

# Instruction in the Language Classroom and the Saudi Vision 2030: A Study Using Delphi Technique With Academics

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**Abstract**—It is imperative to evaluate contemporary language instruction practices to modify the curriculum to ensure that it fulfills the objectives of Vision 2030 which lays down detailed targets for the education sector. In this background, the current study adopts the Delphi Technique with nine recognized language specialists in Saudi Arabia to evaluate the prevalent language instruction environment and predict the desirable changes. Experts' consensus and survey results indicated many issues that point towards a more inclusive, adaptive, and globally sensitive language education as the most pressing need of the hour. The participants' agreement is evidence of the persisting chasm between conventional language standards and the massive changes in global communication, and it also highlights the need for translanguaging as a strategy to address this chasm. In addition, results also indicated the need for the teaching community to adapt, develop, and prepare to suit the changing language scenario in the world. This need is dire to meet the massive social, cultural, and economic changes that are characteristic of Saudi Arabia today. The study concludes with emphasizing the need for translanguaging in meeting the targets and aims spelt in Vision 2030, thus being of significance to academics, curriculum designers, and administrators who are committed to achieving those goals.

**Index Terms**—Delphi Technique, linguistic landscape, Saudi Arabia, Vision 2030

## I. INTRODUCTION

The function of language has undergone a sea change with technology-fuelled globalization. In its new place, language is not merely a means of communication, but also, a means of enhancing global cooperation, cross-culture understanding, and socio-economic progress (Deardorff, 2011). The complexities of global communication, coupled with technological advancements, have created a demand for individuals proficient in multiple languages and for flexible language teaching approaches (Jenkins, 2015). Countries worldwide are now reassessing their strategies in language education, recognizing its pivotal role in nurturing cross-cultural comprehension and fostering international collaborations (Mauranen, 2018). This reassessment aims to align linguistic paradigms with the urgent global needs of our time. Asia, a region marked by a rich diversity of cultures, languages, and traditions, has played a significant role in these changes. The concept commonly known as the Asian century underscores the growing influence of Asian nations in global politics, economics, and culture (Khanna, 2019).

Consequently, the Middle Eastern region, which encompasses a substantial part of Asia, has been recognized for its remarkable linguistic variety, characterized by the coexistence of ancient languages alongside contemporary linguistic needs (Suleiman, 2013). As countries in this particular geographical area confront the complexities of modernization while simultaneously valuing their diverse linguistic legacies, a distinctive challenge is that of cultivating educational approaches in language instruction that are deeply grounded in cultural history, responsive to global requirements, and equipped to fulfill communicative needs of the changed times.

Contemporary Saudi Arabia, standing at a cusp of tradition and modernity is faced with these very challenges as it tries to achieve a balance between its Arabic legacy and the transformative national ambition, almost setting an example for the other countries in the region as it is a prominent actor in the Middle East (Al-Ahdal & Alqasham, 2020; Bsheer, 2020). The Saudi Vision 2030 is a comprehensive plan that outlines the future trajectory of the Kingdom. It aims to achieve not just economic diversification but also anticipates the development of a culturally vibrant and globally connected society (Vision 2030, 2016). In the overarching framework of this narrative, the field of language education faces a complex and multifaceted situation, presenting both obstacles and possibilities. The current demands driven by a shrinking world and Vision 2030 highlight the necessity for a revised language strategy in Saudi Arabia (Albiladi, 2022). However, the implementation of this change remains uncertain. Traditional approaches, often favoring monolingual instruction and emphasizing the preservation of the Arabic language's integrity, may fail to address the evolving requirements of international communication (Al-Seghayer, 2014). Simultaneously, adopting global language trends without considering the Saudi context may risk undermining the profound linguistic and cultural legacy of the nation (Atwell, 2018). The primary challenge lies in effectively balancing a linguistically dynamic future aligned with international expectations while preserving a distinct national identity. The significance of this research lies in shaping the future trajectory of language education in Saudi Arabia. Utilizing the Delphi Technique with recognized language

specialists ensures findings grounded in expertise and forward-looking perspectives. Given Saudi Arabia's impending transformation, policymakers, educators, and stakeholders must comprehend potential language changes and their consequences. This understanding will aid in developing effective and culturally appropriate policies. Furthermore, the outcomes of this research could potentially serve as a model for other countries facing such transformation, contributing significantly to the broader academic discourse on language teaching in the context of globalization.

## II. LITERATURE REVIEW

The bases of this study lie in the Linguistic Landscape theory and the Delphi Technique. Together, these frameworks prepare a perspective for the convergence of language and sociopolitical change, and at the same time, they enable the inquiry to take a structured approach. The concept of linguistic landscape pertains to the visibility and intelligibility of languages displayed in public and commercial signages within a specific area or domain (Landry & Bourhis, 1997). Over time, this particular concept has undergone changes to incorporate digital environments and other modes of communication, reflecting the evolving dynamics of language use in various socio-cultural settings. Language and Linguistics (LL) as a field not only operates through the reflection of language use but also functions as a guiding force influenced by power dynamics, historical contexts, and socio-political factors (Blommaert, 2013). With the ongoing social, political, and economic changes owing to Saudi Vision 2030, understanding the role of language and linguistics (LL) becomes crucial, as it inevitably gives birth to linguistic outcomes. This study provides a structured framework for understanding prevalent language norms in Saudi Arabia, acknowledging the impact of socio-political, cultural, and economic elements on their development. By employing the Delphi Technique with expert negotiations, it establishes a foundation for insight and suggestions, enhancing the validity and strength of the perspectives generated. This approach ensures that the results are not merely confined to nature but are rooted in thorough consideration. A unified framework sheds light on the necessity of an active linguistic initiative that aligns with national objectives while emphasizing the interdependence between language and socio-political changes.

### *Research questions*

1. How do linguists assess the prevalent language paradigm vis-à-vis the aims and objectives outlined in Vision 2030 document?
2. What are the recommendations of language specialists on language change and modifications to ensure that language education in Saudi Arabia is in line with the larger objectives of Vision 2030?

## III. METHODOLOGY

### *Research design*

The research employed a mixed-methods approach, integrating both quantitative and qualitative research methodologies. This approach aimed to achieve a comprehensive understanding of the subject matter, leveraging the specific strengths of each methodology. The qualitative aspect utilized the Delphi Technique, a systematic data collection method involving a group of experts to attain consensus on a particular topic. Notably, this technique involves non-physical discussions, maintaining an iterative process by administering repeated rounds of questionnaires to participants.

### *Participants*

A purposive sample of 9 recognized language specialists in Saudi Arabia was the basis of this study as the study objectives demanded a sample with a comprehensive understanding of the language paradigms in Saudi Arabia and their possible transformation within the framework of Vision 2030. The group was heterogeneous as they were employed in different educational institutions such as language schools, and educational policy-making agencies, and therefore, it could be assumed that they have a fairly reasonable knowledge of the language issues in the country. Informed consent was obtained from each participant after they were educated about the research objectives, methodology, and possible results. Participant information was ensured by encoding their personal details, a step that also ensured that they were happy to voice their innermost thoughts with minimal or no inhibition. Moreover, the researcher also shared the study results with the participants and sought their opinion on the right and truthful presentation of their views, affording them the opportunity to verify the conclusions derived from their input.

### *Instruments*

The Delphi Technique is a useful method of data collection where physical interaction is fraught with obstacles. Iteration or repetition of processes is one of its core characteristics. In this study, we used a set of standardized surveys for data collection targeted to elicit information on the existing language paradigms, prospective changes, and the required adaptive strategies within the framework of Vision 2030. Iterations were used to fine tune and adjust the variables and this was based on the feedback and insights that came in from the participating experts. Post each iterative round, of the Delphi process, quantitative analysis on the gathered data was conducted to gauge the level of consensus among the experts. Simple measures of mean, median, and standard deviation were computed. Employing a quantitative assessment in this context aimed to complement the qualitative feedback, offering an impartial metric. It helped determine whether further iterations were required or if a consensus had been achieved. The incorporation of the Delphi Technique with quantitative analysis facilitated a thorough evaluation of experts' perspectives, providing empirical

evidence of agreement and highlighting areas of disagreement. On the other hand, qualitative data contributed to a comprehensive understanding and contextualization of the subject matter. The simultaneous application of both methodologies generated a nuanced and well-rounded perspective on the topic under examination.

#### ***Data building, validating and analysis***

The study used primary and secondary data sources to ensure greater reliability of the data and findings. In the first phase, a preliminary questionnaire was sent to the experts with the aim of gathering their perspectives on the present language environment and possible modifications in view of Vision 2030 objectives. Following the first round, the questionnaires were revised and subsequently reassigned to the experts to ensure validity of the modified versions. The aforementioned iterative procedure was conducted until an agreement was reached over the primary themes and results. Following the attainment of a collective agreement, the data was systematically collated and arranged in a manner conducive to further study. Thematic analysis was used to examine and interpret data to uncover patterns, trends, and insights. The cyclical nature of the Delphi Technique facilitated the process of refining and consolidating these ideas. After the identification of the topics, a comprehensive analysis was conducted within the framework of Saudi Vision 2030 to derive findings and make pertinent suggestions.

### IV. RESULTS AND DISCUSSION

#### **RQ1: How do linguists assess the existing linguistic paradigm in Saudi Arabia against the framework of the aims and objectives of Vision 2030?**

Based on the perspectives of the 09 renowned authorities in the field, an analysis of the linguistic environment in Saudi Arabia revealed many key themes, shed light on the present condition of language education and provided progressive suggestions to match with the Vision 2030 framework. The dominant language framework, as emphasized by Experts 1, 4, 9, seems to be based on established, conventional methodologies. Nevertheless, there is a noticeable trend towards adopting educational techniques that are more consistent with global standards. The ongoing visible transformation indicates Saudi Arabia's intention to align with prevailing global language patterns. Experts 2 and 3 more vocally, and all the others mildly observed a prevailing tendency to place excessive emphasis on vocabulary and grammar. This highlights the need of shifting from a narrow focus on linguistic knowledge to a more comprehensive language competence that prioritizes practical knowledge application and effective communication abilities. The significance of bridging the divide between home language goals and international expectations was emphasized by experts 5, 8, 9 in the context of global alignment and translanguaging. One of the resonating themes was the need for flexible language use by the teachers to encourage translanguaging practices in class. For instance, experts 6 and 7 jointly supported comprehensive changes in prevalent pedagogies. All specialists upheld the critical shift from mere memorization to fostering critical and creative thinking. Furthermore, they stressed the importance of providing educators with the essential tools and knowledge to effectively apply these modern teaching methods. Expert 7's perspective underscored the significance of merging language instruction with cultural nuances and practical applications, asserting that this approach not only enriches the educational journey but also prepares students for global interactions.

TABLE 1  
LEADING VIEWPOINTS AND SUGGESTIONS FOR CHANGE OF FOURTEEN EXPERTS ABOUT LINGUISTIC PARADIGMS IN SAUDI ARABIA AND THE FRAMEWORK OF VISION 2030

Expert No.	Assessment of Current Linguistic Paradigm	Suggested Shifts for Vision 2030
1	The existing paradigm is based on conventional approaches that may not be entirely congruent with worldwide patterns.	Place a significant focus on the implementation of multilingual education and establish the concept of translingual pedagogies.
2	The linguistic approach in Saudi Arabia is now undergoing a change from traditional to modernity.	Advocate for curricular modifications that prioritize the development of linguistic flexibility and adaptation.
3	Presently, there is a greater emphasis placed on the mastery of grammar and vocabulary as opposed to the development of overall language proficiency.	Greater emphasis on the development of communicative competence and the application of language skills in real-life contexts.
4	The current method demonstrates efficacy in domestic contexts, although its effectiveness may be limited when applied to foreign environments.	Implementing worldwide linguistic standards and using benchmarking practices..
5	There is an observable transition occurring from the practice of teaching only in one language to the adoption of bilingual instruction. However, there is a need for more emphasis on the concept of translanguaging.	Advocate for the adoption of translingual techniques as a standard practice in language instruction.
6	Our current educational practices continue to rely heavily on rote learning and memorization approaches.	Shift towards understanding, application, and creativity in language learning.
7	The language paradigm in Saudi Arabia is now undergoing a process of transition, although this is still in an early stage.	Prioritize training for instructors to equip them with new language teaching methodologies.
8	The existing curriculum has limitations in its ability to adapt to the ever-evolving character of language and language needs.	Design a more flexible curriculum that aligns with Vision 2030 objectives of inclusivity and global relevance.
9	Currently, there exists a disproportionate emphasis on the instruction in formal Arabic, with some attention given to the acquisition of global languages.	Encourage the teaching of global languages and dialects.
10	The language training provided has good quality, however, it is deficient in terms of including cultural immersion and practical application components.	Introduce cultural exchange programs and real-world language application exercises.

The themes that emerged from the opinions expressed by the study participants highlight the fact that the Saudi language education sector is currently at a critical juncture as it is juggling the socio-cultural ethos with the demands placed on it by the Vision 2030 targets that conform with global dynamics. These objectives can be summarized as the need for translanguaging, rejigging of the education sector, and greater preparedness to foster multilingualism since the Vision document prioritizes inclusiveness, global relevance of education, and greater adaptability across all segments. The implications of these outcomes hold significant importance from an educational standpoint. Above all, it is crucial for curriculum designers to proactively integrate these recommendations. This involves ensuring that language education not only imparts content but also provides students with the essential global communication skills. Additionally, there is a need to revamp teacher training programs to meet contemporary requirements, ensuring that educators possess the necessary abilities to adeptly employ translingual and global pedagogical approaches. In a broader social context, embracing these linguistic paradigm shifts would prepare successive generations of Saudis to assert themselves on the global stage. Their education would facilitate cross-cultural interactions, foster stronger global partnerships, and contribute to the realization of the forward-thinking objectives outlined in Vision 2030.

The quantitative analysis results summarized in Table 2 offer useful insights into the viewpoints of experts on the future direction of linguistic paradigms in Saudi Arabia within the context of Vision 2030 with mean of 4.67 and standard deviation of 0.436. The average ratings for all statements fall between 4.5 and 4.8 on a 5-point scale, suggesting a high level of agreement among experts about the importance and immediacy of the proposed changes and priorities. The assertions that obtained the highest average scores, namely 4.8, are related to the significance of prioritizing communicative skill above conventional linguistic structures and the need for orienting language instruction towards cultural immersion and practical application. The ratings indicate that language learning professionals prioritize the practical application of language acquisition. In contrast, statements that highlight the need for shifting away from conventional approaches, giving precedence to comprehension and creativity rather than mere memorization, and including global languages alongside official Arabic were shown to have somewhat lower average ratings, at around 4.6. This implies that while these factors are considered important, they may be seen as less important in comparison to the aforementioned aspects. The mean score, albeit not significantly lower, was ascribed to the development of a versatile curriculum that aligns with the goals of Vision 2030. This observation suggests that while professionals acknowledge the significance of this approach, there might be other pressing issues that take precedence or it could represent an awareness of the intricate nature and time-consuming process involved in revamping current courses. The small range of standard deviations, between 0.40 and 0.47, provides further evidence to substantiate the presence of a robust agreement among the experts, a higher degree of proximity to the mean, hence indicating a greater level of consensus among the participants. The experts highly endorse a comprehensive, interactive, and immersive methodology for language instruction that is in accordance with international benchmarks. While the authors also emphasize the need for

curricular flexibility and current teaching approaches, these aspects may be seen as secondary measures that follow the creation of the essential educational concepts that they have highlighted.

TABLE 2  
QUANTITATIVE ASSESSMENT OF EXPERTS' VIEWPOINTS ON LINGUISTIC PARADIGMS WITHIN THE VISION 2030 FRAMEWORK

Statement	Mean	Standard Deviation (SD)
Implementation of multilingual education and translanguing pedagogies is crucial.	4.7	0.43
A shift from traditional techniques to curricular modifications that foster linguistic flexibility.	4.6	0.45
Emphasis should be on communicative competence rather than just grammar and vocabulary acquisition.	4.8	0.41
Adopt worldwide linguistic standards and benchmarking practices.	4.7	0.44
Adoption of translanguing techniques should be standardized in language instruction.	4.7	0.46
Prioritize understanding, application, and creativity over rote learning in language education.	4.6	0.42
Language teachers need training with contemporary teaching methodologies.	4.7	0.43
Create a flexible curriculum in alignment with Vision 2030 global objectives.	4.5	0.47
Place emphasis on teaching global languages alongside formal Arabic.	4.6	0.45
Integrate cultural immersion and practical application in language training.	4.8	0.40
Total	4.67	0.436

**RQ2: What linguistic alterations or modifications have language specialists suggested to guarantee that Saudi Arabia's language training is in line with the larger aims of Vision 2030?**

Experts reported the following suggestions for modifications:

1. It is imperative to enhance the use of multilingual teaching methodologies, with special emphasis on the acquisition of languages spoken by Saudi Arabia's principal trading partners.
2. Prioritize communicative competence over absolute correctness, thus encouraging students to gravitate towards successful communication in real-life situations without the inhibitions of making mistakes.
3. Emphasizing the integration of cultural knowledge and language training, equipping students with the essential skills to navigate diverse and multicultural scenarios proficiently.
4. Making learning interactive and dynamic and in tune with the times by leaning on technology and online platforms.
5. Substituting the conventional emphasis on memorization-based pedagogical approach to a communicative methodology, emphasizing the real-life application of language skills in real-world contexts.
6. Opting for the immersive approach that offers students opportunities to engage in authentic language use in real-life settings, such as study abroad initiatives or cultural exchange programs.
7. Adopt a modular framework in language education, allowing students to select subject matters and linguistic competencies aligning with their vocational or academic aspirations.
8. Establish a system ensuring continuous professional development for language teachers, guaranteeing their knowledge of current language pedagogies and adherence to best practices.
9. Infuse the curriculum with elements of translanguing, enabling students to seamlessly navigate between languages, reflecting the interconnected nature of today's global world.
10. Strengthen collaborations with international language institutions and universities, ensuring that Saudi Arabia's language instruction aligns with global standards.

In expressing these themes, it is notable that the Saudi academic diaspora is conscious of the changed learner and learning needs in tune with global changes, prioritizing multilingualism, effective communication, and cultural competence in accordance with the objectives of Vision 2030, which intends to place KSA on the global scene as a leader of the Arab region. Incorporation of technology and authentic language immersion aligns with the global educational trends, emphasizing an interactive and hands-on learning approach. Recognition of connecting globally and prioritizing the professional development of educators evidences an understanding that a comprehensive transformation of the entire educational system is essential to enhance learning outcomes. These findings have numerous implications. For policymakers, it calls for a thorough re-evaluation of the country's language curricula, with an increased emphasis on the recommended adjustments. Educators, in turn, must prioritize continuous professional development and keep evolving their pedagogies. The study's results also highlight the need for infrastructural changes, including the integration of technology in educational settings and the introduction of additional exchange programs. Furthermore, the emphasis on global relationships underscores the potential benefits for Saudi Arabia through collaboration with foreign language institutes, ensuring that its language training remains globally relevant and of the highest quality.

As summarized in Table 3, there are indications of a high degree of consensus amongst the participants (M=4.67, SD=0.45) that the changes they have proposed are important. Here too, integration of cultural component into the language education curriculum tops the score at 4.8 as being primary to teacher development and growth geared to global needs. In other words, the socio-cultural element coupled with recent and developing pedagogies will ensure the best practices for language acquisition. Meanwhile, a slightly lower mean score of 4.5 for the modular framework indicates lack of consensus, yet holds a significant place in the considerations. Standard deviations below 0.5 are a good indicator of all opinions being directed in a common direction, the low variation suggests a general agreement on the presented theme topics. Upon analysis, it becomes evident that there is a crucial need to adapt language approaches and

curriculum in line with global patterns. All participants underscored the importance of ensuring learners possess not only language competence but also cultural proficiency. Moreover, the emphasis on integrating technology and moving away from memorization practices aligns with current worldwide educational trends that value a dynamic, interactive, and practical approach to learning. These findings broadly reflect the global scene in language education. The increasingly connected global community highlights the growing importance of multilingualism, cultural competency, and the practical application of linguistic abilities. Additionally, the prioritization of educators' professional development highlights the need to view education as a dynamic discipline, where instructors play a pivotal role in driving its progress. These findings indicate that for Saudi Arabia to achieve the objectives outlined in Vision 2030, a significant transformation in its language education approach is necessary, with a focus on aligning it with international norms and practices.

TABLE 3  
QUANTITATIVE ASSESSMENT ON LINGUISTIC MODIFICATIONS FOR VISION 2030

Statement	Mean	Standard Deviation (SD)
Enhancing multilingual teaching methodologies is vital for Vision 2030.	4.7	0.45
Emphasizing fluid communication over linguistic correctness is more effective for real-life situations.	4.6	0.48
Cultural nuances in language training are crucial for navigating diverse situations.	4.8	0.40
Incorporating technology in language education boosts student engagement and understanding.	4.7	0.44
A shift from memorize-recall to a communicative approach is necessary for practical application of language skills.	4.6	0.47
Immersion programs like study abroad significantly enhance language proficiency.	4.7	0.46
A modular framework in language education offers personalized learning experiences.	4.5	0.50
Continuous professional development of language teachers is essential for up-to-date pedagogical practices.	4.8	0.42
Implementing translanguaging in curriculum helps students adapt to the interconnected global environment.	4.7	0.43
Collaborations with international language institutions ensure Saudi Arabia's alignment with global standards.	4.6	0.45
Total	4.67	0.45

This study used the Delphi Technique with a panel of 09 language professionals, to identify key linguistic modifications necessary for the successful implementation of Saudi Arabia's Vision 2030. Many issues and recommendations emerged from the contributions of the participants, such as, the need for multilingual approaches that emphasize competency in Arabic and English, as well as languages spoken by the country's global partners. In addition, there emerged the possibility of global collaborations in the language education sector. Pedagogical developments the world over have been trendsetting, emphasizing the development of communicative competence rather than focusing just on linguistic correctness. In other words, communication rather than grammatical accuracy takes primacy. This discussion also highlights the importance of cultural competency, emphasizing the need to transcend language technicality in favor of socio-cultural nuances essential to effective communication. We live a digital age, it is but natural to integrate technology in language education, acknowledged as a means to elevate student engagement and the practical applicability of skills. Additionally, a more pragmatic and interactive pedagogical approach, aiming to equip students for practical, real-life scenarios, cannot be discounted either. This approach seamlessly aligns with the idea of immersing students in authentic language environments, potentially enhancing the accuracy and effectiveness of language learning. The suggestion to adopt a modular teaching approach reflects the prevalent educational philosophy of tailoring instruction to meet each student's unique requirements. At the core of these proposed changes is the continuous professional growth of educators, ensuring their ongoing engagement with the latest pedagogical developments. Furthermore, the introduction of the concept of translanguaging advocates for breaking down rigid language boundaries in favor of a more flexible linguistic exchange that mirrors the interconnected nature of our contemporary global society.

These findings shed light on the need for Saudi Arabia to readjust its linguistic frameworks in order to connect more effectively with the goals and aspirations of Vision 2030. One of the prevailing feelings that arises from this investigation is the pressing need to readjust conventional language approaches towards a more comprehensive and participatory approach on a global scale. One of the key recommendations put out by experts, centers on the adoption of multilingualism (Experts 1, 7, 9). The significance of this matter should not be underestimated in the context of our more globalized world (Canagarajah, 2018; Kramsch, 2014; Rashed & Al-Faraj, 2021). According to Kramsch (2014), in contemporary times, languages are seen not just as means of communication, but also as conduits for cultural interchange. By implementing measures to improve multilingual education, Saudi Arabia would not only be cultivating language proficiency but also, nurturing cultural aptitude. The implementation of this dual strategy will enhance the preparedness of Saudi students for global platforms and industries, aligning with the core principles of Vision 2030. Pedagogical reforms refer to changes and improvements in educational practices and approaches with the aim of enhancing teaching and learning outcomes. The results strongly indicate the need for massive changes in the current instructional methods. The Experts 6, 7, 8 observed that there is a notable focus on rote learning, which stands in contrast to the prevailing worldwide trend that places more importance on practical application and understanding (Canagarajah, 2018). They further emphasized the need to ensure that educators possess a high level of proficiency in modern teaching strategies (Experts 8, 9). The use of technology in language instruction, as highlighted by Expert 4,

aligns with the perspectives of other instructors worldwide (Thorne & Reinhardt, 2019). Knowledge acquisition has taken a new shape in the digital era, and KSA is no exception. Much like its peers, in Saudi Arabia too, technology integration into education is expected to cultivate an educational setting that is more immersive, inclusive, and comprehensive in nature. Moreover, the new tech-powered system has paved the way for virtual cultural exchange programs, presenting students with opportunities for immersive language experiences irrespective of geographical boundaries. The perspectives articulated by Experts 5 and 9 regarding the significance of translanguaging find resonance in the scholarly works of Canagarajah (2013), who contends that translanguaging practices serve as a deliberate and strategic response to the forces of globalization. By dismantling rigid language barriers, Saudi students can develop versatile linguistic flexibility, taking on their rightful place in the global scene. Additionally, the emphasis placed by Experts 1 and 3 on fostering international collaborations aligns seamlessly with the foundational principles of Vision 2030. These connections play a pivotal role not only in facilitating academic partnerships but also in creating a better place for humanity with greater cultural empathy. The findings show that the linguistic landscape in Saudi Arabia is dynamically evolving. To fully leverage the benefits of these changes, it is imperative to align curricular designs with the insights and expertise derived from these advancements. Moreover, educators need access to continuous professional development opportunities and ample resources to effectively implement these changes. In a broader context, these linguistic adaptations will not only cater to the scholarly community but also strategically position Saudi Arabia on the world stage, aligning it with the objectives outlined in Vision 2030.

## V. CONCLUSIONS

The aims of the Saudi Vision 2030 are highly comprehensive and intend to open the Saudi socio-economic milieu to global partners across sectors that define a nation, primarily education, these foresights foster inclusion, and alignment with global standards and practices. Language is a powerful tool to achieve these objectives since language serves not only as a means of communication but also as a manifestation of cultural development and worldwide adaptation. Using the Delphi Technique, this study not only highlighted the prevalent linguistic frameworks in Saudi Arabia. A shift in the paradigm is the need of the hour, characterized by substituting the conventional pedagogies with global practices that reflect the spirit of internationalism. However, a notable concern highlighted by some experts is the excessive emphasis placed on grammar and vocabulary. The purpose of language instruction should transcend mere rote memorization and recall of information, aiming instead to foster proficiency in communication, comprehension, and cultural adaptability. 'Translanguaging' is characterized by flexibility and versatility, underscoring its significance in the contemporary global environment. Furthermore, the integration of technology is not merely a luxury but a fundamental necessity. In an increasingly interconnected global landscape, the use of technology tools and platforms has become indispensable in the realm of language training. Additionally, prioritizing cultural immersion and practical application will empower students with a communicative advantage, nurturing their development as global citizens. The implementation of Vision 2030 necessitates substantial changes, and our research, incorporating the perspectives of prominent language specialists in the country, provides a foundational understanding of the prevalent situation and the path forward.

The foundational principle should be the adoption of multilingualism, enabling students to effectively communicate with key trade partners. Beyond revising the curriculum, allocating substantial resources for the creation and execution of robust teacher training programs is imperative. Merely adjusting the curriculum, without equipping educators with the requisite skills and expertise for effective teaching, might not yield desired outcomes. Organizing regular seminars and training sessions, in collaboration with international language institutions, could offer significant advantages.

The research primarily emphasizes macro-level factors while giving comparatively little attention to micro-level features such as regional linguistic diversity and the significance of indigenous languages. The examination of the implementation feasibility of the suggested solutions, with regards to logistical, budgetary, and cultural considerations, was not extensively explored here, a factor that may be significant for policymakers.

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