

## Multilingualism and Social Integration: An Analysis of Language Practices Among Immigrant Communities

Hanene Lahiani<sup>1</sup>, Dr. Yusra jadallah abed Khasawneh<sup>2</sup>, Rakan Alhrahshah<sup>3</sup>, A.J. Khasawneh<sup>4</sup>, Dr. Mohamad Ahmad Saleem Khasawneh<sup>5</sup>

### Abstract

*This study analyzes how language proficiency, demographic variables, and language policy all play a role in the intricate dynamics of social integration among immigrant groups in Saudi Arabia. Immigrants in the Saudi Arabian cities of Riyadh and Jeddah provide the quantitative data for the current study. The results of this study show that fluency in both Arabic and English has a significant impact on promoting economic integration, educational attainment, social mobility, and psychological well-being. Individuals' integration experiences are shaped by their age, education level, gender, and language proficiency in combination with other demographic factors. More importantly, the cultivation of social inclusion depends on the adoption of inclusive language policies that recognize the existence of linguistic diversity, offer accessible language programs, and encourage integration within communities and workplaces. The aforementioned findings are instructive for policymakers and practitioners everywhere, not only in Saudi Arabia. They highlight the need for all-encompassing policies that give immigrants a voice and actively promote diversity and social cohesiveness.*

**Keywords:** Social Integration, Language Proficiency, Demographic Factors, Language Policies.

### Introduction

A remarkable transformation has taken place in Saudi Arabia during the last several, a nation formerly known for its rich historical heritage, thriving economy, and profound cultural impact. Despite its reputation as an emigration hotspot in the past, this country has transformed and is now very desirable as a place to settle for new arrivals. Economic growth, political stability, and security from external geopolitical instability are all possibilities in this region (Alsharif, 2020). The government's aggressive pursuit of the expansive Vision 2030 program has boosted the number, diversity, and importance of

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<sup>1</sup> Associate professor, Deputy Dean, College of Education, Humanities and Social Sciences, Al Ain University, Al Ain, United Arab Emirates

<sup>2</sup> Department of Educational Administration, Faculty of Educational Sciences, Ajloun National University, Jordan. Yusra.khasawneh@anu.edu.jo, <https://orcid.org/0000-0002-7253-412x>

<sup>3</sup> Al Ain University, UAE, rakan.alhrahshah@aa.u.ac.ae, <https://orcid.org/0000-0002-9255-4240>

<sup>4</sup> Department of History, Faculty of Arts and Languages, Jadara University, Jordan, akhasawneh@jadara.edu.jo, <https://orcid.org/0000-0002-4460-0257>

<sup>5</sup> Assistant Professor, Special Education Department, King Khalid University, Saudi Arabia, mkhasawneh@kku.edu.sa. <https://orcid.org/0000-0002-1390-3765>

Saudi Arabia's immigrant population. (Vision 2030, 2016) The goal of this strategy is to strengthen the country's economy and boost its standing on the global stage.

Many new languages and cultures have been brought into Saudi Arabia's sociolinguistic environment as a consequence of the country's rapidly changing demographics (Alsharif, 2020). According to Al-Hazmi & Magedanz (2015), the majority of the population speaks Arabic and uses it as their main language for communicating. Immigrant populations, especially in major cities like Riyadh, Jeddah, and Dammam, are becoming more linguistically diverse, nevertheless (Alsharif, 2020). Urdu, Tagalog, Bengali, Somali, and a plethora of other South Asian, African, and Southeast Asian languages are just some of the many that make their way to cities as immigrants from all over the world (Al-Rasheed, 2010; Hamdan et al., 2021).

There has been a great deal of research on the impact of linguistic diversity within immigrant groups on the social integration process (Hamdan et al., 2021). Since language is such a key part of both culture and identity, it plays a crucial role in shaping immigrants' experiences and opportunities in their new communities (Yang et al., 2021). In Saudi Arabia, where the number of languages spoken has risen due to immigration (Alsharif, 2020), the influence of immigrants' ability to speak more than one of those languages has become an issue of paramount significance.

Both Alsharif (2020) and the Vision 2030 plan (2016) point to a variety of factors that may explain why Saudi Arabia has become an immigration hub. According to Al-Rasheed (2010) and Vision 2030 (2016), the nation's expanding industries and infrastructure projects have resulted in an influx of competent employees and professionals from all over the globe. At the same time, the geopolitical makeup of the region has led to a dramatic rise in the number of refugees actively seeking safety and calm (Alsharif, 2020). Reasons for Saudi Arabia's growing immigrant population include the country's strategic location and extensive diplomatic ties (Al-Rasheed, 2010).

Diverse immigrant communities, with a wide range of languages and customs, have emerged in the cities of Saudi Arabia (Alsharif, 2020). Cultures and languages from all over the world are represented among the various Saudi Arabian communities, enriching the country's rich tapestry (Al-Hazmi & Magedanz 2015). Several spheres of daily life, including commerce and the public sphere, are impacted by the languages and cultures of immigrants. According to some researchers (Al-Rasheed, 2010; Hamdan et al., 2021), this trend helps strengthen the social fabric of the nation.

As Saudi Arabia moves toward a more diverse and inclusive society (Alsharif, 2020), the problem of language's effect on the social integration of immigrants becomes increasingly pressing. In addition to their native languages and Arabic, many immigrants often need to be fluent in a third language related to their profession or social group (Poudel & Choi, 2022). According to research by Garza et al. (2021), one's language practices, attitudes, and choices have a major impact on one's sense of belonging and integration.

Researchers are looking at whether or not foreign-language proficiency is related to acculturation success in Saudi Arabia (Alsharif, 2020). Al-Rasheed (2010) notes that not nearly enough research has been conducted on the nuances of multilingualism in the context of Saudi Arabia. Despite the common belief that maintaining fluency in one's native tongue is crucial for a smooth adjustment to a new environment, the opposite is true. According to Evans & Liu, (2018) understanding the interplay between the languages immigrants bring with them, the languages they encounter in their host culture, and the languages they use is crucial to developing a holistic understanding of the phenomenon of social integration.

## **Objective of the Study**

The major objective of this research is to investigate how immigrants in Saudi Arabia take advantage of the country's rich cultural and linguistic variety to more successfully assimilate into Saudi society. The purpose of this research is to examine how the habits, attitudes, and preservation or change of immigrants' language affect their processes of integration. This research aims to shed light on the complex interplay between the challenges and opportunities posed by linguistic diversity in immigrant communities.

## **Literature Review and Previous Studies**

The many reasons for leaving one's native country and settling in a new one may account for the prevalence of multilingualism in immigrant communities (Norvik et al., 2022). Multiple languages are typically present at once, including the migrants' native tongues, the language(s) spoken in the receiving country, and other languages picked up via social and cultural contacts (Salö et al., 2018). Language diversity among immigrant communities in Saudi Arabia might be seen as a local reflection of the more generalized phenomena of international migration. According to Hamdan et al., (2021), the immigrant population in the United States comes from all over the world.

Several phenomena, such as language maintenance, language shift, and code-switching, are examples of multilingualism in immigrant communities, as addressed by (P Veettil et al., 2021). The term "language maintenance" refers to the practice of preserving and maintaining the usage of immigrants' native languages in their daily lives and local communities. When immigrants gradually stop speaking their native tongues in favour of the language(s) spoken in their new country, this process is known as language shift (Parba, 2018). Conversely, code-switching occurs when two or more languages are used in a single conversation or exchange (Sari et al., 2021).

The term "social integration" refers to a wide range of interrelated processes and outcomes connected with the adjustment of immigrants (Adler Zwahlen et al., 2018). Economics, society, and culture are all crucial to the immigrant integration notion because they show how far immigrants are willing to go to become accepted members of their new communities (Wessendorf & Phillimore, 2019). Among the many theoretical frameworks developed to investigate social integration is something called "segmented assimilation theory." This theoretical framework (Lee & Stodolska, 2017) focuses on how immigrants' socioeconomic circumstances shape their integration paths.

Quantifying the extent to which immigrants are absorbed into their host nations is possible with the use of markers of social integration, according to researchers (Edo et al., 2018). Educational level, employment standing, wealth, the composition of one's social network, and cultural engagement are some of the variables examined here (Yates & Lockley, 2018). Understanding the intricate dynamics of social integration among immigrant groups in the Saudi Arabian context, which is characterized by a wide range of immigration patterns and experiences, may need a thorough examination of these factors.

Researchers are trying to untangle the complex web of relationships between language and social cohesion. The capacity to speak the language(s) of one's host country fluently is frequently cited as a key factor in achieving successful social integration (Kyeremeh et al., 2021). According to Chiswick and Miller (2002), being able to communicate well in the language of one's country of residency may improve one's access to and success in school, employment opportunities, and social networks. Access to economic and social mobility is facilitated by one's command of language in this setting (Chiswick & Miller, 2002).

On the other hand, research suggests that preserving immigrants' native languages might help them remain resilient and adaptable as they adjust to their new home (Zhou et al.,

2022). Significant contributions are provided by original languages in a variety of areas, including cultural preservation, communication among immigrant groups, and the development of a sense of community (Zhou, 2022). Furthermore, it has been noted that bilingual and multilingual individuals have abilities that are highly beneficial and may contribute significantly to the cultural and linguistic diversity of the community in which they inhabit (Papoudi et al., 2021).

## Methods

The research design was a cross-sectional survey. Cross-sectional studies allow for a snapshot in time examination of a variety of factors. The selected layout was thought to be appropriate for seizing a symbolic picture of the link between bilingualism and social integration among immigrant groups in the selected cities.

To ensure that representatives from all of Riyadh and Jeddah's immigrant communities were included in their study, researchers used a stratified random sampling approach. The immigrant population was divided into several classes based on their countries of origin. Some homes from each stratum were selected at random using a systematic random sampling technique.

People who were living in immigrant households were the focus of a well-constructed structured questionnaire. There were several different aspects to the poll, including inquiries about respondents' demographics, their linguistic habits and perspectives, and their levels of linguistic and social integration. Participants' ages, genders, countries of origin, lengths of time living in Saudi Arabia, and levels of education were all queried in the poll. Languages spoken at home, in the workplace, and in casual conversation were all areas of focus in a poll of the study's participants. They were asked to discuss the value of speaking one's native language, in this case Arabic, and the role that language plays in maintaining one's cultural heritage. Questions on attainment in school, employment, wealth, and participation in extracurricular activities were used to compile data on social integration.

Standardized language examinations were made available in Arabic and English, the two most commonly spoken tongues in Saudi Arabia, to assess the participants' linguistic competence. All four skills (reading, writing, listening, and speaking) were included in the participants' overall scores.

To analyze the information, quantitative approaches were applied. Researchers compiled a summary of the participant's demographics, language use, linguistic attitudes, and social integration markers using descriptive statistics including means, frequencies, and percentages. Pearson's correlation coefficients were calculated to examine the ties that may be drawn between linguistic proficiency, linguistic habits, and indicators of social integration. Probably related factors were identified through a correlation analysis. We used multiple regression analysis to look at how much linguistic ability, linguistic habits, and demographics predicted various indicators of social integration. This helped us get a better grasp on all the factors that play a role in social integration's outcomes.

## Results

Table 1: Demographic Characteristics of Participants

Demographic Variables	Riyadh Sample (n=200)	Jeddah Sample (n=200)	Total Sample (N=400)
Age (Mean $\pm$ SD)	32.5 $\pm$ 8.2	30.8 $\pm$ 7.9	31.7 $\pm$ 8.1
Gender (Male/Female)	112/88	120/80	232/168
Country of Origin (%)			

- South Asia	45%	40%	42.5%
- Africa	35%	38%	36.5%
- Southeast Asia	20%	22%	21%
Education Level (%)			
- High School	15%	10%	12.5%
- Bachelor's Degree	60%	65%	62.5%
- Master's Degree	25%	25%	25%

Riyadh has a somewhat older average participant age of 32.5% compared to Jeddah's 30.8%. As a result, the average age of the whole group is 31.7. There are more men than women in both the Riyadh and Jeddah events. It's worth noting that Riyadh has 112 males and 88 females, whereas Jeddah has 120 males and 80 females. There are 232 males and 168 females total in the sample.

South Asians make up the bulk of both Riyadh and Jeddah's populations; in the former city, they make up 45 percent of the population while in the latter city, they make up 40 percent. People of African descent make up the next biggest group, making up approximately 35% and 38% of the populations of Riyadh and Jeddah, respectively. Finally, people from Southeast Asia make up the third biggest group, accounting for 20% of the population in Riyadh and 22% in Jeddah. Sixty percent and sixty-five percent of participants in Riyadh and Jeddah, respectively, have at least a bachelor's degree. Next come the master's degree holders, who make up 25% of the population in both cities. Last but not least, 15% of Riyadh residents and 10% of Jeddah residents have completed high school.

Table 2: Language Practices of Participants

Language Use	Riyadh Sample (%)	Jeddah Sample (%)	Total Sample (%)
Language at Home			
- Native Language	40%	35%	37.5%
- Arabic	45%	50%	47.5%
- Other Language	15%	15%	15%
Language at Work			
- Arabic	70%	75%	72.5%
- English	15%	10%	12.5%
- Other Language	15%	15%	15%

Residents of both Riyadh and Jeddah are known to speak both Arabic and their native tongue at home. In Riyadh, for example, 45% of people utilize Arabic whereas 40% use their native tongue. At the same time, in Jeddah, 50% of people use Arabic and 35% use their language. In both Riyadh and Jeddah, only around one-fifteenth of the population speaks a language other than the one spoken at home. Seventy percent of professionals in Riyadh and seventy-five percent in Jeddah speak Arabic at work. Significant numbers of people speak English; in Jeddah, just 10% of the population does, whereas in Riyadh, 15% do. In addition, in both Riyadh and Jeddah, a sizeable minority of participants (about 15%) communicate with one another in languages other than the official state language.

Table 3: Language Attitudes of Participants

Language Attitudes	Riyadh Sample (%)	Jeddah Sample (%)	Total Sample (%)
Importance of Native Language	70%	75%	72.5%
Importance of Arabic	85%	80%	82.5%
Importance of Other Language	45%	40%	42.5%

Both Riyadh and Jeddah respondents place a high priority on the Arabic language (85% in Riyadh and 80% in Jeddah) and their native languages (70% in Riyadh and 75% in

Jeddah). Both Riyadh (45%) and Jeddah (40%) have sizable populations who value learning languages other than Arabic.

Table 4: Correlations Between Language Proficiency and Social Integration Indicators

Variables	Arabic Proficiency	English Proficiency
Educational Attainment (Years)	0.45 ( $p < 0.01$ )	0.35 ( $p < 0.05$ )
Employment Status (%)	0.30 ( $p < 0.05$ )	0.25 ( $p > 0.05$ )
Income Level (SAR)	0.50 ( $p < 0.01$ )	0.20 ( $p > 0.05$ )
Social and Cultural Participation	0.40 ( $p < 0.01$ )	0.30 ( $p < 0.05$ )

Arabic competence has been shown to positively correlate with educational attainment ( $r = 0.45$ ,  $p < 0.01$ ). To a lesser extent ( $r = 0.35$ ,  $p < 0.05$ ), there is a favourable link between English competence and academic success. This result suggests that those who are fluent in both Arabic and English are also more likely to have finished a high number of years of schooling. Those who are more fluent in Arabic are more likely to be gainfully employed since there is a positive link between Arabic proficiency and work status ( $r = 0.30$ ,  $p < 0.05$ ). However, there is no statistically significant correlation between English competence and employment ( $r = 0.25$ ,  $p > 0.05$ ).

According to the statistics, there is a positive correlation ( $r = 0.50$ ,  $p < 0.01$ ) between Arabic language proficiency and wealth, suggesting that those who are more financially secure also tend to have a more advanced command of the Arabic language. While there is a correlation between English proficiency and wealth, it is not statistically significant ( $r = 0.20$ ,  $p > 0.05$ ). Engagement in social and cultural activities is positively correlated with both Arabic and English language skills ( $r = 0.40$ ,  $p < 0.01$ ;  $r = 0.30$ ,  $p < 0.05$ ). This shows that those who are fluent in both Arabic and English are more likely to take part in community activities.

Table 5: Multiple Regression Analysis Predicting Income Level (SAR)

Predictor Variables	Beta Coefficient ( $\beta$ )	Standard Error (SE)	t-value	p-value
Constant	2500	300	8.33	<0.001
Arabic Proficiency	1500	200	7.50	<0.001
English Proficiency	500	150	3.33	0.002
Age	50	20	2.50	0.015
Education Level (Years)	200	100	2.00	0.045
Gender (Male = 1, Female = 2)	-100	50	-2.00	0.045

The constant term in the regression equation is estimated to be 2500 Saudi Arabian Riyals (SAR). The variable in question denotes the anticipated amount of revenue in the absence of any other influencing factors. The beta coefficient representing the relationship between Arabic proficiency and the dependent variable is estimated to be 1500 Saudi Arabian Riyals ( $\beta = 1500$ ,  $p < 0.001$ ). According to these results, having a command of Arabic is correlated favourably with financial success. A boost in income of 1500 Saudi Riyals (SAR) is predicted for every additional unit of Arabic proficiency, after accounting for other variables. English proficiency is associated with the dependent variable by a beta coefficient of 500 SAR ( $\beta = 500$ ,  $p = 0.002$ ). According to these results, having a high level of English proficiency is correlated with higher earnings. When controlling for other characteristics, research shows that participants may expect a 500 SAR increase in income for every unit increase in their English ability.

The beta coefficient for age is 50 SAR ( $\beta = 50$ ,  $p = 0.015$ ). Taking into consideration other relevant factors, this research found that an increase of one year in age is associated with a 50 Saudi Arabian Riyal (SAR) rise in income. Education level, as assessed in years, has a beta coefficient of 200 SAR ( $\beta = 200$ ,  $p = 0.045$ ). This finding provides more evidence that there is a causal relationship between educational attainment and financial success. In particular, it shows that everything else being equal, a person's salary increases by an estimated 200 Saudi Riyals (SAR) for every year of schooling beyond the

first. The beta coefficient for the gender variable is -100, indicating a negative relationship between the two. The observed correlation has a p-value of 0.045, which indicates its statistical significance. This research shows that women are predicted to earn 100 Saudi Riyals less than men do, after controlling for other factors.

## **Discussion**

### **Language Proficiency and Social Integration**

To facilitate economic integration among immigrant populations, the level of language proficiency, specifically in Arabic and English, plays a crucial role, according to the findings of this study. This is consistent with prior research that emphasizes the importance of language proficiency in obtaining employment opportunities, higher-paying jobs, and economic stability (Chiswick & Miller, 2002). Bilingual individuals in the Arab world have an edge in the job market, in their interactions with superiors and peers, and their earnings potential as a result.

The capacity to communicate in one's target language, together with enough financial resources, is of the utmost importance for opening up a variety of options to a person. Native speakers of the language have an advantage when it comes to enrolling in schools, earning professional credentials, and furthering their careers in their new country. This improves their odds and makes it less difficult for them to advance in their chosen fields. Because it considers not just socioeconomic but also educational and occupational factors, this shows the complexity of the influence language has on social integration.

Native language proficiency is a crucial component in determining the upward mobility of immigrant groups. It equips people with the resources they need to become valuable members of their communities and significant contributors to the society in which they live. What this means is that it facilitates social mobility. The ability to communicate effectively in Arabic and English equips immigrants with the cultural knowledge and social skills necessary to thrive in their new communities. Bourdieu (1986) claims that those who have this ability are more likely to succeed in social situations, get access to important resources, and take part in group endeavours.

Immigrants' mental health is also significantly affected by their level of language competency. Those who can speak well in the main languages of their host nation are less likely to feel alone and more likely to exhibit high levels of self-confidence, according to research by Berry (2005). One of the aims of this process is social integration and a more positive attitude toward this endeavor might be fostered by achieving this condition of psychological well-being.

Having said that, it is crucial to keep in mind that language proficiency is not a monolithic concept. Mastery of both Arabic and English is indicative of a high level of language competence and has far-reaching implications for social adjustment. In Saudi Arabia, fluency in Arabic is highly valued due to the language's status as the official tongue and its widespread usage in daily life. It's crucial to establishing trusting relationships and a sense of belonging in a neighbourhood, as argued by (Wu et al., 2011). However, if you're looking for a job that requires communication with the global market or international firms with a presence in Saudi Arabia, being fluent in English will be an invaluable asset.

### **Demographic Factors and Social Integration**

According to the data, there is a strong relationship between age and income, with higher average incomes shown among older immigrant populations. This finding is consistent with broad trends in the labour market, which show that salaries tend to rise as people advance in their careers (Hill et al., 2016). Within the context of immigrant communities, it is reasonable to assume that immigrants are likely to improve their economic prospects



over time by accumulating work experience, making professional contacts, and maybe gaining additional skills. It's also possible that the stability and social connectivity felt by older immigrants are the result of their greater degree of absorption into their host communities.

The relationship between age and social integration, however, is nuanced and multifaceted and must be taken into account. Although older immigrants may benefit financially by learning a new language and adapting to a new culture, they may also have challenges in doing so (Berry & Baybeck, 2005). Age-related and generational differences in immigrant needs and experiences must be taken into account for a comprehensive approach to attaining social integration.

The positive link between educational attainment and income demonstrates the critical role that education plays in shaping the economic integration experiences of immigrants. According to Chiswick and Miller (2002), immigrants who have completed higher levels of education have a greater chance of succeeding economically, advancing their careers in the host country, and making major contributions to the local economy. The results of the research are consistent with the ideas of human capital theory, which Lavecchia et al. (2016) put out to emphasize the value of education in enhancing people's economic chances.

It is important to remember, however, that educational attainment influences not just economic but also several facets of social integration. Portes and Rumbaut (2006) found that highly educated immigrants to a new nation tended to have larger social networks, more access to cultural resources, and a more global perspective than their less educated counterparts. Such traits may greatly ease the process of breaking into higher social strata. Immigrants' educational opportunities greatly improve their chances of becoming successful members of their new communities, as well as increasing their capacity for cultural understanding and empathy.

A considerable economic gap exists between women and men in immigrant communities because women tend to earn less than men. This finding is consistent with the gender pay gap that has been documented across cultural settings (Blau & Kahn, 2017). Occupational segregation, pay discrimination, and caregiving responsibilities are all possible causes of the female wage gap (Reshi & Sudha, 2023).

Gender-based wage disparity is a complex problem that requires a multifaceted solution. Policymakers may make it a top priority to achieve gender balance in the workplace by enforcing anti-discrimination laws and other measures. Support mechanisms for female immigrants should be considered by policymakers, including greater access to educational and vocational training programs and affordable childcare options.

#### Language Policies and Social Inclusion

The study shows that language laws are crucial to helping Saudi Arabia's immigrant population assimilate into society. Berry & Baybeck (2005) argues that language plays a crucial part in the acculturation and integration processes. Language education programs must demonstrate cultural sensitivity and be uniquely developed to accommodate the linguistic variances within immigrant populations to support the effective integration of immigrants (Schwartz, 2012). Assuring these programs' availability is crucial since it removes barriers to participation, particularly for immigrants who may have little time to devote to participation (Galletly et al., 2023). Moreover, it is crucial to recognize that language rules have repercussions outside the classroom. These policies can mould and affect the course of community and social integration by encouraging participation in a wide range of cultural and social activities (Sheppard & Broughton, 2020). Saudi Arabia's Vision 2030 is to foster social peace, diversity, and economic progress (Vision 2030, 2016), and one way to achieve this is by the implementation of inclusive language laws that allow linguistic variance.



Incorporating cultural awareness into a language learning curriculum is a cornerstone of inclusive language policy. There is a broad spectrum of diversity among Saudi Arabia's immigrant communities, with individuals speaking a variety of native tongues and varying levels of proficiency in Arabic and English. Such programs must include elements of cultural competency if they are to create an inclusive learning environment (Antón-Solanas et al., 2021). Respect for and understanding of the cultural heritage of immigrant students may be shown via the use of culturally relevant teaching materials, the facilitation of activities that foster cross-cultural contact, and the creation of a curriculum that reflects these values. A more inclusive and effective integration process may be achieved via language programs that take a culturally sensitive approach by recognizing and appreciating the unique linguistic identities and experiences of their students.

Accessibility in language education programs is a need for the implementation of inclusive language policy. Cost, proximity, and availability on one's own time are all components of accessibility (Kronenberg et al., 2020). Managing work, family, and social responsibilities all at once is common for immigrants. Given the wide range of needs and schedules of newcomer language students, programs must be conveniently located. Policymakers can take advantage of several options, including subsidized language classes, partnerships with local organizations and universities, and a variety of scheduling options that allow students to attend classes at times that work best for them, including in the evenings and on weekends. To help a diverse immigrant population learn a new language, language programs must be created with their users in mind.

Outside of the classroom, language rules have a significant impact on people's ability to become fully functioning members of their communities and societies. To help immigrants feel more at home in their new communities, inclusive language policies should encourage them to learn the language of the majority and participate fully in all aspects of society. The gap between immigrant communities and the general public may be narrowed by the deployment of programmes that encourage cross-cultural dialogue and engagement. Collective cohesion and harmony are strengthened as a result of these initiatives, which aim to dispel stereotypes and increase mutual understanding and appreciation. The Saudi Arabian context highlights the importance of language policy in promoting the growth of welcoming and culturally diverse societies.

Immigrants' economic integration may be bolstered by the inclusion of language policy in employment-oriented efforts. Chiswick and Miller's (2002) study highlights the connection between linguistic proficiency and socioeconomic status. Immigrants looking for career opportunities may benefit from language classes tailored to their specific industries. Immigrants' chances of finding work and advancing in their careers may be boosted by language programs geared at the workplace because of the increased fluency in which they will be able to communicate with their coworkers and superiors. Chen et al. (2020) argue that companies should invest in their employees' linguistic abilities by offering classes in a variety of languages and creating inclusive workplaces where all employees feel comfortable speaking out. Thus, language policies not only help with economic integration but also help create welcoming and encouraging workplaces for newcomers.

## **Conclusion**

The ability to speak Arabic and English is a major predictor of several measures of social integration, as is the case with this study. Among immigrant groups, the ability to speak the language has emerged as a critical component, positively influencing economic integration, educational attainment, social mobility, and psychological well-being. Possessing a strong grasp of the language has implications well beyond those of simple conversation. Immigrants' sense of belonging and participation in their new home

community is facilitated by this connection to the community's cultural fabric. That's why it's so important to have language-learning programs that are all-encompassing, sensitive to other cultures, open to the public, and focused on what the locals need. A more welcoming and peaceful society may emerge via initiatives like these language programs, which provide newcomers with the tools they need to rapidly improve their language skills.

Among other demographic characteristics that have been demonstrated to affect people's feeling of belonging to society, age, educational achievement, and gender are accounted for in the study. Mean salaries were higher for the older group of immigrants, who had been in the country longer and had more time to build personal and professional connections. It's widely acknowledged that providing immigrant children with a quality education is crucial to helping them successfully integrate into American society economically. Indicative of the unique challenges experienced by women immigrants is the existence of gender-based salary gaps. This highlights the need to implement laws and set up support mechanisms that encourage gender parity. With a thorough knowledge of these demographic parameters, policymakers may tailor integration measures to meet the specific needs of immigrant groups.

As a result of these findings, we can see that language policy plays a vital role in easing social cohesion. To accommodate the wide range of languages spoken by immigrants, inclusive policies prioritize teaching linguistic skills that are both useful and respectful to immigrant communities. These regulations apply outside of the school setting as well. Through these initiatives, we want to increase immigrant engagement in civic life, foster a sense of belonging, and pave the way for a more seamless transition into mainstream society and the workforce. The goals of Saudi Arabia's Vision 2030 have been reflected in the country's decision to adopt a more open linguistic policy. These regulations show how serious the country is about embracing diversity, strengthening social bonds, and boosting the economy.

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