	2	2	2	2	3
29	21	Uk	English, German	2	2	2	2	3	3
30	22	Ros	English	3	1	2	2	1	2
31	18	Uk	English	1	3	3	1	1	3
32	20	Uk	English	3	2	2	2	1	2
33	19	Ros	English	2	1	1	3	1	1
34	23	Ukr	English, Spanish	2	2	2	2	4	3
35	21	Uk	English	3	1	2	2	1	2
36	18	Krymtat	Ukrainian, English	3	2	2	2	1	3
37	20	Uk	English, Polish	2	2	2	1	3	3
38	22	Ros	English	3	1	2	3	1	2
39	19	Uk	English	1	3	3	1	1	3
40	21	Uk	English, German	3	2	2	2	3	3
41	20	Ros	English	2	1	1	3	1	2
42	23	Uk	English	3	1	2	2	1	2
43	18	Uk	English	2	2	2	2	1	3
44	22	Uk	English, French	2	2	3	2	4	3
45	19	Ros	English	3	1	2	2	1	2
46	21	Uk	English	1	3	3	1	1	3
47	20	Uk	English	3	2	2	2	1	2
48	22	Ros	English	2	1	1	3	1	1
49	18	Uk	English	3	2	2	2	2	3
50	23	Uk	English, Polish	2	2	2	2	3	3
51	19	Uk	English	2	1	2	1	1	3
52	20	Russian	English	3	1	2	3	1	2
53	21	Uk	English, German	3	2	2	2	3	3
54	22	Uk	English	1	3	3	1	1	3
55	18	Ros	English	2	1	1	3	1	2
56	23	Uk	English	3	1	2	2	1	2

Cont...

No	Age	RM	VM	Q4	Q5	Q6	Q7	Q8	Q9
57	19	Hungarian	Ukrainian, English	3	2	2	2	1	2
58	20	Uk	English, French	2	2	3	2	4	3
59	21	Ros	English	2	1	2	2	1	2
60	22	Uk	English	3	2	2	2	1	3
61	18	Uk	English	1	3	3	1	1	3
62	23	Uk	English, Polish	3	2	2	2	3	3
63	19	Ros	Eng	2	1	1	3	1	2
64	20	Uk	English	3	2	2	2	2	2
65	21	Uk	English, German	2	2	2	2	3	3
66	22	Ros	English	3	1	2	3	1	2
67	18	Uk	English	2	2	2	2	1	3
68	23	Uk	English	1	3	3	1	1	3
69	19	Uk	English	3	1	2	2	1	2
70	20	Ros	English	2	1	2	2	1	1
71	21	Krymtat	Ukrainian, English	3	2	2	2	1	3
72	22	Uk	English, Spanish	2	2	3	1	4	3
73	18	Uk	English	3	2	2	2	1	2
74	23	Ros	English	2	1	1	3	1	2
75	19	Uk	English	1	3	3	1	1	3
76	20	Uk	English	3	2	2	2	2	3
77	21	Ros	English	2	1	2	2	1	2
78	22	Uk	English, German	3	2	2	2	3	3
79	18	Uk	English	2	2	2	2	1	3
80	23	Uk	English	1	3	3	1	1	3
81	19	Ros	English	3	1	2	3	1	2
82	20	Uk	English, Polish	2	2	2	2	3	3
83	21	Uk	English	3	2	2	2	1	2
84	22	Uk	English	2	1	2	1	1	3
85	18	Ros	English	3	1	1	3	1	2
86	23	Uk	English, German	2	2	2	2	3	3
87	19	Uk	English	1	3	3	1	1	3
88	20	Hungarian	Ukrainian, English	3	2	2	2	1	2
89	21	Ros	English	2	1	2	2	1	2
90	22	Uk	English	3	2	2	2	2	3
91	18	Uk	English	2	2	3	2	1	3
92	23	Uk	English, French	2	2	3	1	4	3
93	19	Ros	English	3	1	2	3	1	2
94	20	Uk	English	1	3	3	1	1	3
95	21	Uk	English, Polish	3	2	2	2	3	3
96	22	Ros	English	2	1	1	3	1	2
97	18	Uk	English	3	2	2	2	1	2
98	23	Uk	English	2	1	2	2	1	3
99	19	Krymtat	Ukrainian, English	3	2	2	2	1	3
100	20	Uk	English	2	2	2	2	2	3