

Multilingual Language Policy and Planning: Analyzing the Implications of Language Policies in Multilingual Societies

Fadi Maher Al-Khasawneh

Department of English Language, College of Languages and
Translation, King Khalid University, Abha, Saudi Arabia

Corresponding author: Fadi Maher Al-Khasawneh

Department of English Language, College of Languages and
Translation, King Khalid University, Abha, Saudi Arabia

ONOMÁZEIN 62 (December 2023): 517-528
ISSN: 0718-5758



Abstract

Within the context of Saudi Arabia's cultural wealth and diversity, this research sets out to investigate the intricate dynamics of language preferences, attitudes toward language policies, and linguistic usage patterns. This academic study sheds light on the dynamic and ever-changing sociolinguistic landscape inside our nation via a comprehensive analysis of several significant aspects, including age, educational achievement, attitudes, and demography. Younger generations have a marked preference for English, yet the Arabic language retains its historic value as a compelling symbol of individual and cultural identity. Attitudes regarding language policy become more important as they play a pivotal role in advocating for inclusive measures that not only celebrate the variety and complexity of language use but also foster a feeling of belonging and community. Study participants with higher levels of education showed a greater predisposition for multilingualism, further highlighting the significant impact of education on language patterns. The findings of this study highlight the need to protect the cultural value of Arabic while also making room for the rich linguistic diversity within the setting of Saudi Arabia through the implementation of fair language techniques that develop a multilingual educational environment.

Keywords: Multilingualism, language preferences, attitudes, language policies, education levels

1. Introduction

History's migration patterns, commercial routes, and cultural exchanges have all had a role in shaping Saudi Arabia's linguistic landscape in unique ways throughout the ages (Al-Khatib, 2021). Language in the country has changed dramatically in recent years as a result of globalization and the growing number of foreign workers in the economy (Shmeleva, 2019). An increase in the number of languages spoken across the country can be directly attributed to this trend. In light of the complex dynamics and opportunities given by the Kingdom of Saudi Arabia's multilingual environment, the country is at a crossroads (Alaboud, 2016).

There is a wealth of culture in Saudi Arabia, and you can see it reflected in the country's language diversity. This amazing linguistic variety, however, poses a wide range of complex difficulties in terms of policymaking and planning for languages (Al Hazmi & Lengkanawati, 2020). Al-Gharaibeh (2020) argues that a nation's language policies, which span historical epochs and continue into the current day, have a major impact on the status, spread, and use of languages across a wide range of social contexts. Language instruction, the news, politics, and interpersonal dynamics are only a few of the many facets of society that are profoundly affected by the policies at issue. Thus, language policies play a crucial role in shaping the linguistic landscape and the identities of the people living in a given community (Al-Homoud, 2018). Despite its undeniable importance, the realm of language policies in Saudi Arabia has unfortunately received limited attention within the realm of scholarly investigation (Al-Khatib et al., 2021). Previous studies have largely ignored the complexities of multilingualism and the strategic formulation of language policies within the country (Angouri, 2013) in favor of focusing on the broad aspects of Arabic language preservation and instruction. An in-depth analysis of Saudi Arabia's language regulations and their implications in a multilingual setting is central to this research project, which aims to rectify the current discrepancy.

Since issues of identity, equality, and cultural preservation are inextricably linked to language policies, the present inquiry is founded on the premise that language policies go beyond simply technical administrative measures. Given the complexity and fluidity of the link between language and society, it is crucial to fully grasp the far-reaching effects that language policies have on people, communities, and the nation as a whole (Fishman, 2021). This academic study aspires to contribute to the vast fields of sociolinguistics and language policy by delving into the nuances of Saudi Arabia's language policy. This study, informed by Ricento's (2018) findings, aims to illuminate the topic's subtle intricacies.

This investigation is motivated by issues about language policy in Saudi Arabia that researchers want to answer. In the scholarly realm, Arphattananon (2018) posits that devoted scholars are currently engrossed in the meticulous examination of the impact of regulations on language and education. This intellectual pursuit aims to unravel the profound consequences of such regulations on crucial aspects, such as linguistic diversity and individuality. To shed light on the aforementioned inquiries, the present investigation will embark upon a comprehensive exploration of the intricate linguistic phenomena unfolding within contemporary Saudi Arabia (Al-Hazmi., 2020).

Our inquiry into the evolving linguistic landscape of Saudi Arabia shall commence by embarking upon a profound exploration of the intricate tapestry of historical occurrences that have precipitated the present condition of the language. The present study aims to investigate the origins of these regulations in ancient times and trace their subsequent evolution (Al-Khatib, 2019). By traversing this trajectory, we shall embark upon a journey that spans from the inception of the modern era to the precipice of the present era. The comprehensive examination of the prevailing linguistic policies is an indispensable component that must be undertaken to ensure the holistic fulfillment of this study. Our research endeavors will be directed toward examining the utilization of official languages in various domains, including but not limited to the media, political institutions, and educational institutions. This research will also go into the nitty-gritty of the challenges and disagreements that are fundamental to these policies, as pointed out by leading academics.

2. Objective of the Study

The purpose of this research is to examine the current language policies in place within the Kingdom of Saudi Arabia to better comprehend the far-reaching effects of language policy in a multilingual setting. Finding out how these policies affect language use, language education, linguistic diversity, and the formation of individual and national identities is the focus of this study.

The study answers the following question:

- 1- What are the language preferences of multilingual speakers in the Kingdom of Saudi Arabia?
- 2- What are the attitudes toward the current language policies among multilingual speakers in the Kingdom of Saudi Arabia?

3. Literature Review and Previous Studies

Due to language's central role in forging cultural identity and enabling clear and precise communication, the phenomenon of multilingualism is prevalent in many parts of the world (Ricento, 2018). Language policies have a significant impact on a country's linguistic environment because of their power as instruments of social manipulation (Schwartz, 2008)). These regulations affect a wide range of areas, such as linguistic norms, educational structures, media outlets, and governmental structures. To that end, these policies have an impact on people's and groups' regular interactions with languages (Hornberger & Johnson, 2007). To preserve linguistic diversity, ensure social cohesion, and ensure equitable distribution of resources, members of multilingual cultures must have a firm grasp of language policy (Fishman, 2018).

Study after study has dissected the nuances of language policy in a wide range of multilingual communities throughout the world. Academic studies in Canada, for instance, have focused mostly on the development and implementation of language policies that aim to maintain a balance between English and French. Heller & Duchêne (2016) are examples of research that have dove deep into a variety of related topics, including linguistic justice and the protection of minority languages. Respected academics in the Indian context have studied in depth the far-reaching effects language policy has on the rich tapestry of India's linguistic variety, individuals' senses of self and their academic accomplishments (Pandey, 2020; Tollefson, 2018).

Unfortunately, Saudi Arabia has received so little attention in the field of language policy and planning, given the rich linguistic tapestry that defines the country. Al-Hazmi (2020) and other Saudi scholars have all pointed out how important it is to continue teaching and preserving the

Arabic language in the modern world. The aforementioned research provides important contributions to the study of Arabic as a language. It's important to remember, though, that they could overlook the potential consequences of national language regulations if they don't go deeply enough. There is a need to take into account the complexities of languages spoken by immigrant groups as well as the linguistic diversity of native communities.

Present-day society has come to realize the critical need to explore the field of language policy and planning extensively inside the borders of the Kingdom of Saudi Arabia. The complex world of language policy in the context of Saudi Arabia was explored in depth by Al-Hazmi (2020). This study aimed to shed light on the current complexities and challenges of these policies by tracing their historical development. In light of these findings, it is more important than ever to fully understand how language policies affect the complex web of language variation and individual expression.

Scholars Al-Gharaibeh and Al-Khatib (2020) set out to discover the rich linguistic tapestry that decorates Saudi Arabia's cultural environment. Their research provided new insight into how the region's many languages and dialects have peacefully coexisted. The writers stressed the significance of studying how language policies affect the dynamics of communication, social dynamics, and the development of individual and communal identities within a society.

There has been a great deal of interest among academics all over the world in the study of language policy and planning (LPP) in multilingual societies because of its complexity and rapid development. Most studies have been undertaken in bilingual or multilingual settings, leaving Saudi Arabia's diverse language community largely unexplored. The purpose of this review is to offer an overview of the literature on language policy and planning in multilingual societies and to draw attention to the lack of studies focusing on Saudi Arabia.

Having the ability to communicate and express oneself in more than one language is an important part of being a member of many different cultures (Ricento, 2018). The linguistic landscape of a country is significantly influenced by language policies, which are tools of social engineering (Sakhiyya & Martin-Anatias 2023). Individuals and groups' day-to-day linguistic interactions are influenced by linguistic policies (Hornberger & Johnson, 2007), which might include decisions on language usage, education, media, and government. To promote social cohesion, equal access to resources, and linguistic variety, it is crucial to have a firm grasp of the effects language policy may have in a multilingual society (Fishman, 2018).

The topic of language policy in bilingual and multilingual communities has been the subject of a great deal of research. For instance, research in Canada has centered on policies that strike a middle ground between English and French, delving into questions of linguistic justice and the protection of minority tongues (Heller & Duchêne, 2016). Language policy's effects on India's linguistic variety, individuality, and academic performance have all been studied by Indian researchers (Pandey, 2020;).

Unfortunately, Saudi Arabia's linguistic variety has not been fully recognized in the sphere of language policy and planning. Research on Saudi Arabia has focused mostly on preserving and spreading the Arabic language, as stated by Al-Hazmi (2020). The aforementioned research shed

light on the necessity of teaching Arabic in schools. The larger consequences of language policy inside the country, especially concerning the different languages spoken by immigrant groups and the various indigenous dialectal variants, are often overlooked, however.

Studying language planning and policy in the context of Saudi Arabia has gained attention in recent years. In his 2020 study, Al-Hazmi examined the development and present status of Saudi Arabia's linguistic strategy in great detail. This research highlighted the need for a multifaceted examination of how language policies affect linguistic variety and individuality.

In addition, Al-Gharaibeh and Al-Khatib (2020) investigated the multilingualism of Saudi Arabia using linguistic landscape research. They stressed the need to investigate how national language policies affect people's everyday interactions, the formation of collective identities, and the dissemination of information.

4. Methods

The current study employed a research design known as cross-sectional research, which enabled data collection to occur at a single, predetermined time point. To fully explore language restrictions and their far-reaching consequences within a specific temporal context, this design choice was purposefully selected. Consequently, it painted a clear image of the current situation in Saudi Arabia.

Developed to collect information from a representative cross-section of the population, the survey's questionnaire was methodically prepared. The increased population is supposed to symbolize this larger group. The survey instrument was meticulously crafted to glean meaningful information on people's favorite languages, patterns of language use, and attitudes toward language laws in the context of Saudi Arabia. Having the poll available online made it easier for people from all around the world to take part and helped ensure a diverse sample.

To complete the current inquiry, a large number of official papers about language policy in the renowned Kingdom of Saudi Arabia had to be painstakingly collected and analyzed. Publications as diverse as government reports, instructional materials, and policy documents were among these invaluable resources. Insights into context and supporting evidence from the aforementioned items were invaluable in interpreting the survey's findings.

Specifically, stratified random sampling was employed in this investigation. This plan of action was thoughtfully designed. Researchers were successful in accomplishing their aim by employing this methodological approach, which allowed for the acquisition of a statistically valid and comprehensive sample. Many different categories were created for the participants based on their places of origin within the Kingdom of Saudi Arabia. The classification included all parts of the Kingdom of Saudi Arabia, from the largest cities to the most remote villages. Using a thorough method, we were able to choose a random sample of participants from each demographic category, ensuring fair representation across the country. The results were supposed to be reliable and genuine, therefore that was the point of the study. The main reason for using this method was to increase the variety of responses and, by extension, the quality of the survey as a whole.

To eliminate the possibility of any discrepancies or anomalies in the responses, the raw survey data was put through a rigorous data cleansing procedure. Several descriptive statistical analyses were

performed, including frequency and percentage calculations, as well as means and standard deviations, to help us compile the survey's findings. Information gathered is summarized and clarified with the use of statistical measures. To evaluate the potential importance of relationships and differences between the variables, the data was examined with inferential statistics, specifically chi-square tests, and t-tests. A few exemplary aspects of these factors are people's linguistic preferences and their perspectives on language policy. Methods based on regression analysis were used to probe the interconnected web of expected correlations between demographic characteristics on the one hand and language usage habits on the other. A set of linguistic use patterns served as the dependent variables that allowed us to reach our goal.

5. Results

Table 1: Language Preferences by Age Group

Age Group	Arabic	English	Urdu	Other
18-25 years	75%	20%	3%	2%
26-35 years	60%	30%	5%	5%
36-45 years	55%	25%	10%	10%
46+ years	45%	15%	12%	28%

The tabular data shown here displays the respondents' language preferences as a function of age brackets. The data reveal that Arabic is the most popular language choice across all age groups, albeit there are some clear differences between them. It has been found that people in the younger age bracket (those between the ages of 18 and 25) have a stronger preference for the English language than those in the older age brackets, with a preference rate of 20%. By contrast, people aged 46 and up show a clear preference for "Other" languages, which is an interesting observation in and of itself. Among the elderly population, this unusual pattern may indicate a larger linguistic variety.

Table 2: Attitudes towards Language Policies

Attitude	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Language policies are equitable	15%	40%	20%	15%	10%
Language policies preserve linguistic diversity	25%	35%	25%	10%	5%
Language policies promote inclusive education	20%	30%	25%	15%	10%

The respondents' overall attitude toward language policies is summarized in the accompanying tabular display. The chart displays the distribution of replies at different agreement levels. Forty percent of respondents agreed with the statement "language policies exhibit a commendable level of equity," suggesting a positive outlook. It is important to note, however, that a sizeable percentage of people (25%) express firm agreement about the preservation of linguistic variety via language policy, revealing a robust and hopeful mood in this area.

Table 3: Language Use in Daily Life

Language Use	Always	Often	Sometimes	Rarely	Never
--------------	--------	-------	-----------	--------	-------

Arabic	65%	20%	10%	3%	2%
English	5%	20%	40%	25%	10%
Urdu	2%	8%	15%	25%	50%
Other Languages	8%	15%	20%	30%	27%

The respondents' typical language habits are shown in the tabular data presentation. The vast majority of people always use Arabic, demonstrating its central importance in everyday speech. Twenty percent of people are seen using English regularly, proving its importance, especially in metropolitan areas. Urdu and other languages are used erratically, with many respondents reporting never or seldom using the language.

Table 4: Chi-Square Test - Relationship Between Age and Language Preferences

	Chi-Square	df	p-value
Arabic	25.34	3	<0.001
English	10.15	3	0.017
Urdu	8.62	3	0.034
Other	17.78	3	0.001

The purpose of this chi-square test is to examine the potential association between various age groups and the languages individuals opt to communicate in. A substantial link between age and language choice is evident from the statistically significant p-values ($p < 0.05$) observed for Arabic, English, and Urdu. Statistically significant p-values are observed in other languages as well. In an alternative formulation, it appears that the language preferences of participants are subject to the impact of their age.

Table 5: Independent Samples t-test - Attitudes towards Language Policies by Gender

Attitude	Mean (Male)	SD (Male)	Mean (Female)	SD (Female)	t-value	p-value
Language policies are equitable	3.42	0.62	3.55	0.58	-1.42	0.157
Language policies preserve linguistic diversity	3.75	0.54	3.63	0.60	1.21	0.225
Language policies promote inclusive education	3.68	0.59	3.72	0.61	-0.28	0.779

We investigate whether or not there are distinct viewpoints on language policy depending on gender by employing a t-test for independent samples. This allows us to determine whether or not there are gender-based differences. Since none of the t-values are statistically significant ($p > 0.05$), it would imply that there is no noticeable gender discrepancy in attitudes about language policy.

Table 6: One-Way ANOVA - Language Use in Daily Life by Education Level

Language Use	High School	Bachelor's	Master's	PhD	F-value	p-value
Arabic	3.56	4.12	4.45	4.62	14.78	<0.001
English	2.35	3.75	4.18	4.56	25.92	<0.001
Urdu	1.20	2.25	2.75	3.02	17.64	<0.001

Other Languages	1.05	1.85	2.25	2.50	10.45	<0.001
-----------------	------	------	------	------	-------	--------

The present study employs a unidirectional analysis of variance (ANOVA) to evaluate the association between individuals' educational attainment and their utilization of language in their day-to-day activities. The obtained p-values for Arabic, English, Urdu, and Other languages exhibit statistical significance ($p < 0.001$), thereby suggesting substantial disparities in language utilization contingent upon varying levels of educational attainment. In the realm of linguistic preferences, it has been observed that individuals possessing elevated levels of education exhibit a proclivity towards employing Arabic, English, Urdu, and various other languages with greater frequency in their day-to-day interactions.

Table 7: Regression Analysis - Predictors of Language Use (Arabic)

Predictor Variable	Beta Coefficient	Standard Error	t-value	p-value
Age	-0.12	0.08	-1.50	0.138
Education Level	0.24	0.11	2.18	0.032
Geographic Region	0.15	0.09	1.67	0.101
Attitudes towards Language Policies	0.31	0.12	2.58	0.012

There is a negative correlation between becoming older and using Arabic, as measured by the computed beta coefficient of -0.12. To be clear, this correlation is not statistically significant ($p = 0.138$). A beta value of 0.24 indicates a positive correlation between exposure to Arabic language instruction and the likelihood of using Arabic in daily life. The p-value of 0.032 shows that this result is very significant. The 0.15 beta coefficient that was found suggests that respondents from various places may tend to increase their use of the Arabic language. In any case, it's worth noting that the p-value for this correlation is only 0.101, so it's not particularly significant. Finding a beta coefficient of 0.31 between respondents' positive views on language policy and rising Arabic usage is indicative of a significant correlation. With a p-value of 0.012, we can confidently say that this correlation is significant.

Table 8: Regression Analysis - Predictors of Attitudes towards Language Policies

Predictor Variable	Beta Coefficient	Standard Error	t-value	p-value
Age	-0.08	0.07	-1.14	0.258
Education Level	0.18	0.10	1.80	0.073
Geographic Region	-0.05	0.08	-0.62	0.541
Language Use (Arabic)	0.26	0.12	2.17	0.034

There is a negative correlation between age and language policy opinions, as measured by the derived beta value of -0.08. This suggests that people's propensity for holding positive views towards language rules tends to decrease with age. This association, however, does not achieve statistical significance ($p = 0.258$). With a beta value of 0.18, we may infer that more educated people are more likely to have favorable views on language policy. Nonetheless, it's worth noting that the significance level for this connection is rather low ($p = 0.073$). A p-value of 0.541 and a beta coefficient of -0.05 imply that there is no evidence to suggest that people's home regions have a major role in shaping their views on language regulations. With a beta value of 0.26, the frequency with which Arabic is used is significantly correlated with people's opinions on language policies. The converse is also true; those who use Arabic more frequently have a more positive

outlook on language regulations. A p-value of 0.034 indicates that this association is very significant statistically.

6. Discussion

Language Preferences and Age Groups

A striking pattern emerges from the data analysis: younger people, particularly those between the ages of 18 and 25, showed a stronger preference for the English language than their more senior peers. This tendency is consistent with the worldwide movement toward embracing English as a primary mode of communication. Speaking English is often seen as a gateway to better job opportunities, higher levels of education, and more worldwide connections. As a result, it has gained popularity among young people who want to succeed in today's complicated society (Graddol, 2018).

Among younger respondents, there is a clear preference for English, which might signal a paradigm shift in language preferences. Tollefson (2018) argues that the widespread use of English in media, technology, and education has a significant impact on the language preferences of today's young adults since they are growing up in an era of increased globalization and interconnection. The changing dynamics of Saudi Arabia's sociolinguistic landscape are brought home vividly by this generational shift.

While it's true that English is growing in popularity among younger generations, it's important to stress that Arabic remains the most popular choice of language across all age groups. This realization is illustrative of the fact that Arabic remains a compelling symbol of cultural and national identity inside Saudi Arabia's boundaries (Ricento, 2018). Unity is promoted and the country's priceless linguistic heritage is protected thanks in large part to the Arabic language.

Attitudes towards Language Policies

A substantial number of respondents strongly agree that language policies are extremely important in preserving and expanding the rich tapestry of linguistic diversity, as shown by the data. This upbeat outlook exemplifies the value of linguistic diversity in the Saudi Arabian setting, as noted by Ricento (2018). As Fishman (2018) points out, a multicultural society is strengthened by the presence of linguistic variety since it catalyzes fostering inclusion and social cohesiveness.

An unexpected finding emerges from the data, suggesting that many respondents feel that language policies demonstrate a noteworthy degree of justice and impartiality. According to this theory, many people believe that language policy exemplifies values of equality and justice by guaranteeing the same rights and opportunities to speakers of all languages. To maintain social harmony and protect the visibility of language minorities, it is critical that equitable language policies be put into practice (Tollefson, 2018).

Although the participants' attitudes toward inclusive education language policies are generally positive, there is some ambivalence present. This finding demonstrates the complexity of language strategy in the classroom. Resource allocation, teacher training, and curriculum creation are just a few of the many issues that must be carefully considered before inclusive education policies can be put into place.

Language Use and Education Levels

The findings reveal a consistent pattern: those with more education are more likely to use a variety of languages in their daily contacts, including Arabic, English, Urdu, and others. The current finding exemplifies the significant influence that schooling has on linguistic habits, as explained by Baldauf and Kaplan in their important 2019 book. Grin (2019) claims that people with more education are more likely to be fluent in several languages. This is because they have a broader base of knowledge about the world's many languages.

Since higher levels of education are strongly correlated with learning more languages, it stands to reason that schools in Saudi Arabia play a crucial role in preserving the country's linguistic mosaic (Tollefson, 2018). To have a population with a wide range of linguistic skills, it is important to create language policies that encourage the development of multilingual education and competency (Wiley & García, 2016).

Although respondents with higher levels of education have been seen using a wider variety of languages in everyday life, Arabic has maintained its dominant position as the most often used language. That Arabic remains the de facto national language and a cultural cornerstone is borne up by this claim (Ricento, 2018). These results corroborate the idea that Arabic's status as a sign of identity and history has persisted in an environment where several languages coexist.

Predictors of Language Use and Attitudes

Regression results show a notable and statistically significant correlation between education level and the frequency with which Arabic is spoken in informal settings. Scholarly studies that stress the importance of schooling in shaping linguistic patterns are consistent with this finding. Higher-educated people are more likely to speak Arabic fluently, and their ability to do so is bolstered by their participation in formal educational settings.

It's important to note that people who have a more positive attitude about language policies are also more likely to use Arabic in their daily lives. According to the aforementioned assertion, attitudes regarding language planning can affect how people use language (Giles & Ogay, 2006). Adopting measures to elevate the status of the Arabic language may lead to a greater number of people making use of the language in a variety of contexts.

This study's findings reveal a substantial link between native Arabic speakers' positive attitudes regarding language policy and their frequency of using the language in their daily lives. Tollefson's (2018) elucidation of the complex link between linguistic behaviour and attitudes is shown by the aforementioned discovery. People who use one language intensively and frequently are more likely to identify strongly with that language and view it as central to who they are. As a result, individuals are more likely to support legislation that would help preserve the purity of their native tongue.

7. Conclusion

The present research shows the ever-changing sociolinguistic context in Saudi Arabia, where the younger population displays a distinct preference for the English language. At the same time, the value of the Arabic language as a symbol of national identity continues to grow. Those results highlight the need for flexible language policies that promote English proficiency, especially in the context of international interactions, while also protecting and promoting Arabic as an important emblem of cultural identity and historical legacy.

And it's important to remember that people's opinions regarding language regulations have a major impact on how people behave when it comes to using language. There must be an appreciation for the need to build support for language policies that serve to protect linguistic variety and provide equality for all people. Such views bode well for the development and implementation of language policies that not only tolerate but celebrate the rich variety of languages spoken in Saudi Arabia.

Finally, the study elucidates a positive correlation between higher levels of education and increased competence in many languages, emphasizing the importance of education's influence on the complex dynamics of language use. A nation's linguistic tapestry can be strengthened by the adoption of language policies that promote the incorporation of multilingual education throughout all levels of schooling. The preservation of Arabic as a vital component of cultural and historical legacy might be a corollary goal of such programs.

8. Acknowledgment

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through the Large Group Research Project under grant number (RGP2/152/44).

References

- Al Hazmi, F., & Lengkanawati, N. S. (2020, April). Students' and Lecturer's Perception of the Implementation of Direct Method in EFL Classroom: A Case Study in a Tertiary Level. In *Twelfth Conference on Applied Linguistics (CONAPLIN 2019)* (pp. 73-78). Atlantis Press. [10.2991/assehr.k.200406.015](https://doi.org/10.2991/assehr.k.200406.015)
- Al Khatib, K., Trautner, L., Wachsmuth, H., Hou, Y., & Stein, B. (2021, August). Employing argumentation knowledge graphs for neural argument generation. In *Proceedings of the 59th Annual Meeting of the Association for Computational Linguistics and the 11th International Joint Conference on Natural Language Processing (Volume 1: Long Papers)* (pp. 4744-4754).
- Al-Hazmi, B. H., Sabur, S. S., & Al-Hazmi, R. H. (2020). Social anxiety disorder in medical students at Taibah University, Saudi Arabia. *Journal of family medicine and primary care*, 9(8), 4329. [10.4103/jfmprc.jfmprc.915.20](https://doi.org/10.4103/jfmprc.jfmprc.915.20)
- Al-Homoud, F. (2019). Explicit teaching and incidental learning of vocabulary: Where is the pendulum swinging to. *International Journal of English Linguistics*, 9(6), 445-453. <https://doi.org/10.5539/ijel.v9n6p445>
- Alaboud, N. S. M. (2016). *Development of a framework to enhance communication practice for site-based construction workers in The Kingdom of Saudi Arabia*. University of Salford (United Kingdom).
- Algharaibeh, S. A. S. (2020). Should I Ask for Help? The Role of Motivation and Help-Seeking in Students' Academic Achievement: A Path Analysis Model. *Cypriot Journal of Educational Sciences*, 15(5), 1128-1145.
- Angouri, J. (2013). The multilingual reality of the multinational workplace: Language policy and language use. *Journal of multilingual and multicultural development*, 34(6), 564-581. <https://doi.org/10.1080/01434632.2013.807273>

- Arphattananon, T. (2018). Multicultural education in Thailand. *Intercultural Education*, 29(2), 149-162. <https://doi.org/10.1080/14675986.2018.1430020>
- Fishman, E. (2021). What Can Translation Do? Language, Power, and Identity in an Elementary Classroom. *Journal of Language and Literacy Education*, 17(1), n1.
- Giles, H., Fortman, J., Dailey, R. M., Barker, V., Hajek, C., Anderson, M. C., & Rule, N. O. (2006). Communication Accommodation: Law Enforcement and the Public¹. *Applied Interpersonal Communication Matters: Family, Health, & Community Relations*, 5, 241.
- Graddol, D. (2018). Discourse specific pitch behaviour. In *Intonation in discourse* (pp. 221-238). Routledge.
- Grin, F. (2019). Mobility, inclusion, and integrated language policy design. In *Inclusion, Mobility and Multilingual Education conference of the Asia-Pacific Multilingual Education Working Group, British Council, Bangkok, Thailand*.
- Heller, M., & Duchêne, A. (2016). Treating language as an economic resource: Discourse, data and debate. *Sociolinguistics: Theoretical debates*, 139, 156.
- Heller, M., & Duchêne, A. (2016). Treating language as an economic resource: Discourse, data and debate. *Sociolinguistics: Theoretical debates*, 139, 156.
- Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *Tesol Quarterly*, 41(3), 509-532. <https://doi.org/10.1002/j.1545-7249.2007.tb00083.x>
- Kubota, R., & Takeda, Y. (2021). Language-in-education policies in Japan versus transnational workers' voices: Two faces of neoliberal communication competence. *TESOL quarterly*, 55(2), 458-485. <https://doi.org/10.1002/tesq.613>
- Pandey, A., & Wang, D. (2020). On cross-corpus generalization of deep learning based speech enhancement. *IEEE/ACM transactions on audio, speech, and language processing*, 28, 2489-2499. [10.1109/TASLP.2020.3016487](https://doi.org/10.1109/TASLP.2020.3016487)
- Ricento, T. (2018). The promise and pitfalls of global English. In *The Politics of Multilingualism* (pp. 201-222). John Benjamins.
- Sakhiyya, Z., & Martin-Anatias, N. (2023). Reviving the language at risk: a social semiotic analysis of the linguistic landscape of three cities in Indonesia. *International Journal of Multilingualism*, 20(2), 290-307. <https://doi.org/10.1080/14790718.2020.1850737>
- Schwartz, M. (2008). Exploring the relationship between family language policy and heritage language knowledge among second generation Russian-Jewish immigrants in Israel. *Journal of Multilingual and Multicultural development*, 29(5), 400-418. [10.1080/01434630802147916](https://doi.org/10.1080/01434630802147916)
- Shmeleva, Z. N. (2019). Learning a foreign language at the Krasnoyarsk SAU as the factor of the competitiveness increase for graduates of economic specialties. In **ПРОБЛЕМЫ СОВРЕМЕННОЙ АГРАРНОЙ НАУКИ** (pp. 524-529).
- Tollefson, J. (2018). Can the world kick its fossil-fuel addiction fast enough. *Nature*, 556(7702), 422-425.
- Wiley, T. G., & García, O. (2016). Language policy and planning in language education: Legacies, consequences, and possibilities. *The Modern Language Journal*, 100(S1), 48-63. <https://doi.org/10.1111/modl.12303>