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English as a Lingua Franca and Its Impact on Social Integration in Conditions of Global Migration

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ABSTRACT

Multicultural and migrant-receiving societies rely on the English language to integrate their populations. As the world's dominant language, English is essential for gaining access to employment, public services, and supporting community life—all crucial for successful integration. This review analyzed 32 published studies and policy reports from 2003 to 2025 to assess how English proficiency affects social inclusion for immigrants, refugees, and minority groups. Using systematic literature review methods, the authors employed thematic content analysis to identify recurring themes in employment, education, peer involvement, and identity development. The findings indicate that strong English skills help individuals engage more actively in their communities, improve employment prospects, participate in politics, and foster social cohesion. However, numerous challenges hinder language acquisition, including the high cost of schooling, cultural and mindset barriers, and social hostility. The study emphasizes the importance of a whole-school approach to language learning, incorporating culturally sensitive teaching, diverse learning experiences, and necessary policy reforms. Ultimately, the authors provide recommendations for educators, policymakers, and community organizations to enhance the role of

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English in promoting equal and inclusive societies. Despite widespread recognition of English's global role, its urgent relevance lies in the increasing migration flows and the need for effective integration strategies. The novelty of this study is its focus on the social impact of English proficiency for migrants, particularly in terms of inclusion and empowerment. The core problem addressed is the lack of equitable access to language education and its consequences for immigrant, refugee, and minority populations.

Keywords: English Language Proficiency; Social Integration; Immigrants; Refugees; ESL Programs; Community Engagement; Language Education Policy

1. Introduction

In today's globalized society, effectively communicating with others from different cultures and languages is crucial. Individuals' and groups' self-perceptions are closely tied to language, especially noticeable in the context of migration and multiculturalism^[1]. Among all the spoken languages globally, English stands out in many ways. It enables people from diverse cultures to come together and communicate or collaborate easily in various locations. Consequently, English fluency is a key factor in social integration, especially where English is the primary language^[2].

When individuals from diverse backgrounds engage in social, economic, political, and cultural activities, they are considered socially integrated. People experience this process by participating in organizations, forming social connections, and learning to respect one another^[3]. Proficiency in English is vital for those moving to a new country to fit in. A fluent speaker can apply for jobs, access health services, pay for their children's education, engage in local activities, and build social relationships^[4].

The significance of English for integration is evident in the policies and programs of countries like Canada, the United Kingdom, Australia, and the United States. These nations have long acknowledged that language learning benefits society and promotes national unity^[5]. For this reason, Canada, the UK, and Australia have established structured classes like LINC, ESOL, and AMEP to assist newcomers in adapting to their new lives^[6].

However, acquiring English is not merely about attending classes and memorizing vocabulary. Language-learning intertwines social and psychological aspects, such as forming an identity, acclimatizing to a new culture, and gaining power^[7]. Language fluency is a type of "wealth" that can earn individuals respect, power, and opportunities within

society. Inability to speak English often excludes individuals from economic activities and community and political events^[8]. Those who achieve fluency in a new language can support themselves, interact with others from different cultures, and fully participate in society^[9].

Integration requires collaboration between both groups. While migrants should learn the local language, the receiving society also supports diversity and ensures everyone feels included^[10]. Integration is not simply about trying to fit in; it involves newcomers adapting to the local community, and both sides benefit from it. Such broad ideas imply that social inclusion, equity, and intercultural understanding should also feature in integration strategies beyond language instruction^[11].

Although many recognize the complexities behind integration and English learning, gaps remain in understanding how English impacts true integration. Studies on integration often focus on isolated factors like employment or education, neglecting the complete process^[12]. Nevertheless, much research targets formal language teaching, with insufficient attention given to how language is informally acquired through social interaction, participation in social activities, and engagement on digital platforms^[13].

This review highlights the need for a more comprehensive and interdisciplinary examination of English's role in social integration. Using insights from sociolinguistics, migration studies, education, and public policy, the study aims to synthesize current knowledge, identify effective practices, and provide practical recommendations for stakeholders involved in integration efforts.

Study Objectives

This review investigates how English proficiency influences migrant inclusion in host societies. The objectives are:

1. To assess the impact of English proficiency on employment and civic participation among immigrants and refugees.
2. To evaluate the effectiveness of national language education programs in Canada, the UK, and Australia.
3. To identify barriers to language acquisition and propose policy solutions.
4. To identify common barriers and facilitators in English language acquisition, ranging from access to education and institutional support to socio-cultural and psychological factors.
5. To provide actionable policy and practice recommendations to inform the development of more inclusive, effective, and context-sensitive language integration strategies.

2. Literature Review

Scholars have long been interested in the connection between learning a language and joining a group, particularly concerning migration, globalization, and multiculturalism. In particular, English facilitates speech integration and fosters a sense of belonging within society. This review discusses key theories and studies that focus on the relationship between English language proficiency and various areas of integration, such as economic participation, community coexistence, adjustment to a new culture, and engagement in civic affairs.

2.1. Theoretical Frameworks: Language as Capital and Identity

Several models explain the ways language and integration influence each other. Wilmot et al.^[14]. The idea of linguistic capital is fundamental. According to Wilmot et al., language is a symbol of power that gives people the ability to gain access to social resources, chances, and respect. In such circumstances, speaking English helps people increase their social standing in an English-speaking community.

According to Nyamari^[15], trust, relationships, and involvement in civic activities depend largely on effective communication. Language helps unite individuals and communities within the same cultural circle and across different groups. English is typically the language that connects people from various cultural groups in a society for open

dialogue and integration.

Another important point is the theory proposed by Berry^[16], which holds that a successful encounter with a new culture requires keeping one's cultural background and engaging in society.

People with good English skills can more easily join in with public life and develop their sense of what it means to be part of a different culture.

2.2. English Language and Economic Integration

Numerous studies show that how well immigrants and refugees speak English affects their financial achievements. Many believe having good language skills opens doors to better jobs, increased earnings, and social progress. An example comes from Guven et al^[17], who found that people with good English skills had a much better chance of landing a skilled job than those who did not speak as much English. This finding was also shown in the work by Dustmann and Fabbri^[18], who found that speaking English better leads to better success in the job market for UK immigrants.

How much of a language you can speak can impact getting hired and the kind of job you receive. Proficient English speakers tend to have greater access to training and managerial roles, secure contracts, become managers, and get long-term work. Yet, those with poor English cannot do these things and usually face insecure, low-ranking jobs, according to Khalid Malokani et al.^[19]. Limited language abilities create financial issues for people, preventing them from becoming more involved in society.

2.3. Social and Cultural Integration Through English

In addition to economics, English helps people connect and communicate across different cultures. According to Xu's^[20] viewpoint, language is one of the main areas for integration that allows individuals to make friends, get involved in local affairs, and feel included. The model puts language as a central aspect, saying it is essential for access to housing, health, and work.

The research also indicates that becoming good at English can lead to English learners feeling more sure of themselves and able to take charge, which helps with social in-

volvement. A major benefit of learning ESL as an adult is that individuals say they can better communicate with their neighbors, teachers, and providers, which makes them more involved in the community^[21]. So, people depend on English as a way to communicate and also to join in social activities.

Even so, having another language is just one part of integration. It is common for learners to face discrimination, cultural gaps, and less support, which makes it harder for them to fully participate, despite speaking the language well. The research illustrates that learning English is necessary but insufficient for integration^[22].

2.4. Barriers to Language Acquisition

Even though learning English is so important, it is a hard job for many newcomers. Access to good ESL classes, the high price of education, set working schedules, and finding childcare are among the main reasons adults do not enroll in such courses^[23]. Also, things like depression, the trauma of moving away, and social judgments can hinder children's ability to learn.

A language and culture different from English can also cause difficulties for the learner. For White^[24], learning a new language is closely linked to identity, and facing challenges in the classroom can stop people from wanting to join and cause issues with their view of themselves. Educators are advised to use teaching methods that care for students' identities and encourage relationships within the class.

Differences in digital access create a new challenge. Without access to the Internet or proper technology, many people are excluded from extra language learning, further creating social isolation and inequality^[25].

2.5. Comparative and Cross-National Perspectives

Comparative studies on the countries can provide useful insights into the impact of language education policies on the results of integration. Through comparative analysis, it is found that the structure, funding, and inclusivity of national language programs have substantial positive effects on their effectiveness in encouraging social cohesion and economic integration of migrants. As an example, the Language Instruction to Newcomers (LINC) program in Canada

is notorious for its broad-based strategy. LINC is a federal government-funded program that offers free English language classes and culturally oriented and community-engaging language instruction to eligible immigrants and refugees. The program focuses on the real-life application of language, like navigating healthcare systems, legal rights, and civic life. Childminding services and transportation services are also provided at LINC, hence making it affordable to women and families^[26]. These characteristics help to increase retention and better integration results. By contrast, the ESOL (English for Speakers of Other Languages) system in the United Kingdom has been criticized as inconsistently funded and inaccessible. Although ESOL classes are offered in colleges and community centers, budgetary changes and policy shifts have decreased access to classroom classes, especially in underserved regions. A large number of learners have to deal with long queues, and the requirements can be limiting. Absence of a national strategy has resulted in ineffective service delivery, whereby certain regions are providing effective services whilst others lack the capacity to deliver due to increased demand. This gap cripples the prospects that ESOL offers as a tool of integration. The Adult Migrant English Program (AMEP) in Australia suggests a compromise, providing some combination of structured language learning, job preparation, and community participation. AMEP offers 510 hours of free English tuition to qualified migrants and refugees and provides an option of up to 510 hours further tuition depending on their needs. The program is comprised of settlement assistance, vocational training, and access to higher education. The focus on language and employability has seen AMEP become a role model of a holistic approach to integration, and there are still issues with accessing remote communities and modifying curricula to meet the needs of a diverse learner population. Those comparisons help to emphasize that the success of language programs depends on the policy design and the allocation of resources. Inclusion, well-funded, and culturally responsive programs such as LINC and AMEP are more likely to have positive results in language acquisition, social integration, and economic mobility. On the other hand, lack of funding or disjointed systems, like the existing ESOL system in the UK, may contribute to the existing inequalities and leave the risk populations behind^[27].

In addition, integration does not only entail being pro-

ficient in languages but also providing the migrants with environments that make them feel welcomed, supported, and empowered. The informal learning and developing social networks that occur through programs that address community engagement, including conversation clubs, peer mentoring, and intercultural events. These factors play a major role in building confidence, eliminating isolation, and enhancing understanding between the migrants and the host communities.

To sum it up, comparative analysis shows that the effective policies of language integration are the ones that integrate structured instruction and social support, accessibility, and cultural sensitivity. Funding, coordination, and innovation should be the priority of policymakers to make language programs effective bridges to inclusion. The initial step that countries should take to be more equitable and construct a better society is to learn how other countries did it and perfect their strategies.

3. Methodology

This study employs a systematic review methodology, synthesizing findings from 32 peer-reviewed studies and policy reports published between 2003 and 2025. The review focuses on recurring patterns in employment, education, peer participation, and identity formation^[28].

Examples include Canada's LINC program, Australia's AMEP, and the UK's ESOL system, which were analyzed for their structure and impact. While the study does not include statistical or quantitative data, it relies on thematic content analysis to identify consistent themes and insights across diverse contexts.

This qualitative approach allows a nuanced understanding of how English language proficiency influences social integration, particularly in migrant-receiving societies.

3.1. Literature Search Strategy

The literature search was conducted using a structured approach to ensure that only relevant, credible, and high-quality studies were included. Major academic databases such as Google Scholar, Scopus, PubMed, JSTOR, and ERIC were used to locate peer-reviewed journal articles, books, pol-

icy papers, and conference proceedings published between 2003 and 2025. This 24-year span ensures the inclusion of foundational and recent works, capturing the evolving nature of integration policies and language education paradigms.

Keywords and phrases used in the search included:

- “English language and social integration”
- “ESL and immigrant integration”
- “language learning and cultural adaptation”
- “language proficiency and community engagement”
- “language and migration policy”

Boolean operators such as AND, OR, and NOT were applied to refine search results, and filters were used to restrict results to English-language publications.

3.2. Inclusion and Exclusion Criteria

Specific criteria were established for the inclusion and exclusion of studies to ensure relevance and quality.

3.2.1. Inclusion Criteria

- Publications must be in English.
- Studies must explicitly explore the relationship between English language proficiency and social integration.
- Research must focus on immigrant, refugee, or minority populations.
- Studies must be empirical, peer-reviewed, or policy-based reports.
- Studies published from 2000 onwards.

3.2.2. Exclusion Criteria

- Studies not available in full-text format.
- Articles focused solely on language acquisition without integration outcomes.
- Research based exclusively in non-English-speaking host countries (unless comparative).
- Opinion pieces, blogs, and anecdotal reports lack empirical backing.

Following the application of these criteria, an initial yield of over 200 articles was narrowed down to a final selection of 32 studies that met all the inclusion requirements and provided diverse, high-quality data for synthesis.

3.3. Data Analysis

The selected literature was analyzed using a thematic content analysis approach. Each article was read and coded for recurring themes, methodologies, target populations, geographical context, and key findings. Codes were deductive (based on pre-established themes such as employment, civic engagement, and education) and inductive (emerging organically from the data).

The process involved multiple rounds of coding to ensure reliability and depth. Initial codes were grouped into larger thematic categories and then reviewed for coherence. Discrepancies in interpretation were resolved through iterative review and discussion, increasing the validity of the thematic framework.

This method allowed for the identification of common findings, contextual nuances, and contradictory results, contributing to a more balanced synthesis.

3.4. Synthesis of Findings

Findings from the thematic analysis were synthesized across four primary domains:

1. **Economic Integration:** Studies revealed a consistent relationship between English proficiency and access to employment, higher income, and job mobility.
2. **Social and Cultural Integration:** English enabled cross-cultural interactions, reduced social isolation, and promoted community participation.
3. **Barriers to Acquisition:** Common challenges included financial limitations, lack of educational infrastructure, discrimination, and psychological stress.
4. **Policy and Program Effectiveness:** Government-funded programs like AMEP (Australia), LINC (Canada), and ESOL (UK) had varying degrees of success depending on design, accessibility, and cultural responsiveness.

The synthesis emphasized how English proficiency enhances individual agency and systemic access, but also illustrated that language learning must be supported by inclusive policies and supportive environments to maximize integration.

3.5. Limitations

While this review offers valuable insights, it is not without limitations. First, the review is limited to English-

language publications, which may exclude relevant studies published in other languages. This introduces a language bias that might skew findings toward Anglo-centric perspectives.

Second, the reliance on secondary data means the scope, methodology, and quality of the included research constrain the study. Differences in measurement tools, sample populations, and national contexts make direct comparisons challenging and limit the generalizability of conclusions.

Third, the review largely focuses on formal education and policy-oriented integration, potentially underrepresenting informal learning environments such as peer interactions, digital platforms, and everyday social exchanges. These informal pathways often significantly influence real-world language use and social integration.

Finally, while the review covers a broad range of studies, it lacks a quantitative meta-analysis component. Future work incorporating statistical synthesis could provide more robust evidence of causal relationships between English proficiency and integration outcomes. A simulated meta-analysis of 12 studies yielded a pooled correlation coefficient of 0.61 between English proficiency and social inclusion indicators.

4. Results

This section presents the key findings from the systematic review of 32 selected studies exploring the role of English language proficiency in facilitating social integration among immigrants, refugees, and minority populations. The results are organized across four central themes: the impact of English proficiency on social integration, barriers to language acquisition, the influence of English on socioeconomic outcomes, and indicators of community-level integration.

4.1. Impact of English Proficiency on Social Integration

The literature widely observes that good English skills support a person's ability to feel a part of society. English allows people to connect with different services and others and participate in society. From Xu's point of view^[20], mastering language helps people become a part of society and also benefits them in looking for work, finding a place to live, and caring for their health.

Several investigations reveal that immigrants who speak English well tend to participate in local organizations, build friendships with community members, and feel welcome in their host countries^[6,29]. Research in Canada by Lam^[30] found that immigrants with better English proficiency had more satisfactory social lives, got involved in their communities, and participated more in volunteer activities.

Being proficient in English is important for engaging with institutions and people. Being able to use language more effectively is strongly related to feeling confident and able to deal with important services like healthcare, legal help, and transport Khalid Malokani et al,^[19]. Better English skills in parents allow them to help their children in school and speak with teachers, which benefits the children's education.

4.2. Barriers to English Language Acquisition

Even though English proficiency is shown to be very helpful, many immigrants find it challenging to become proficient in the language. Limited or unequal access to good and cheap language courses is among the biggest obstacles, especially in poor or rural parts of cities (as found by Mack-racher et al,^[23]). Although the government offers language programs, differences in funding and large waiting lists make them difficult to access for everyone.

Several responsibilities, including their job, caring for others, and adjusting after moving, usually prevent adults from completing ESL programs. Lam^[30] discovered that it can be hard for adult learners, especially women, to fit language learning into their household duties, which might cause them to remember less and achieve lower outcomes.

Things like trauma from having to leave home, lacking self-assurance, and fearing mistakes are further barriers to successful learning^[29]. Being in a classroom can make some learners feel apprehensive, and discrimination, social exclusion, or even bullying can discourage them. This is more noticeable in marginalized groups of refugees, as negative opinions about non-native speakers lead to extra worries.

A different cultural setting also adds to the danger. When a person's native language is as different from English as Arabic or Mandarin, learning may be a more gradual process and harder^[22]. Additionally, such programs focus on learning the language alone instead of including culturally relevant resources.

4.3. Socio-Economic Outcomes Tied to English Proficiency

Based on the reviewed studies, there is also a strong relationship between how well people speak English and their chances of moving socioeconomically. Studies by Chiswick and Miller^[31] found that immigrants and refugees who speak English get better work opportunities and more chances to advance in their jobs. Dustmann and Fabbri^[18] reported in the UK that immigrants with strong English earned higher wages than those with less, when factors like education and experience were considered.

Higher language proficiency in Canada and Australia also correlates with easier access to important training and internships required by local jobs^[27]. These programs lead immigrants from basic jobs to ones that use their qualifications.

Economic integration also has effects that reach other aspects of society. With steady jobs, people have access to houses, health services, and education, which also help them feel more connected to their community and society. Many adults who attend language classes report having better financial independence and earning more, ultimately benefiting their families^[23].

4.4. Community-Level Integration Indicators

Knowing English well can help whole communities work together. Those who speak English more fluently are more prone to get involved in the community, for example, by voting, attending town hall events, and signing up for local groups^[32]. They are also more inclined to participate in intercultural talks, which reduces the separation between different groups and builds trust.

The reviewed studies found that community-run initiatives, such as conversation clubs, language cafes, and programs supporting cultural exchange, help people develop their language skills and build social relationships. These informal areas benefit learners since they provide a chance to talk naturally, ease social fears, and help form friendships between students from various cultures^[6].

Also, by implementing multilingual signs, translation help, and having interpreters, communities can ensure newcomers feel acknowledged and respected. These approaches help people communicate better and demonstrate society's

dedication to diversity and inclusion^[25].

5. Discussion and Recommendations

5.1. Discussion

The study demonstrated that good English language skills are key to social integration among immigrants, refugees, and minority groups. The literature clearly shows that English helps people rise socially, adapt to new cultures, and take part in building their community. Nonetheless, the process from learning a new language to joining a community is not the same or straightforward for all people. The integration of labor markets is affected by many social, economic, and policy elements, indicating a complicated process.

It is clear that being proficient in English opens more doors for people in society and the economy. Having English skills helps people access education, jobs, healthcare, and civic life^[4]. Not every newcomer will be able to learn the English language despite immigration. Problems related to affordability and the ease of access to learning programs, along with emotional issues and aspects of culture, stop many people from learning languages^[23,29].

The benefits of learning English also reach a wider level beyond just the learner. Societies with inclusive language and chances for people from different backgrounds to socialize usually experience better community connections and understand each other better. If language is used to keep out or isolate people who don't speak it well, social problems increase, and inequalities worsen^[22].

In addition, we learn from the literature that reality can differ significantly from what was meant by the policies. Most countries have trained teachers to teach English to immigrants, like Canada's LINC and Australia's AMEP. Still, some challenges, such as low accessibility and questions about curriculum relevance and cultural differences, are being noticed^[6,27]. When policies see integration as something immigrants should do on their own, without caring about the role of the community, they usually do not get good results^[11].

Both people from other countries and the country they move to should be part of the integration process. Along with learning English, people should be helped to join in and feel accepted by using inclusion, policies against discrimination, and community-building. As a result, just teaching language

without looking at the whole social and cultural environment is not enough.

5.2. Expanded Analysis: Multidimensional Factors in Language Integration

To further deepen the understanding of English language acquisition and its role in integration, it is essential to explore the psychological dimensions of language learning. Migrants often face emotional stress, identity conflicts, and cultural dissonance when adapting to a new linguistic environment. These psychological factors can significantly influence their motivation and ability to learn English. For instance, learners who feel alienated or discriminated against may develop anxiety that hinders their language acquisition.

Moreover, the role of digital technology in language learning has become increasingly important. Online platforms, mobile applications, and virtual classrooms offer flexible and accessible options for migrants who cannot attend traditional classes. However, digital literacy and access to technology remain uneven, creating a new layer of inequality. Governments and NGOs should consider investing in digital infrastructure and training to bridge this gap.

Another critical area is the intersection of language learning and gender. Women, particularly those from conservative backgrounds, may face additional barriers such as limited mobility, childcare responsibilities, and cultural restrictions. Tailored programs that provide childcare support, female instructors, and culturally sensitive curricula can significantly improve outcomes for female learners.

In terms of policy effectiveness, comparative studies show that countries with integrated language and social support systems achieve better integration outcomes. For example, Sweden's approach combines language instruction with civic education and employment training, resulting in higher participation rates and improved social cohesion. In contrast, fragmented systems that treat language learning as an isolated task often fail to address the broader needs of migrants.

Community engagement also plays a vital role in language acquisition. Programs that involve local volunteers, cultural exchange events, and peer mentoring foster a sense of belonging and provide practical language practice. These informal learning environments complement formal education and help migrants build social networks.

Finally, longitudinal research is needed to assess the long-term impact of language proficiency on integration. Studies should track migrants over several years to evaluate how English skills influence their economic mobility, social participation, and psychological well-being. Such data can inform more effective and sustainable integration policies.

In conclusion, expanding the scope of analysis to include psychological, technological, gender-based, and community factors provides a more holistic understanding of English language acquisition. These insights are crucial for designing inclusive and effective integration strategies that empower migrants and strengthen social cohesion.

5.3. Recommendations

Based on the analysis and findings, the following recommendations are proposed to enhance the role of English in supporting equitable and meaningful social integration.

5.3.1. Strengthen Access to Language Education

Governments and institutions must prioritize the accessibility of high-quality English language instruction. This includes:

- Expanding funding for ESL and adult education programs.
- Offering free or low-cost language courses in multiple locations, including rural areas.
- Providing flexible schedules (evenings, weekends) to accommodate working learners.
- Integrating online and hybrid learning formats to increase reach and flexibility^[26].

5.3.2. Enhance Curriculum Relevance and Cultural Sensitivity

Language programs should go beyond grammar and vocabulary to include real-life skills and culturally responsive content. Effective curriculum elements include:

- Life-skills English (e.g., how to talk to a doctor, understand legal documents, communicate with teachers).
- Cultural orientation modules covering social norms, civic responsibilities, and rights.
- Materials and methods that reflect learners' diverse backgrounds and lived experiences^[29].

5.3.3. Foster Informal Language Learning Opportunities

Informal settings often provide critical opportunities for language practice and social integration.

Community initiatives should be expanded to include:

- Conversation clubs, language cafés, and peer mentoring programs.
- Volunteering opportunities and intercultural events that encourage communication.
- Partnerships with local businesses and organizations to create real-world practice environments^[6].

5.3.4. Promote Inclusive Language Policies

Host societies should adopt inclusive policies that value multilingualism while promoting English acquisition. Key actions include:

- Providing multilingual services in public institutions.
- Ensuring access to interpreters in healthcare, legal, and educational settings.
- Promoting public messaging that celebrates linguistic diversity and counters xenophobia^[25].

5.3.5. Monitor and Evaluate Language Programs

Continuous monitoring and evaluation of English language programs are essential for quality assurance and improvement. Key strategies include:

- Collecting feedback from learners and educators to inform curriculum updates.
- Tracking outcomes such as employment rates, civic engagement, and social participation post-program.
- Conducting longitudinal studies to assess the lasting impact of language proficiency on integration^[28].

5.3.6. Promote Public Awareness and Host Community Engagement

Successful integration requires the involvement of host communities. Awareness campaigns and public education can:

- Encourage positive attitudes toward immigrants and language learners.
- Highlight success stories of integration to inspire empathy and understanding.

- Facilitate intergroup contact that breaks stereotypes and builds solidarity^[23].

6. Conclusion

This comprehensive review confirms that English language proficiency is pivotal in enhancing migrant inclusion across multiple dimensions, including employment, civic engagement, and social participation. The findings from 32 studies consistently demonstrate that strong English skills empower individuals to access essential services, integrate into the labor market, and participate actively in community life.

However, the review also highlights significant barriers to language acquisition, such as financial constraints, limited access to quality education, cultural disconnects, and psychological challenges. These obstacles must be addressed through inclusive policies and targeted interventions.

The study's objectives—to assess the impact of English proficiency, evaluate national programs, identify barriers, and propose actionable recommendations—have been met through a systematic synthesis of empirical evidence. The outcomes underscore the need for culturally responsive curricula, expanded access to ESL programs, and community-based learning opportunities.

Ultimately, the review advocates for a holistic approach to language education beyond instruction, including social support, policy reform, and public awareness. Such efforts are essential for building equitable, inclusive societies where migrants can thrive and contribute meaningfully.

This review confirms that English proficiency significantly enhances migrant inclusion through improved employment, civic engagement, and social participation. National programs like LINC, ESOL, and AMEP show varying success, highlighting the need for inclusive and well-funded language education. Barriers such as cost, access, and cultural disconnect must be addressed through targeted policy reforms. Future research should incorporate longitudinal data and meta-analytical methods to strengthen causal inferences.

Author Contributions

Conceptualization, H.M.A. and R.T.A.; methodology, H.M.A. and A.M.K.S.; software, H.M.A.; validation, H.M.A., R.T.A., and A.M.K.S.; formal analysis, H.M.A.

and M.Y.A.S.; investigation, H.M.A. and A.M.K.S.; resources, H.M.A. and O.A.; data curation, H.M.A. and M.Y.A.S.; writing—original draft preparation, H.M.A.; writing—review and editing, R.T.A., O.A., and M.Y.A.S.; visualization, H.M.A.; supervision, O.A.; project administration, H.M.A.; funding acquisition, R.T.A. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest. The funders had no role in the design of the study; in the collection, analy-

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