

UNESCO

Prepared by Xiang Yuan, Co-Chair of UNESCO



TISKLMUN’26

Prepared by Neesha, Head Chair of UNESCO

Exploring the Use of Artificial Intelligence in Journalism



Exploring the Role of Education in Monolingual Societies

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Dais Introduction

Head Chair - Neesha

Hello everyone, Neesha here! I'm currently doing my postgraduate studies in Language and Linguistics at the University of Malaya, specialising in sociolinguistics, youth communities, and language use in Malaysia. Alongside my academic work, I am actively involved in the Malaysian Model United Nations circuit and currently serve as the Deputy President of the Malaysian Association of Diplomacy and Policy (MyADP).

Being involved in the MUN scene for 4 years now, my experience lies in chairing and help organising a wide range of MUN conferences. In this committee, I aim to foster constructive debate, encourage critical thinking, and create a supportive environment where delegates feel confident to engage meaningfully with the agenda. Hence, if you have any questions, concerns, or require clarification at any point, please feel free to reach out to me via the following contact methods. As I may be slow to respond to messages, you are more than welcome to follow up or double-text if needed.

Email: bloomneesha2002830@gmail.com

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Co-Chair - Xiang Yuan

Hi there! My name is Xiang Yuan and I will be serving as your Co-Chair for TISKLMUN 2026. I'm currently a Year 10 student in Tanarata International School. I first started doing MUN in 2023 and I enjoy doing MUN because I found that it helps me to improve not just my speaking and debating skills, but also my writing and researching skills as well. It's also always fun to meet new friends as well, and of course, to watch all the chaos unfold. Having delegated, chaired, been a part of multiple secretariat teams, and even been an observer, I must say, MUN has brought new perspectives to me.

Aside from MUN, my other hobbies include: ballet (which I've been doing for 9 years now), reading (which range from contemporary fiction to random UN resolutions or treaties), and I also love to make my life worse by watching Formula 1 and seeing the most unexpected turns of events in each race.

On another note, I hope all the delegates would read through the research report thoroughly to better understand the topics and use it as a starting point for research before the conference, as well as using it to write your position papers. I would wish to see fruitful debates with active and consistent delegates, presenting each of their nation's unique stances, and working together to write a great draft resolution. I also hope this will be an enjoyable learning experience for all the delegates. Additionally, I'm also a full-time yapper.

Looking forward to seeing all of you at the conference! Should you have any queries or doubts, please feel free to contact me via my email or socials. (I don't bite)

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Council Introduction

One of the 11 UN specialised agencies, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) was established on November 16 1945, in the aftermath of WW2. UNESCO was established with the hope that the nations of the world could build a lasting peace through not only economic and political alliances, but rather with intellectual and cultural understanding.

UNESCO currently consists of 194 member states and 12 associate members, all dedicated to the organisation's goals to strengthen our shared humanity via the exchange of information. With recent events in the past few decades it's become clear that UNESCO's role in global peace is more prevalent than ever, as shown through the various obstacles faced in the protection of human rights and promotion of cultural diversity.

Duties and responsibilities

UNESCO was established by the UN and was assigned the responsibility of promoting peace and collaboration between nations by fostering communication, education, scientific advancement and the exchange of culture.

Composed of 194 member states and guided by the Director-General and their staff, members of UNESCO have met every 2 years in the General Conference to determine the budget and focus of UNESCO programs and the organisation as a whole.

UNESCO has many responsibilities/programs overseen by its members some of which include:

- Promoting Education by developing education tools, ensuring all children have access to quality education, etc.,
- Strengthening bonds between nations via the promotion of shared and equal dignity for cultural heritage,
- Advocacy for freedom of expression as a natural and fundamental right of all men
- World Water Assessment program, attends to the global water crisis and promotes sustainable water management,
- World Heritage Program, recognises sites deemed to be of “outstanding universal value” and places them under protection.

All of UNESCO's and programs were developed to aid in the achievement of the Sustainable Development Goals as outlined in the 2030 Agenda, developed and adopted by the UN General Assembly.

Powers

As the only UN agency with a mandate in the field of culture, UNESCO is tasked with the implementation of all UN resolutions on culture and sustainability. In addition they are required to draft reports on their progress in this implementation. Since 2010, UNESCO has taken up the responsibility of implementing a total of 8 UN resolutions on cultural heritage.

Generally, UNESCO resolutions are only binding to countries that have accepted, approved and ratified the convention/resolution.

Position Paper Guidelines

- Sections to include in the position paper:
 - Introduction and understanding of the topic
 - Country's stance on the topic and past efforts
 - Proposed solutions
 - Bibliography
- Format of the position paper:
 - 4 pages maximum excluding the bibliography (2 pages per agenda)
 - Font: Times New Roman
 - Font size: 12
 - Formatting: Justified
 - Citation format: APA 7th
 - Plagiarism rate: Less than 20% via Turnitin Plagiarism Checker
 - AI use: Less than 20% via Turnitin AI Checker
- Submission of Position Paper:
 - Format of document: .pdf or .docx
 - Upload to: <https://forms.gle/8d8HBdrBwRWku5gd6>
 - Deadline of submission: 6th of February, 2026

Agenda 1: Exploring the Use of Artificial Intelligence in Journalism

Introduction

In today’s times, artificial intelligence is very common, it’s used for many things, from daily tasks, to writing headlines for news. The increased use of AI using generative models such as ChatGPT, Gemini, Deepseek, etc, has sparked numerous concerns. The main reason generative AI is used in journalism is due to its ability to produce content quickly. AI has been adopted in journalism, growing 30% annually from 2019 to 2023. By 2023, 67% of global media companies reported using AI tools, increasing 49% from 2020. AI is being used in journalism for summarising, editing, guideline checks, headline creation, and research. While AI is able to generate these materials for journalism at a great speed, creating newsworthy headlines in seconds, hunting through spreadsheets, reports, and being able to spot trends faster, and translating in various different languages, under it still lies many concerns of ethicality, legality, accountability, etc. Some may argue that it is possible to find a balance of using AI in journalism, AI should only be used to assist journalists, otherwise it would be considered as plagiarism. So, the question is, should the quality of headlines really be compromised just for efficiency? Another question would be, is this ethical?

Keywords

Artificial intelligence (AI)	The application of computer systems able to perform tasks or produce output that normally requires human intelligence.
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Journalism	The activity or profession of writing for a news agency.
Algorithm	Used to analyse, process, and extract insights from large amounts of data to personalise a user’s experience.
Automated reporting	The use of software tools and automation techniques to generate, analyse, and distribute reports without manual intervention.
Fact-Checking Tools	Digital resources and platforms designed to verify the accuracy of claims, statements, or information.
Natural language processing (NLP)	A branch of AI and computational linguistics that enables computers to understand, interpret, and generate human language in both text and speech formats.
Natural language generation (NLG)	A subfield of AI and computational linguistics that focuses on the automatic generation of human-like language from data.
Large language models (LLM)	Advanced machine learning models designed to understand and generate human language.
Machine learning	A branch of AI that focuses on enabling computers to learn from data and improve their performance over time without being explicitly programmed, it involves the use of algorithms and statistical models to analyse and draw inferences from patterns in data.

Deepfake	A video, image, recording, or other forms of media, in which a person’s face, body, or voice has been digitally altered so that they appear to be someone else, typically used maliciously or to spread false information.
Misinformation	False or inaccurate information.
Bias	Inclination or prejudice for or against one person or group, especially in an unfair manner.
Ethics	Moral principles that govern a person’s behaviour or the conduct of an activity.
Transparency	<p>Clarity and openness in how AI algorithm operate and make decisions.</p> <p>Process transparency audits decisions across development and implementation.</p> <p>System transparency provides visibility into the use of AI.</p> <p>Data transparency provides visibility into data used to train AI systems.</p> <p>Consent transparency informs users of how their data may be used across AI systems.</p> <p>Model transparency reveals how AI systems function.</p>

Accountability	An obligation or willingness to accept responsibility for one’s actions.
Prompt	A command or statement given to an AI model to guide it to generate a specific and relevant output.
Hallucination	AI models generate outputs that are incorrect or fictional.

Points of Contention

There are abuses of copyright as new publishers are claiming copyright and terms-of-service violations by those using news content to build and train new AI tools. Additionally, work created by LLMs also does not qualify for Fair Use due to its commercial nature and potential harm to the market for original content. Plagiarism undermines journalistic integrity. It also undermines the value of original reporting but also discourages honest journalists who spend considerable time gathering information, verifying facts, and cultivating sources. Deepfakes puts professional journalists at risk of reputational harm from AI-based impersonation or manipulation.

Furthermore, there is a lack of transparency on how AI systems operate. Without clear standards and oversight, AI risks undermining the credibility that journalism depends on. Furthermore, generative AI’s decision-making processes are less transparent due to the intricate interactions within the massive neural networks used to create them. Consumers have the right to know if the article was written by AI. Therefore, eroding trust with the public by providing misinformation. Public trust in traditional news media declines, leading audiences to turn to social media platforms, where professional journalism competes with unverified and often misleading content.

AI tools may be abused to generate convincing false content, including deepfakes, making it more difficult for the public to distinguish fact from fiction.

Additionally, there is a chance that white collar jobs in media work will be gone, automation could potentially replace not only news reporters, but also designers, editors, and distribution staff. With fewer journalists, there is a risk of losing investigative reporting, local news coverage, and the rich storytelling that defines quality journalism.

There are also issues surrounding the legality of this because as of current law, there is no court ruling to say that those who violate copyright are violating the law as it does not fall under the Fair Use section of Copyright Law due to commercial use, excessive use of copyrighted material, and impacts on the market. The ethical dilemma of the use of AI in journalism goes back and forth between the efficiency of publishing AI written materials and the bias of AI. One of the main standards journalists must follow when reporting and writing is to be unbiased. However, AI has proven time after time to be discriminatory.

Accountability is a question when AI-generated materials contain false or harmful information. Who is responsible for this, is it the editor, the journalist, or the AI?

Accuracy and reliability is a large concern because AI tends to hallucinate and produce materials that are nowhere close to real. It can also generate errors or misrepresent facts, especially in sensitive or complex news stories. Bias is also a possibility if AI is trained based on biased data. Which may cause it to produce materials that amplify stereotypes, potentially leading to unfair reporting.

Privacy is a concern because personalised news platforms collect user data, which raises questions of surveillance and consent.

Low quality may be an issue because if everything is written by AI, it will have to be trained based on what is generated by itself, and that will not make it any smarter, which can lead to lower quality articles produced.

Current Situation

AI is currently being explored and integrated in journalism. News agencies are experimenting with AI for behind-the-scenes tasks, while audiences are still unsure about its use, however, there is a lack of transparency. The ethical implications and potential for job displacement are also being discussed. Despite this, AI is seen as something that can enhance efficiency and personalisation in journalism. About 57.1% journalists reported the main short-term challenge they face when using AI tools in their work are ethical concerns, followed by 50.6% worried about the lack of understanding of the tools, following that, 38.8% were afraid of the high costs, 27.1% worried about the rapid evolution of technology, 19.4% having unreliable technology or access to internet, and 11.8% having no time to learn.

Major Blocs and Countries Involved

Global South

I. India

India has had major growth in AI-driven multilingual journalism. News agencies like Times of India and Hindustan Times experiment with AI summaries and translations. They have been using AI fact-checking due to high misinformation levels. This helps them to cater news to their consumers who speak a wide variety of different languages and bridges regional language gaps. Furthermore, India is a political misinformation hotspot, therefore there will be high demand for AI fact-checking.

Times of India and NDTV use AI to publish stories in multiple languages. Aside from that, AI is also used for automated summaries for mobile news applications. Moreover, AI scans local social media (such as WhatsApp and Facebook) to detect misinformation on elections.

II. Southeast Asia

AI is mainly used due to the linguistic diversity, rapid digital growth, high social media usage, and frequent misinformation challenges. It is used for translations, news recommendations, and content automation.

In Singapore, there is strong government investment in AI and media companies with modern digital infrastructure. Channel News Asia (CNA) and The Straits Times uses AI to generate summaries and subtitles. They would also personalise each consumer's news feeds by using AI-driven recommendation systems in major news apps.

In Malaysia, AI is used for translations, for instance, Bernama and The Star use AI for multilingual content. It is also used for automated headlines and summary generations, in particular for breaking news. Malaysiakini uses AI fact-checking tools to track misinformation. It is also used for data journalism in stories about floods, elections, and public health.

In Indonesia, the spreading of misinformation is rapid, particularly before elections. Therefore, AI tools are in place to track deepfakes. There is also automated sports, crime, and weather reporting, as there is a high demand for quick updates. Some news sites use AI to filter extremist or hate content.

United States

The U.S. has Silicon Valley companies that build core AI models, as well as newsrooms that are highly digitised, and competitive pressures push media to automate. The U.S. is home to OpenAI, Google, Meta, and Microsoft, who create the LLMs used globally. News agencies aggressively adopt AI to cut costs after years of staff declines. Associated Press (AP) uses AI to write thousands of earning reports daily. Bloomberg's "Cyborg" system produces breaking financial reports. Furthermore, the New York Times uses AI for satellite-image analysis, pattern recognition, and war crime investigations. Moreover, the Washington Post recommends stories through AI-powered audience analytics.

European Union (EU)

The EU's AI Act forces news agencies to disclose AI-generated content. Some public broadcasters, such as Deutsche Welle (DW) and France 24 integrate AI in their news. DW of Germany uses AI to translate global stories. Additionally, Agence France-Presse (AFP) uses AI to detect manipulated images and videos.

China

In China, media is state-run, allowing AI deployment on a large scale. AI is not only used to generate news but to monitor public opinion as well. Xinhua launched virtual presenters that read scripts 24/7. AI generates articles aligned with state messaging. It also monitors and filters content before publication to prevent deepfakes.

Middle East

In Qatar, Al Jazeera uses AI to map disinformation, audience sentiment analytics, and visualising conflicts using satellite imagery. The UAE experiments with AI studios and automated news presenters.

Past Precedence

UNESCO - 2021 Draft Artificial Intelligence (AI) Guidelines issued recommendations on the ethical use of AI in media, it included the matters of transparency, bias mitigation, and human oversight.

European Union (EU) Code of Practice on Disinformation encourages platforms and media companies to use AI responsibly for combating online falsehoods.

Artificial Intelligence Act of the European Union (EU) takes a risk-based approach to regulation, applying different rules to AI according to the risk they pose, prohibiting some AI uses outright and implementing strict governance, while using risk management and transparency requirements for others.

The White House Executive Order on the Safe, Secure, and Trustworthy Development and the Use of Artificial Intelligence which was released on 30 October 2023, addressed transparency in multiple sections. In Section 8, it specifically addressed protecting consumers, patients, passengers, and students. It encouraged independent regulatory agencies to consider using their authority to protect American consumers from the risks of AI.

The Blueprint for an AI Bill of Rights is a set of five principles and associated practices to help guide the design, use, and deployment of AI systems. The fourth principle, 'Notice and Explanation,' directly addresses transparency, stating that: 'designers, developers, and deployers of automated systems should provide generally accessible plain language documentation including clear descriptions of the overall system functioning and the role automation plays, notice that such systems are in use, the individual or organisation responsible for the system, and explanations of outcomes that are clear, timely, and accessible.'

The Hiroshima AI Process Comprehensive Policy Framework was launched in 2023 following development at the G7 Hiroshima Summit, it is a set of guiding principles for the worldwide development of advanced AI systems that promote safe, secure, and trustworthy.

Case Studies

1. Journalist from France 24

In early 2024, a journalist from France 24 was targeted with a deepfake that manipulated both his voice and article headline. The altered content distorted his reporting on President Emmanuel Macron's visit to Ukraine.

2. The Washington Post "Heliograf" Automated News Writing

AI wrote brief articles on sport scores, election results, and real-time updates. It was used because it generates alerts for content faster than human reporters. In the 2016 U.S. elections, Heliograf produced hundreds of reports, and since AI was the one writing articles on this matter, this freed journalists to focus on in-depth analysis and investigate work.

3. The Associated Press (AP) Automated Financial and Sports Reporting

AI was used for large-scale data-driven reporting. It automatically generates corporate earnings reports and processes structured data. This allowed AP to expand output from 300 reports per quarter to over 3000 and reduced errors in routine financial stories.

Possible Solutions

Fine-tune existing models of AI, understand the role of AI technologies like NLP, machine learning algorithms, and automated content generation systems.

Improve transparency, giving users clear disclosure when content is generated by AI.

Regular audits of AI systems to ensure fairness and reduce bias or discrimination.

Human oversight to ensure journalistic integrity. This would also ensure that accuracy and ethical standards are upheld.

Ensure ethicality by adopting ethical codes by media organisations. This could be possible by ethical frameworks and developing guidelines that prioritise transparency and accountability within news agencies and that these are shared with audiences.

Consider the use of fact-checking tools to counter the issue of accountability, by helping individuals and organisations confirm the legitimacy of data before it is shared with others.

Legal pressures, using regulatory explainability requirements may specify various transparency requirements. Regulation and policy should establish legal safeguards to protect journalism's role in the AI age.

Public awareness campaigns to educate citizens about the nature of misinformation and equip them with the tools needed to critically evaluate online content. They should be taught media literacy skills, such as recognising reliable sources, cross-referencing information, and identifying common signs of fabricated news journalism needs.

Training and skills development by investing in AI literacy and ethical training for journalists.

Industry collaboration by encouraging partnerships between media organisations, developers, and funders to create AI tools suited for diverse journalism needs.

Questions a Resolution Must Answer (QARMAs)

1. Who is to be held accountable if an AI model makes a mistake in a published article?
2. How can transparency be improved in AI systems?
3. How can users' data privacy be ensured in the collection of data for algorithm personalisation?
4. How can existing legal frameworks be improved and what loopholes can be filled in to ensure the ethicality of using AI in journalism?
5. What new legal frameworks can be introduced and how will they be effective?
6. How can public trust be ensured?
7. How can misinformation and deepfakes be combated?
8. What other agencies/UN bodies can be called upon to help solve this issue, and why?
9. What role can UNESCO play in exploring the use of AI in journalism?
10. How can we ensure that AI generated content is free from bias and discrimination?
11. How can the UN monitor the enforcement of these actions being taken?
12. How will this be funded?

Further Reading

Transparency

[What Is AI Transparency? | IBM](#)

[AI transparency: What is it and why do we need it? | TechTarget](#)

Legal

[How AI is reshaping copyright law and what it means for the news industry | Reuters Institute for the Study of Journalism](#)

Ethicalities

[Opinion: The Copyright and Ethical Situation of AI and Journalism – The Red Line Project](#)

AI

[What Are AI Hallucinations? | IBM](#)

[What is AI Hallucination? Understanding and Mitigating AI Hallucination - GeeksforGeeks](#)

[How AI Models Are Trained, Fine-Tuned, and Optimized for Real-World Deployment](#)

Journalism

[15 concepts to understand AI in journalism](#)

[How AI is changing journalism in the Global South | International Journalists' Network](#)

Guidelines

[AI without limits threatens public trust — here are some guidelines for preserving communications integrity.](#)

Plagiarism

[Plagiarism, AI misuse threatens journalism integrity – © Borneo Echo](#)

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Agenda 2: Exploring the Role of Education in Monolingual Societies

Introduction

What Is Language

Most linguists agree that language has a specific structure that is used for speech, writing and body language. Sign language is considered to also be included under languages, which utilizes visual signs and gestures to communicate words and ideas. An estimated five to seven thousand languages are spoken globally, and are further categorized based on shared linguistic features into major groups such as Indo-European and Semitic. Additionally, the presence of dialects and bilingualism highlight language diversity, which includes regional, social, and occupational variations.

The Role of Language In Society

As language is oftentimes in the background of how society operates, its influence and power can easily go unnoticed. However, when brought to light, language is seen acting as a means of individual and societal identity expression, including our race, ethnic, and even socioeconomic statuses. For instance, one is able to self-identify as part of a community based on the language they use, like AAVE (African American Vernacular English), with a distinct history, common cultural identity and resistance to linguistic prejudice.

As a result, Altun (2023) asserts that language has the ability to generate social hierarchies in the community, shape interpersonal interactions and may either facilitate or obstruct successful communication. Examining the role of language in society will further lead us to conversations about soft power or linguistic capital, which is the overall status or influence that language can have in order to distinguish one community from another or to perpetuate power inequalities in a society.

Overall, greater awareness of the influence a language has can help us use it more effectively by enabling us to foster inclusivity, promote understanding, and challenge oppressive structures. Valuing diverse viewpoints and communication styles may therefore contribute to a more empathetic and equitable society.

Monolingual Societies

According to Verma (n.d.), in practice, multilingual societies are the norm in the world and monolingual societies are an exception. Even in societies often described as homogeneous like China, dialectal variation may exist to the extent that mutual intelligibility is limited. It is only via formal education that they acquire competence in one selected language of education, and hence, develop fluency in more than one language. As a result, so-called monolingual societies are more accurately understood as institutionally monolingual, rather than linguistically uniform. In addition, situations such as migration, conquest, transplantation, slavery and displacements have all created sociolinguistic environments in which individuals and communities have been exposed to one or two languages or dialects beside their mother tongue vernacular within past monolingual societies. Hence, no society is truly monolingual in this day and age.

Role of Education in Society

According to UNESCO (n.d.-a; 2025), education is a human right for all throughout life. It supports the development of essential skills, knowledge and critical thinking abilities within individuals, and it also promotes social equality and cultural understanding. As a result, education is essential to innovation and advancement in a number of disciplines, such as science, technology, and the arts. Hence, UNESCO operates on the belief that education transforms lives and serves as the core to the agency's mission to "to build peace, eradicate poverty and drive sustainable development".

However, education is also a tool capable of far more than listed above. For example, Malaysia has incorporated language roles into policymaking and created the MBMMBI policy (Upholding Malay & Strengthening English) that is incorporated within educational institutions (Hive Educators, 2023). It is said to be a good bilingual policy that enhances the development of heritage language and academic usage of English. In the European Schools Curriculum on the other hand, have more complex language based educational policies. In short, all pupils have to study at least three compulsory languages, and specific provisions are in place for the teaching of the Other National Languages (ONL) in the case of pupils whose countries of origin have more than one national language recognised in the European School system.

The above examples demonstrate how educational systems actively influence linguistic hierarchy, opportunity access, and social inclusion patterns in addition to teaching knowledge amongst our youth. Therefore, in both monolingual and multilingual environments, state education policies are crucial in deciding whether languages are supported, marginalised, or maintained.

Keywords

Monoligualism	Monolingualism is defined as the state of having control over the use of one language (Küçükler & Tosuncuoglu, 2018).
Multiligualism	Multilingualism is defined having control over the use of more than two languages (Küçükler & Tosuncuoglu, 2018).

Mother Tongue	<p>UNESCO (n.d.-b.) acknowledges the wide use of the term mother tongue, and the definition may be dependent on the person and context of usage. Some general definitions include:</p> <ul style="list-style-type: none">• The language that one has learnt first;• The language one identifies with or is identified as a native speaker of by others;• The language one knows best;• The language one uses the most
Heritage Language	<p>According to Green, Jim & MFA (2024), heritage languages are defined as any language spoken by individuals or families that is not their local community’s dominant language. These languages are often learned at home during childhood before children shift to the dominant language spoken in their community, This leads to varying levels of proficiency of a speakers’ heritage language. Heritage language speakers fall into two categories:</p> <ul style="list-style-type: none">• Those who speak Indigenous languages;• Those from immigrant families who want to preserve their cultural heritage.
Homogenous Society	<p>According to Sanchez (2019), a homogenous society is a society where all individuals share the same racial ethnicity, language, and a series of beliefs. Cultures, customs and ways of thinking are also shared within its members.</p>

Heterogenous Society	Khelfa (2025) classifies a heterogenous society as having diverse communities with a wide range of cultural, ethnic, and linguistic backgrounds. The United States, Canada and Malaysia are prime examples of heterogeneous societies.
Formal Learning	The most obvious trait of formal learning are educational systems which follow a syllabus that is intentional in ensuring learning occurs in all the activities learners engage in. Aside from that, tests or other forms of assessment are often used to measure learning outcomes.
Non-Formal Learning	Non-formal learning occurs outside of traditional educational contexts, yet within some kind of organisational framework. It results from the learner's conscious decision to master a specific activity, skill, or field of information, and hence represents intentional effort. However, it does not have to adhere to a set curriculum or be subject to external evaluation and accreditation.
Informal Learning	Informal learning is involuntary and exclusively incidental. It takes place outside of educational institutions from learner's involvement in activities that are not undertaken with a learning purpose in mind (Council of Europe, n.d.).

Points of Contention

Intangible Heritage Conservation and Erosion

According to UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, oral traditions and expressions are included under one of the five broad 'domains' in which intangible cultural heritage is manifested.

However, changes in a society's language use may therefore result in two broad and often competing outcomes. On one hand, the preservation of a dominant or monolingual language may support cultural continuity and help prevent the erosion of a community's original mother tongue against the influence of foreign languages. On the other hand, the increasing use of global lingua francas within education systems, even in societies that are otherwise monolingual, may limit opportunities for mother tongues and heritage languages to thrive.

To illustrate the latter, while languages function as vehicles for intangible cultural heritage, the 2003 Convention focuses on safeguarding oral traditions and expressions rather than languages themselves. However, the loss of a language frequently results in the extinction of these traditions, which are best perpetuated through ongoing public performance and everyday use rather than recording alone. Unfortunately, urbanization, migration, industrialisation, and contemporary mass media also pose an increasing danger to oral traditions. Therefore, maintaining chances for intergenerational transmission and viewing oral traditions as dynamic cultural processes rather than static objects of culture are necessary for effective protection.

Influence onto Future Generations

Oftentimes, policymakers in education fields are disconnected to the major stakeholders of the day, which are our students and our children.

Research proves that a child learns best in their mother tongue (UNESCO, 2024). Hence, the language acting as the medium of instruction can mean the difference between success and failure in education, especially for minority populations. Therefore, the mother tongue language needs to be sufficiently developed to maintain the positive effects of teaching and learning in the early years before any transition to second language instruction.

According to estimates, 40% of people worldwide lack access to education in a language they can comprehend or speak. However, the choice of a language of instruction that the learners understand and speak is well recognized as one determiner of inclusive and equitable education, and as a key component of accomplishing both Sustainable Development Goal 4 and the Global Education 2030 Agenda. Therefore, policymakers need to take into account the preferences and capabilities of the youth while creating policies that impact them in order to ensure that education is effective for our younger generations.

Implementation Constraints and System Capacity

According to various researches, there are several commonly seen key challenges in the implementation of mother tongue education or even educational reforms. Some of these include:

- Lack of resources in materials and fundings
- Teacher preparedness in teaching the subjects and their linguistic proficiency
- Complex linguistic landscapes of having several dialects as their mother tongue in a region
- Policy implementation according to the political landscape and societal attitudes of nations.

Ultimately, the effectiveness of mother tongue education depends not only on its benefits, but also on a state's capacity to implement it sustainably.

Past Actions

Mother Tongue Education Endorsement by UNESCO

International Mother Language Day was established at Bangladesh's initiative by the UNESCO General Conference in 1999 and is observed annually on 21 February. It serves as a platform to promote multilingualism, cultural and linguistic diversity, and their role in fostering peaceful and sustainable societies. Beyond symbolic recognition, UNESCO has consistently advocated for mother tongue-based multilingual education, particularly in the early years of schooling.

Mother tongue education refers to the use of a learners' mother tongue being used as the medium of instruction in the classroom or other educational settings. This involves using the mother tongue as a subject or course in a bilingual or multilingual educational system. As an extension, bilingual and multilingual education refers to the use of two or more languages as medium of instruction in schools (UNESCO, 2024). Recent effective initiatives to promote mother tongue-based education have occurred in Djibouti, Gabon, Guinea, Haiti, and Kenya (UNESCO, 2023).

State's Individual Language Policies

Several states have implemented their own language policies in education to various degrees of success. Some notable policies from different states include:

- Nigeria: National Policy of Education
- Malaysia: Memartabatkan Bahasa Malaysia Memperkukuh Bahasa Inggeris (Upholding Bahasa Malaysia and Strengthening English)

In contrast, countries such as Brazil continue to use Portuguese as the primary medium of instruction due to historical colonial legacies, while Singapore adopts English as the main language of education largely because of its perceived linguistic capital and global utility.

As observed, different states have different languages implemented as their medium of instruction as well as teaching of either a second or foreign language, which contributes to bilingual education or even mother tongue education. However, the extent and effectiveness of implementation differ across contexts, often due to the practical, political, and institutional challenges outlined in the points of contention.

Questions a Resolution Must Answer (QARMA)

- How would states use education as a tool to preserve intangible cultural heritages like languages?
- What role should formal education play in preserving heritage and minority languages that are not used as primary languages of instruction?
- What measures can be taken to ensure that current language-of-instruction policies promote inclusion rather than reinforce existing social inequalities?
- For states without language policies, how can states integrate global lingua francas without undermining local languages and learning outcomes in their education systems?
- Are states' education systems capable of incorporating any potential changes and what can we do to encourage or facilitate them?
- How can education systems in monolingual societies (if any) remain adaptable to demographic change, migration, and evolving linguistic realities?

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