What are the Attitudes amongst University Students towards the Anglicisation of Jobs considered to be the 'Major Professions' in the Kingdom of Saudi Arabia?

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Passed with Merit: 1st March 2012

Contents

"The study is essentially an investigation into the phenomenon of Anglicisation in Saudi Arabia and how the occurrence is perceived by the students studying at university level in the Kingdom. The research will also determine if geographic origin influences the students' attitude towards Anglicisation and challenge the perception that 'The [urban] Saudi people have modern attitudes and behaviour patterns relating to consumption and lifestyle [while] the Bedouin [does not]. (Al-Ghofaili, Ibrahim F., Unknown Date: 32). The investigation will focus on the consequences of Linguistic Capital and Linguistic Imperialism and if the students consider English 'a high-status, world-wide language which is used by groups who possess economic, social, cultural and political power and status in local and global society' (Talbot et al, 2003: 274).

Introduction

The Kingdom of Saudi Arabia

The Kingdom of Saudi Arabia is still a relatively new country, only 'On September 23, 1932, was the country named the Kingdom of Saudi Arabia' (Saudi Embassy, Washington D.C., 2011), though it has been inhabited by various peoples throughout the majority of human history. The Kingdom is 'an Islamic state with Arabic as its national language and the holy Qur'an as its constitution' (Saudi Embassy, Washington D.C., 2011), marking it aside from most other countries in the world. Gender segregation, the prohibition of intoxicating substances, state executions and the extreme wealth that exists in the nation are but a few characteristics that make the Kingdom unique. The country is currently in the process of a rapid modernisation, regarding every aspect of life possibly imaginable from education to military infrastructure and even an attempt to develop a tourist trade.

It is the purpose of this study to investigate the broadening use of English as the primary means of communication amongst the professionals responsible for modernising the Kingdom. The research will specifically target the student population's attitude towards the phenomenon and its significance for TOEFL in the region.

The Anglicisation of the Saudi Workforce

Due to the rapid modernisation of Saudi industry and technology, much help has been sought from abroad: 'At present, Saudi engineering graduates meet only a fifth of the country's needs and 68% of science jobs are filled by graduates from abroad' (Sawahel, 2009: 1). The attitude that 'the government give[s] us [meaning the Saudi people] money and the foreigners do [all of] the work.' (see appendix, figure 1.4) is commonplace in Saudi Arabia. An insufficient hub

of native skilled workers and professionals, coupled with a negative attitude towards strenuous work, has left a giant gulf in the Saudi labour force. This hole has been filled with large numbers of migrant workers and expatriate professionals.

The generous salaries and cheap living conditions found in the Kingdom of Saudi Arabia attract huge numbers of immigrants and expatriates from all over the world. The population of Saudi Arabia on July 2011 was 26,131,703 and 5,576,076 of these were registered as non-nationals (Saudi Arabia Demographics Profile, 2011). These figures do not include illegal immigrants or the large number of foreign people who opt to take Saudi nationality, but what is evident from this data is that at least one fifth of the population is not native to the country.

There are approximately 1.3 million Indian immigrants, 900,000 Pakistani, 400,000 Filipino, 900,000 Yemeni, 800,000 Indonesian, 350,000 Sri Lankan, 500,000 Egyptian and a very large number of western Expatriates living in the Kingdom of Saudi Arabia (United Nations, Department of Social and Economic Affairs, 2006) and they require a median to communicate with one another. While Filipinos speak Tagalog, the majority of Indians speak Urdu and even Egyptian immigrants speak a different type of Arabic (Masri) that many Saudis struggle to understand. Predominantly, the language chosen by the various different workforces to communicate in is English, hence the 'Anglicisation' of the Saudi workforce.

Further Education in the Kingdom of Saudi Arabia

Further education in Saudi Arabia is presently a booming enterprise. 'There are currently 21 government run universities operating in Saudi Arabia. There are eight private universities which are currently open, and 20 private colleges, which both offer bachelors and masters degree qualifications' (Jones, 2011: 2). Results have been a little sporadic as a previously nomadic culture enters the 21st century, though some educational establishments have

enjoyed success. According to the world university rankings, 'King Saud University made the top 200 for the first time' (IREG Observatory, 2011) in 2011.

There is a 25 year scheme underway in the Kingdom to 'improve higher education opportunities for women, boost scientific research and tackle the country's shortage of scientists in critical fields.' (Sawahel, 2009: 1) Some progress has been made (King Saud University is a prime example of this) and the advancement in further education in the Kingdom is relentless. Sawahel (2009:1) highlights several universities and the investments being made at the various institutes: Princess Noura Bint University for Girls is having $5.3 billion spent on a new campus, the King Abdullah University of Science and Technology has had a $2.6 billion investment and 49 new technological colleges are being created at a combined cost of $2 billion.

The attitude towards further education and the acquisition of the English language is also changing. Many students speak of their desire 'to be a doctor' (see appendix, figure 1.1) or 'to be an engineer' (see appendix, figure 1.2) and how they 'must speak English' (see appendix, figure 1.7) to achieve their goals. What is evident from these colossal investments and a gradual change of attitude is that further education in the Kingdom is undergoing a vast transformation.

Attitudes towards English in Saudi Arabia

Attitudes towards English in Saudi Arabia are vast and vary from one individual to another. There are individuals such as Khalid Khalifa, who embrace the English language and who are not out of place taking part in the Arab Knights of Comedy in Bahrain (standup2u, 2009) or even taking centre stage at a comedy club in America. In contrast to this, other individuals take a much more negative approach to the English language and are very nationalistic.

Buckley identifies 'the problem of national pride [and how] national pride has a way of anthropomorphizing the nation — which becomes an individual.' (Buckley Jr., 2005). The more 'nationalistic' Saudis prefer to use Arabic, and see the Anglicisation of the international workforce as a predicament that needs to be resolved.

Another attitude that has developed amongst the younger and better travelled generation is that English is a language associated with prosperity and not having the ability to speak English is related more with the Bedouin nomadic people who reside in the desert. This attitude will be investigated during the study. 'The [urban] Saudi people have modern attitudes and behaviour patterns relating to consumption and lifestyle [while] the Bedouin is voluntarily prepared to dig a well and does not mind dirtying his hands as long as the well is devoted to agriculture or drinking, but he is too dignified to dirty his hands in the construction or in digging a house foundation. (Al-Ghofaili, Ibrahim F., Unknown Date: 32). The difference in attitude is remarkable, and the investigation will attempt to determine if speaking English is regarded as the difference between being an urban dweller and a Bedouin.

The question

The question is fundamentally an investigation into the broadening use of the English language in the Kingdom of Saudi Arabia. It will specifically examine the application of English in the occupations considered by university students to be the 'major professions' within the country. This data will be determined via the median of a questionnaire, though they will most probably be careers associated with medicine, engineering, business and aviation, as they tend to be the primary vocations of choice. The research will also explore the phenomenon's relevance to TOEFL, both theoretically and practically. Saudi Arabia is a principal example of Linguistic Imperialism and Linguistic Capital enabling English

language users to exert superiority, both economically and socially, over those without the necessary language skills. Also, the huge sums of money being spent by universities on TOEFL programs and the rapid expansion of English academies in the Kingdom indicates a more practical significance to the study.

The question is also intended to examine how geographic location within the Kingdom affects the differing attitudes towards Anglicisation. Saudi Arabia is a vast country, 756,985 square miles in total (World Atlas, Saudi Arabia, 2011), consisting of an 'Arabian tribal system [that is] exceedingly complex and any attempt to describe it in all its intricate and subtle detail faces considerable difficulties. [In the past], each tribe held sway over a roughly defined geographical area within which it controlled the pastures and water holes and through which other tribes could only pass with its permission or by force of arms' (King Abdulal Aziz (Ibn Saud) Information Resource, 2011). As a consequence of the politics in the region and the vast distances that divide the most important settlements, the attitudes of individuals vary greatly from region to region and from city to city. For example: Jeddah, where the population consists predominantly of immigrants from Eastern Africa, tends to be far less conservative than Qassim, a regional stronghold for the Al-Saud family where the majority of the armed forces and police services are recruited from.

The data will be collected via two different medians. The primary means of data collection will be a series of questionnaires, including multiple choice and open ended questions, which will accumulate quantitative data. The secondary means of data collection will be a series of interviews carried out with university students to support and elaborate the findings made by way of the questionnaire. This will account for the qualitative portion of the data. These two means of data collection were chosen as 'generally, it is relatively quick to collect information using a questionnaire [and] potentially, information can be collected from a large portion of the group' (Milne, 1999: 1). In addition to this, interviews will be carried out to

provide supporting details to the questionnaires as 'the overall non-response rates and the item non-response rates are higher in self-administered questionnaires than in interviews' (De Leeuw, 2005: 245). These two means of data collection, when combined, should provide a satisfactory quantity and quality of information regarding the research question.

Theoretical relevance to TOEFL

Though the practical relevance of the study to TOEFL is fairly obvious, the theoretical relevance is a little more ambiguous. There are a number of theories that will be touched upon during the research (such as Multilingualism), though the main two theories that are associated with the research are Linguistic Imperialism and Linguistic Capital.

'Linguistic Capital can be defined as fluency in, and comfort with, a high-status, world-wide language which is used by groups who possess economic, social, cultural and political power and status in local and global society' (Talbot et al, 2003: 274): nowhere is this more applicable than in Saudi Arabia. English is undoubtedly essential to prosperity in Saudi professional life, the students interviewed for this research hold the opinions that 'everybody speaks English' (see appendix, figure 1.1), 'you must speak English [to be successful]' (see appendix, figure 1.5) and 'the people you study with [meaning his fellow students and lecturers], they will all speak English' (see appendix, figure 1.9). The students are all studying English with the intention of gaining entry into high paying professions, consistent with the premise of Linguistic Capital. Its key principle adheres to the supposition that those with Linguistic Capital have multiple opportunities (economic, social and cultural), whilst those without 'have fewer opportunities for such enhanced life chances' (Talbot et al, 2003: 275).

Linguistic Imperialism is a school of thought that has existed for some time. Ever since Phillipson wrote the book *Linguistic Imperialism* in 1992, some scholarly researchers have been forced to concede that 'Anglo-American expansion has gone hand-in-hand with the expansion of English and that the American and British governments have fostered the disciplines of EFL/ESL and organizations such as the British Council and Peace Corps' (Newfields, 1994: 21). Linguistic Imperialism is applicable to Saudi Arabia, though it has never been occupied by American forces, nor was it colonised by the British Empire. It is however, a prime example of the 'fostering of the English language' that Newfields mentions in his review of Pennycook's book entitled *The Cultural Politics of English as an International Language.*

The British council has four centres located in the two main cities, Jeddah and Riyadh, as well as a multitude of privately owned English language academies that exist throughout the Kingdom. In the Kingdom, English was never a dominant language that was used to enforce military might; however, it is evident in an economic sense. This investigation is intended to further shed light on the significance of English as a tool to impose dominance in the economic arena (e.g. the necessity of English to pursue a career as a doctor).

Obviously, as Saudi Arabia is primarily an Arabic speaking nation, Multilingualism will be encountered during the study. Multilingual speakers significantly outnumber monolingual speakers in the Kingdom: 'Saudi Arabia is also a bilingual society, as most Saudis speak both Arabic and English, though English has no official status' (Snow et al, unknown date:1). Though Multilingualism in the Kingdom is evident (with a multitude of languages such as English, Arabic, Urdu, Masri and many others being spoken), it is the purpose of this investigation to concentrate more thoroughly on the phenomena of Linguistic Capital and Imperialism.

Practical relevance

The practical relevance of the study is fairly significant, particularly as the research is rather unique and being carried out in a country perceived to be 'closed' to the rest of the world. Despite the large numbers of western expatriates living in the cities of Riyadh, Jeddah and Damman, much of the Kingdom remains an enigma to the western world. The Kingdom has very few media outlets and even fewer of them broadcast outside of the Arab region. It is because of this that the research will be fairly enlightening for those involved in TOEFL (as well as the social sciences) who reside outside of the Kingdom.

As previously mentioned, Education in the Kingdom is rapidly expanding and nowhere is this more prevalent than in TOEFL. All of the state owned universities and the majority of the privately owned universities employ a Preparatory Year programme; where the students undergo an intensive core skills (English, Mathematics, Computing and Communication) program. At King Saud University, the country's leading university, the students study English for twenty hours every week: double the quantity of time that they spend studying any other subject. The students 'Prepare for and take an international English proficiency examination (IELTS or TOEFL) with a minimum score attainment [expected] (5 in IELTS or 500 in TOEFL)' (KSUPY website), without which, they are unable to progress to the various colleges (College of Medicine, College of Engineering, etc.) that they wish to. TOEFL is a valuable resource in Saudi Arabia and its worth is ever increasing.

The students interviewed for this research also spoke of how widespread English has become in everyday Saudi life. One student spoke of how English is used 'in the shop[s], at the car fix [meaning the mechanic's garage], in the school, [and] at university' (see appendix, figure 1.3). The same student also spoke of how English is used in his house: 'the Filipina at my

house [referring to the maid that many Saudi households employ to maintain cleanliness and to cook meals]. She [is] always speak[ing] English with [the] people who bring things' (see appendix, figure 1.3). It is evident from this that English, and TOEFL as its means of schooling, is fundamental to life in Saudi Arabia. English is clearly being used as a means of communication in every profession in Saudi Arabia (though the major professions will be specifically targeted for this investigation) and is gradually being established as the secondary language within the Kingdom.

Literature Search

Critical Literature review

The phenomenon of Anglicisation in Saudi Arabia has remained a fairly veiled issue. There are very few published accounts of the occurrence and even fewer investigations carried out into the trend. There are various reasons for this: TOEFL has only recently 'boomed' in the country, the 'closed' nature of the nation from the rest of the world (it is only possible to obtain a tourist visa for Hajj) and the limited number of media outlets that exist in the Kingdom. However, Fawwaz Al-Abed Al Haq and Oqlah Smadi published an article entitled the *Spread of English and Westernisation in Saudi Arabia* in 1996, which investigated the expansion of English in the Kingdom and the native peoples' attitude towards the phenomenon. Their study was not specific and concentrated on the nation's population as a whole, varying slightly to this particular investigation, which will only take into account students' opinions and the necessity of English to prosper in Saudi society. Others also touched upon the issue though it was not the sole focus of their efforts: Al-Ghofaili observes the occurrence in his work *The Role of Changing Work Attitudes Among Saudi Youth in the Development Process*, as does Nevo in his 1998 critique entitled *Religion and National Identity in Saudi Arabia* and, a recent article written by Doctors Schlaffer and Kropiunigg, also accentuates the importance of the phenomenon. The two Doctors wrote an article published in the Gulf Analysis Paper entitled *Saudi Youth: Unveiling the Force for Change*, in the wake of the Arab Spring, which critically analysed the youth culture in Saudi Arabia (particularly the educated university students) and how they are disposed to gradual reform in the country. For the purposes of this literary search these four articles will be scrutinised in great detail, though others will be used in a supplementary role where it is necessary and applicable to do so.

Al Haq and Smadi assume that 'there is a sense of fear among the Saudis that the use of English entails Westernisation, detachment from the country and a source of corruption to their religious commitment' (Al Haq and Smadi, 1996: 307), a myth that this study will attempt to dispel. There is a possibility that this supposition may be applicable to the older generation of Saudis living in the Kingdom, but the younger, better educated and more widely travelled university students tend to embrace the English language. Many students interviewed for this study spoke of their desire to learn the English language, their intention to travel to western countries and that if they travelled to America 'it will be good and free' (see appendix, figure 1.2) there. Obviously, Al Haq and Smadi neglected to acknowledge this demographic when carrying out their research. Schlaffer and Kropiunigg concur that Al Haq and Smadi may have been a little premature in their presumption, suggesting 'deeper challenges spurred by regional political change [will] rise to the surface—in particular a massive youth bulge, high unemployment, and shifting attitudes toward gender equality' (Schlaffer and Kropiunigg, 2011: 2). Al-Ghofaili shares Schlaffer and Kropiunigg's opinion that the Saudi youth are susceptible to westernisation and fervent to learn the English language. He notes how 'the Saudi people have modern attitudes and behavioural patterns relating to consumption and lifestyle' (Al-Ghofaili, unknown date: 32), and that the Saudi people consider acquiring the English language fundamental to maintaining the indulgent lifestyles that they have come to expect.

Al Haq and Smadi are adamant that there are three factors contributing to the negative attitudes towards the anglicisation of Saudi Arabia and the conservatism that they perceive to exist in the nation. They are as follows: '1. Westernisation; 2. National identity; 3. Religious commitment' (Al Haq and Smadi, 1996: 309). It is the purpose of this critical literature review to dismiss these three factors as being false. Many other investigations into the

modernisation of Saudi Arabia (and by extension, the Westernisation and Anglicisation of the Kingdom), reveal the population to be very receptive to progressive ideals.

The issue of religious commitment hindering the expansion of TOEFL in the Kingdom and creating a negative attitude towards Anglicisation is probably the most controversial of the three. However, it is the purpose of this study to investigate the attitudes towards the Anglicisation of the perceived major professions and to dispel such myths. Though Al Haq and Smadi believe that religious commitment hinder Anglicisation in the Kingdom, much of the other literature considered for this study presume differently. Nevo's perception of religion's role in Saudi Arabia vastly contradicts that of Al Haq and Smadi. He believes that religion is employed to provide 'a major and almost exclusive source of legitimacy for the rule of the Saudi royal family' (Nevo, 1998: 34), not as a means to restrict the expansion of education and the use of English in the Kingdom. Nevo's argument centres around the use of religion to control the population under the rule of a secular monarchy, whilst still allowing (and sometimes even encouraging) the use of English and expansion of the education system. Schlaffer and Kropiunigg share Nevo's opinion that religious commitment is not a hindrance to English language learning or the Saudi education system, discovering a new Saudi Arabia where 'young male and female attitudes toward a wide range of social issues, including changing relationships between tradition, religion, family and gender dynamics [differ greatly to the attitudes' of previous generations]' (Schlaffer and Kropiunigg, 2011: 1). Others are also of the same mind that religious commitment does not hinder Anglicisation in Saudi Arabia:

> 'Islam considers work as the only criterion that should be used when classifying individuals and ranks subsequently. All tradition standards such as power possessions and wealth will become completely dependent on the work factor as it is clear from [the Qur'an]' (Al Ghofaili, unknown date: 34).

As the national religion in Saudi Arabia is Islam, it was inevitable that there would be an excerpt from a piece of (what is referred to as) the 'Islamic sciences'. This quotation is used by Al-Ghofaili to emphasise the importance of hard work to Islamic values, and to dismiss the notion that religious piety prevents the growth of English in the Kingdom. Furthermore, Al-Ghofaili expands upon this point, claiming that the Qur'an could be interpreted to be encouraging Muslims to educate themselves via the median of learning English, which will lead to them obtaining better jobs and being better able to provide for their families.

National identity is also a factor that Al Haq and Smadi advocate as a cause for a negative attitude towards Anglicisation. It is undeniable that nationalism is prevalent in the Kingdom and that the Saudi people are very proud of their heritage and their position in the world today. However, contradicting Al Haq and Smadi's beliefs, many scholars deem that this has made them more tolerant of the English language. Schlaffer and Kropiunigg found that 'Sixty-seven percent of women and 61 percent of men feel that "There is little space for activities other than learning [core subjects such as English, Computing, Mathematics and Science] at universities." Further, 91 percent of women and 87 percent of men respond affirmatively to the statement that "Teachers should let us develop our own opinions and not push us in certain directions," an implicit critique of existing pedagogy' (Schlaffer and Kropiunigg, 2011: 4). The findings of the two suggest a more open-minded Saudi culture is evolving, though one that remains fiercely proud and loyal to the current monarchy. It would seem, from their results, that the newer generation of Saudis are eager to learn English at university level and develop opinions of their own.

Despite Saudi youths' curiosity about the west and eagerness to learn English, nationalism and faith in the monarchy both remain strong. The deference to the state is carefully crafted by the government, 'who thrive on strong links to Islam. While the House of Saud does not have a pedigree to the Qureshi tribe, it seeks political mileage over the presence of the two

holiest places in Islam, Mecca and Medina. Indeed, following domestic opposition from Islamic groups, the Saudi monarch changed his official title to "Custodian of the Two Holy Places"' (Kumaraswamy, 2006: 1). The existence of a strong national identity in Saudi Arabia is unquestionable, though it does not seem to thwart the Saudis' attitude towards the acquisition of the English language or the widespread use of the language in the Kingdom.

Al Haq and Smadi also believe that a fear of Westernisation has prevented the spread of English in the Kingdom. Though Al Haq and Smadi's study is fairly dated (it was used as the basis of this literary search as it is the only similar study in existence and there were very few other options that were even comparable to the title of the current study), it could easily be argued that westernisation has already occurred in the Kingdom. A recent investigation by the AMI (Athena Marketing International) found that 'The Kingdom is awash in foreign fast food chains and casual dining brands such as KFC, Pizza Hut, McDonald's, Applebee's and others. [The report also made a recommendation to foreign companies:] If you are seeking accelerated growth of exports, then I encourage you to consider markets in the Middle East. The people are friendly, cooperative, hospitable and eager to engage with U.S. companies' (Guyer, 2010: 1). Furthermore, Al-Abed investigated the phenomenon of westernisation in the Kingdom in 1996 (coincidently the same year as Al-Haq and Smadi's investigation), and 'results revealed that learning English did not Westernise students nor weaken national identity' (Al-Abed, 1996: 307). Again Al Haq and Smadi have been a little naive, particularly when making assumptions.

Zakaria also observes the Saudi youths' positive attitude towards Anglicisation and Westernisation. He comments that 'Arabs see the television shows, eat the fast foods and drink the sodas. But they don't see genuine liberalisation in their societies' (Zakaria, 2003: 1). Not only does Zakaria suggest that Westernisation has already occurred in the Kingdom (i.e. the soft drinks, television shows, etc.) he also hints that the younger population would

also like to expand Westernisation to economical and political aspects of Saudi society. This would suggest a changing attitude in the Kingdom; one where English is not seen as a instrument of Westernisation but as a means of to protect[ing] KSA [The Kingdom of Saudi Arabia] from cultural backwardness' (Al Haq and Smadi, 1996: 310).

Schlaffer and Kropiunigg also hold the opinion that Westernisation is not feared by the Saudi population, particularly the youthful demographic, and that many students even embrace the phenomenon. The two concentrate on the gradual westernisation of the Saudi government, accentuating the fact that 'the King promised that women will be allowed to participate in the Shura (Consultative) Council, and to vote and run for municipal elections starting in 2015' (Al-Awsat, 2011:1). This gradual change could well be the first indication that Saudi Arabia is considering taking the option of a more Westernised preference towards government (though with a *very* long way still to go until it is achieved). The BBC also reported the shift towards a westernised democracy in 2005, 'voters [elected] only half of the Municipal Council, the other half [were] still appointed' (Ghattas, 2005: 1). Despite Smadi and Al Haq's objection that Westernisation is restring the spread of English in the Kingdom, it is evident that the population are very welcoming of western values (both democratic and cultural) and that many Saudis don't view the spread of English as a threat to their national identity.

Though some Saudis, particularly the Bedouins and older generations, will view the establishment of English as the secondary language in the Kingdom as a threat to their religious commitment and national identity, younger age groups do tend to embrace the phenomenon with open arms. Al Haq and Smadi found that 77.6% of Saudi's agreed or strongly agreed with the statement that 'Learning English helps develop the learner's personality and enrich his cultural experiences' (Al Haq and Smadi, 1996: 310). Their investigation also ascertained that 53.2% of Saudis believe that 'Learning English is a

national duty to protect KSA [The Kingdom of Saudi Arabia] from cultural backwardness' (Al Haq and Smadi, 1996: 310).

The research question

The question: What are the Attitudes amongst University Students towards the Anglicisation of Jobs considered to be the 'Major Professions' in the Kingdom of Saudi Arabia?, needs to be divided before it can first be explicated.

The first part of the question considers the impact of Anglicisation and the undeniable phenomenon that has been occurring in the country since the discovery of oil in 1938. Extensive studies carried out by the likes of Rahman in 2011 and Al Haq and Smadi in 1996 confirm that Anglicisation is occurring in the Kingdom and that the phenomenon is only becoming more prevalent with time. Initially English was limited to the highest paying professions in the Kingdom but, with time, the language has spread to other components of Saudi life and has even penetrated their culture. Media outlets, such as the *Arab News* newspaper and *Al Jazeera* media broadcaster, are now using English as a median for communication. Similarly, education is now being taught in English. At King Saud University, the country's foremost and largest university, all lectures on the main campus (with the exception of religious studies) are now being given in English. Rahman, Al-Ghofaili, Al Haq and Smadi share the conclusion that Anglicisation in the Kingdom is rife and that its spread is accelerating with time.

The second and most contentious part of the question is the students' attitude towards Anglicisation and its impact on their future employment prospects, particularly in a country where 'only 48 percent of women and 57 percent of men are confident that they will find jobs after graduating from university' (Schlaffer and Kropiunigg, 2011: 3). This has already been investigated at great length in the *Critical Literature Review* segment of this study. Al Haq

and Smadi both came to the conclusion that many Saudi students (and Saudis from older generations) held a fairly negative opinion of Anglicisation during their 1996 study. However, much more contemporary investigations into the phenomenon reveal a very progressive and positive attitude towards English in the Kingdom. The likes of Schlaffer and Kropiunigg in 2011, Zakaria in 2003 and Kumaraswamy in 2006 all contradict Al Haq and Smadi.

The final part of the question is less important than the two previously mentioned, though it is fundamental to the research nonetheless. It will be to identify what are considered the major professions in the Kingdom and why English is essential to them. The major professions will be obtained via the median of a questionnaire, so the results will be subjective. However, as this investigation is specific to university students, the results will be ideal for this particular study. Ramady undertook a similar investigation in his 2010 work entitled *The Saudi Arabian Economy: Policies, Achievements and Challenges,* though his work was more concerned with potential income rather than the perceptions' of the Saudi nationals. Ramady found that the Financial sector, the Hydrocarbon sector and the Foreign sector were the most affluent vocations to find employment in.

Having collected the data and completed the research; the findings will then obviously have to be analysed. This will be carried out using many of the previous studies mentioned above, though there will also be analysis carried out using previous studies much more specific to TOEFL theory. As mentioned in the *introduction*, the purpose of this study is to investigate the relevance of Linguistic Capital and Linguistic Imperialism in the modern day Kingdom of Saudi Arabia. For this function, Phillipson's 2002 work entitled *Linguistic Imperialism* will be used as the primary means of investigation. In addition to this various other investigations into Linguistic Capital and Linguistic Imperialism will be used, including the relevant chapter from Talbot's 2003 published work.

The research hypothesis

Again, as two questions are being answered by the conduction of this research paper, there will be two different hypothesise. The issue of: *'What are perceived as the major professions?'* and *'What are the attitudes' of the students towards Anglicisation?'* both need to be addressed.

In addition to this, there is one variable that has to be taken into account in a country so geographically vast and tribally diverse as Saudi Arabia: the student's geographical and cultural background. The religious hubs of Mecca and Medina are both much more conservative than larger cities. Also, 'the most conservative part of Saudi Arabia is Al-Qassim province, a 250 mile drive west across the plateau from the capital. [It is where] there were riots when women's education was introduced in the 1960s' (Burke, 2011: 1); obviously a place where many traditionalists originate from and who are likely to oppose Anglicisation if they perceive it to be a means of Westernisation. Contrary to this, there are much more pro-Western cities, such as Riyadh and Jeddah, where Anglicisation is welcomed and where it is very difficult to survive without some knowledge of the English language. It is evident that Saudis who originate from the largest cities appear to be more liberally minded than those from smaller towns and who abide in the dessert. For this particular study, it is the hypothesis that those Saudis from areas considered to be more liberal will have a slightly more positive attitude towards Anglicisation.

Firstly, a hypothesis needs to be formed concerning what are perceived to be the major professions in the Kingdom? To devise an answer for this issue, Ramady's work on the Saudi economy was first consulted. Ramady found that the Financial sector, the Hydrocarbon sector and the Foreign sector were the most affluent in the Kingdom. However, more can be added to this by reading the works of others.

'Over the past 20 years, the [Al-Yamama] warplane programme has brought £43 billion in revenue for BAE' (Leigh and Evans, unknown date: 1) from the purchase of military aircraft and the construction of new airfields in the Kingdom. With such a huge investment in the trade, this would suggest that both the aviation and military industries would be perceived as major professions in the Kingdom. In addition to this, 'King Saud University has received a budget of 8,625,561 SAR (2.31 billion USD) for 2012, an allocation that KSU rector Abdullah Al-Othman believes demonstrates that the Saudi government considers "investment in talent and intelligence" to be the Kingdom's highest priority' (unknown author, 2012: 1). Yet again, an investment of this size would indicate that the education sector would be considered a major profession to enter.

Having taken into consideration the works of Ramady, the release by the KSU News Portal written by an unknown author and Leigh and Evans' article; the hypothesis for this part of the study is as follows. Investment Banking, Medical professions, Engineering roles, Aviation Pilots and Lecturers are predicted to be considered the major professions by university students.

The second part of this investigation is aimed at investigating the students' attitude towards the phenomenon of Anglicisation of the Kingdom and its impact on their future employment possibilities. There are two contradicting schools of thought concerning this issue: Al Haq and Smadi are both of the opinion that the students have a fairly negative attitude towards Anglicisation and that they resent that they must possess the negative language skills to gain employment. Contradicting this Zakaria, Kumaraswamy and Schlaffer and Kropiunigg all take an opposing stance; claiming that English is embraced in the Kingdom and that Anglicisation is viewed positively in the Kingdom.

As so many contemporary authors steadfastly believe that the students have a positive attitude towards the Anglicisation of the Saudi workforce, the hypothesis for this investigation has to be swayed by them. It is believed that the results of this investigation will prove that Saudi students have a positive attitude towards the Anglicisation of the major professions in the Kingdom.

The "gap"

The study is significant as it addresses such a niche in previous TOEFL studies. Though the industry is currently booming at a rapid tempo in the Kingdom, the number of investigations into the significance and relevance of TOEFL remain relatively few. A Google Scholar search for academic papers on the subject resulted in only 610 articles. Contrary to this, a Google Scholar search for articles relating to TOEFL in Korea produced 2,850 articles on the topic: nearly five times as many.

Amongst the limited number of articles that do exist, only one (that is readily available or published) really tackles a similar issue. AL Haq and Smadi's study, entitled the *Spread of English and Westernisation in Saudi Arabia*, does investigate the Saudi people's attitude toward Anglicisation, though in a very different way to this study. AL Haq and Smadi take the Saudi people's opinion as a whole, whereas this study is specific to a demographic (university students). Also, they examine the impact of English in everyday life, as opposed to its impact on the prospects and working-lives of professionals in the Kingdom. Additionally, the pair concentrate predominantly on the Westernisation of the Kingdom as an entity, rather than the specific phenomenon of Anglicisation and the population's stance on the matter. Finally, the study was carried out by the two in 1996, making it useful yet very outdated. Since the study there have been major shifts in politics in the Middle-East, such as the attacks on the World Trade Centre in 2001, the invasions of Afghanistan and Iraq in 2001

and 2003 respectively and the uprisings of the Arab Spring in 2011. These events have all had consequences for Anglicisation in the region and the expansion of the TOEFL industry.

Schlaffer and Kropiunigg wrote a much more contemporary article in late 2011 entitled *Saudi Youth: Unveiling the Force for Change*. This was written in the wake of the Arab Spring and gives a much more up to date account of events and opinion in the Kingdom. However, the research is very indistinct and barely touches on the phenomenon of Anglicisation. The first two graphs (out of a total of four) are concerned with unemployment in the Kingdom (labelled: *Unemployed Level by Population Level, 2000 and 2009* and *Saudi Unemployed Population by Age, 2009*). The two are more concerned with the possibility of an revolt transpiring as a result of high unemployment amid the Saudi youth, rather than the phenomenon of Anglicisation and the students' opinion of the trend. The data is also vastly inadequate, the pair only use two graphs to emphasise their point.

The final graph is more concerned with the issue of women's rights in the Kingdom, ignoring the very disgruntled male population and the issue of Anglicisation in universities altogether. Though many mature analysts of the Kingdom would criticise the accentuation of male issues at the expense of female, many contemporary commentators would share the opinion that both are of equal importance in the current economic climate. Young male Saudi's are under extreme pressure (incomprehensible in the West), both religiously and culturally, to start and provide for a family. However, due to a lack of economic opportunities in recent years, 'the average [male] Saudi does not get married until age 26, up from age 24 in 2002' (Schlaffer and Kropiunigg, 2011: 3). The two authors are a little short-sighted in overlooking the importance of male disgruntlement in the Kingdom and its relevance to TESOL and education as a whole in the nation.

The third graph that they use, however, is very relevant to the issue of Anglicisation in the country. Labelled *Attitudes toward Education*, it is concerned with the changing education system in the nation and whether or not the students perceive it positively or negatively. It is more to do with the development of independent thought and the ability to study unaided, in contrast to this study which is more concerned with the Anglicisation of the Saudi workforce and the students' attitude towards it.

Al-Ghofaili also writes a relevant piece dubbed *The Role of Changing Work Attitudes Among Saudi Youth in the Development Process*. This piece is very specific to Saudi Professions and how English is essential to all professions and transactions in the Kingdom. Nevertheless it again differs from this study, as Al-Ghofaili does not investigate the Saudi youths' view of the phenomenon but rather states it as a fact. He then continues to describe in detail the gulf between city dwellers and the Bedouin (rural dwellers) in the Kingdom and the gulf that is starting to emerge between them both economically and politically. What Al-Ghofaili overlooks is the Saudi people's (both the Bedouins and the urban dwellers) attitude towards Anglicisation. As far as he is concerned, Anglicisation is a reality and the people's opinion of the phenomenon is superfluous.

Having examined the few relevant articles currently in circulation, it is important to scrutinise an editorial much more typical of this topic. Zakaria's article termed *Young Arabs and Fear of Westernisation*, could not be more typical of this. The author (and the majority of authors writing similar pieces' on the topic) deliberates the issue of political reform and the possibility of the Kingdom adopting democracy; mentioning Anglicisation only as an afterthought. He takes very little notice of the Saudi people's attitude: his article being a critique of the current government and attempt to impose his own ideals for a utopian society on the Kingdom. This negligence is commonplace amongst western authors writing on the subject.

There is most definitely a "gap" in the research regarding the Anglicisation of Saudi Arabia and the expansion of TOEFL in the Kingdom. The only similar study, carried out by Al-Haq and Smadi in 1996, is outdated and no longer relevant to the contemporary situation in the Kingdom. Further works, such as those carried out by Kumaraswamy, Schlaffer and Kropiunigg are not specific to Anglicisation and TOEFL in the Kingdom; concentrating more on the phenomenon of Westernisation in the nation. And finally Zakaria's work, an example of an article much more common to the Kingdom, overlooks the issue of male education altogether and concentrates solely on the issue of female education. With no similar contemporary research, there is certainly a "gap" regarding this issue.

Method

The study was carried out two-fold. Firstly, a questionnaire (see appendix, figure 2) was distributed among two hundred university students to complete and the results were analysed using Microsoft Excel to compose graphs and compare the findings with Al-Haq and Smadi's findings from 1996. Secondly, twenty students were interviewed using three questions as prompts (see appendix, figure 3) and further questions followed dependent on their answers. The short interviews were then transcribed (see appendix, figure 1).

The questionnaire was distributed to 200 male university students attending the Preparatory year at King Saud University in the hope of gaining entrance to the Colleges of Medicine and Engineering respectively. The questionnaires were distributed to students in their seminar classrooms. 46 students completed the questionnaire electronically and e-mailed the finished article, whilst 154 students completed the questionnaire using the traditional means of a pen and paper. The reason for this was geographical location and restrictive time constraints (the questionnaires were distributed during the mid-term exam period for some of the students) preventing the students from collecting the physical questionnaire in person.

The first questionnaire was designed to ascertain what are considered to be the major professions in the country, by the students. To achieve this goal, the students simply listed as many professions that they perceived to be 'major' as they felt necessary. The second questionnaire was designed to ascertain the cultural background of the participant. 'In order to have confidence in the results of a study, one must be assured that the questionnaire consistently measures what it purports to measure when properly administered' (Del Greco, 1987: 699). All ten questions in the second questionnaire are similar in nature to determine the participant's background and to provide assured, accurate results. Having determined both the participants' geographical background and their cultural background (both variables

that have to be taken into account: see *introduction*), it is necessary to investigate their attitude towards Anglicisation. The third questionnaire is aimed at ascertaining their attitude towards Anglicisation in Saudi Arabia as a whole and specifically to the work place. Questions are asked about their fondness of English in the Media as well as their attitude towards is use in the workplace. Again, many questions are similar to ensure the accuracy of the findings and that they fully understood the questions being asked (some of the participants had very limited English abilities). The fourth and final questionnaire was intended to determine the students' attitude towards the necessity of English Capital and the phenomenon of Linguistic Imperialism in the country. The students were asked frank questions such as *'I think the spread of English in Saudi Arabia has Imperialistic designs'*, to discern their opinions.

The questionnaires were collected by hand from each individual student to prevent the loss of any of the physical data or interference with the data that had been collected. To ensure the anonymity of the participant, the students did not have to write their name on the questionnaire: their date of birth was the only identifiable trait and there was no way for the researcher to match this with their name. Their date of birth was necessary as age was considered significant for the study but in no way did it affect the anonymous nature of the research.

The results of the interviews were transcribed and used as secondary data to support the findings of the questionnaires. The results of the interviews were treated as qualitative data as the number of possible answers was vast and a quantitative questionnaire 'can't cover complex issues with accuracy' (Gray, unknown date: 15).

The findings of the first, second and third were statistically analysed via the median of obtaining the means. A Graph was produced to try and establish what are perceived by the

students to be the 'major professions', and tables were produced to determine a relationship between the students' attitude towards Anglicisation and how this was determined by their geographical origin. The final questionnaire was designed to establish how the students felt that Anglicisation was relevant to TOEFL, particularly Linguistic Capital and Linguistic Imperialism. The results were analysed to illuminate the relationships between Anglicisation and the students varied attitudes towards Linguistic Imperialism, taking into account geographic location and cultural background. The questionnaires were intended to collect quantitative data as a large segment of the demographic was required to acquire an adequate estimation and qualitative data is effective 'only in small organisations [where] you [can] afford to conduct qualitative research of everyone' (Gray, unknown date: 11).

The demographic who took part in the questionnaire were all of Arabic decent (predominantly Saudi nationals, though three Palestinians also took part), aged between 18 and 26 years old, all male and were university students at the King Saud Preparatory Year program. They were all intending to gain entry to the Colleges of Medicine and Engineering, with the exception of 17 students who hoped to gain entry to military pilot training programs. This demographic was chosen for two reasons: firstly, as has been mentioned in the literature search, the young male population has often been overlooked by previous studies in the Kingdom. And secondly, the study was carried out by a male who, due to the segregated nature of the society, was unable to gain access to the female campus to distribute questionnaires there (it also proved impossible to gain females' email addresses to have them complete the questionnaire electronically). Though this did restrict the research significantly, it generates the possibility for future study by a female researcher in the Kingdom. The contrasting opinions of different genders could potentially reveal a gulf in attitude towards Anglicisation or may reveal that Saudi youths are fairly united on contemporary issues.

The second method of data collection employed was the use of interviews which were then transcribed to be analysed as qualitative data. The interviews were intended to be used as secondary research to support the primary research (the questionnaire) and were carried out in a structured manner (see appendix, figure 3), though the follow-up questions were semi-structured in nature dependant on the answer given by the individual student participating. A structured interview was used as it 'provides insight into declarative knowledge, [the] study of one concept can lead to the definition of other unknown related concepts, [it] maintains a focus on a given issue, [it] provides detailed information on the issue [and] provides structural relationships of concepts' (Doan, 2009: 1). The interviews were carried out with pairs as it 'increase[d] the sample size significantly [and enabled the interviewer to] focus on the most important topics and issues' (Yum, 1998: 16).

To carry out the interviews, the two students sat opposite the interviewer and were asked a series of three questions (see appendix, figure 3) by the interviewer. Supplementary questions and prompts followed the initial questions if it was deemed necessary. The interviews were carried out in a small classroom, occupied only by the two participants and the interviewer. The interviews were carried out this way to prevent foreign interference with the participants' opinions and to ensure that the interviewees remained anonymous (as they wished to).

The limited number of participants for the interviews, only twenty were involved, and the size of the groups used for the interviews were a direct consequence of the time restrictions imposed on the study. The time allocated for the entirety of the study was fifteen weeks, leaving approximately four to five weeks available for the research process to be carried out. This time period was not sufficient enough to collect both 200 questionnaires and to question a suitable number of interview candidates. As a compromise, a large number of questionnaires were distributed to be used as primary data and a smaller group of students,

only twenty, were used for the interview stage of the data collection process to support the findings of the questionnaires.

Results

Questionnaire 1

The first questionnaire collected data regarding the students' belief of what compromises a 'major profession' in Saudi Arabia. As the students could list as many professions as they saw fit, the responses were potentially limitless. The results are as follows:

Questionnaire 1:

What do you consider to be the major professions (culturally, politically and economically) in Saudi Arabia? You may write as many as you please and there is extra space on the back of this sheet if you don't have enough room.

- Doctor **(189)**
- Engineer **(181)**
- Pilot **(78)**
- Investment Banker **(65)**
- Military Officer **(64)**
- Lecturer **(61)**
- Businessman **(23)**
- Accountant **(8)**
- Insurer **(4)**

As mentioned in the *method* section of this investigation, it is necessary to display the findings of the first questionnaire in a pie chart. This will allow the results to be further scrutinised later in the research:

Questionnaire 1: Students' Perception of the Major Professions as a Percentage

Doctor — 28.08%
Engineer — 26.89%
Pilot — 11.59%
Investment Banker — 9.66%
Military Officer — 9.51%
Lecturer — 9.06%
Businessman — 3.42%
Accountant — 1.19%
Insurer — 0.60%
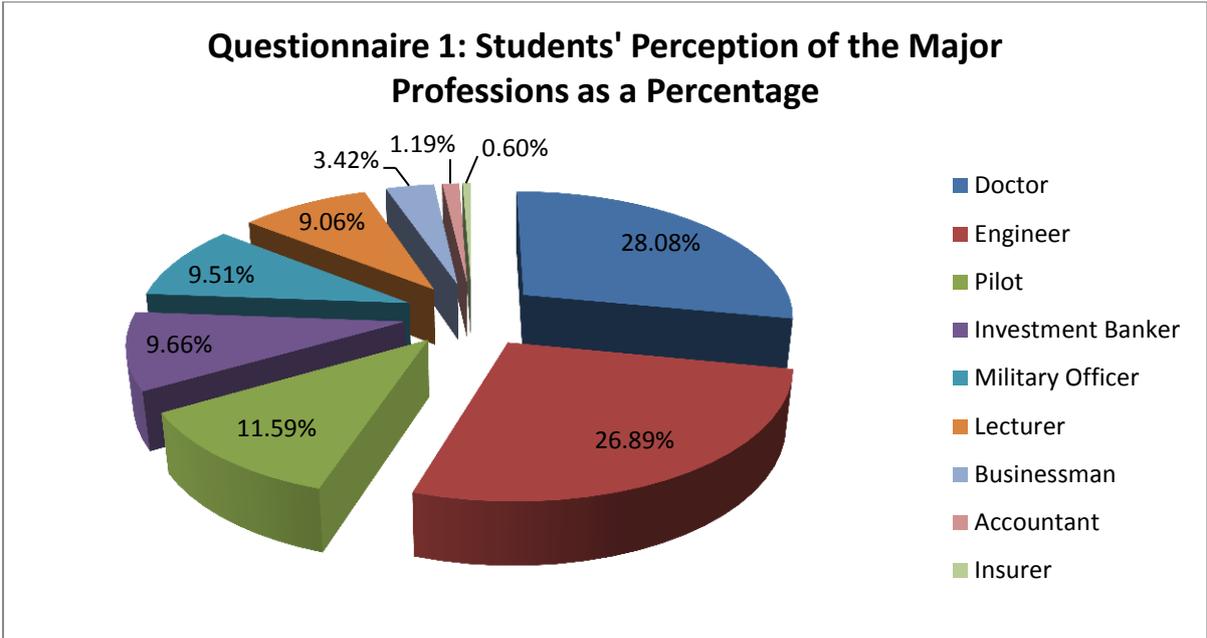
The findings were displayed as a percentage to make the results more tangible and easier to examine during the latter stages of this study.

Questionnaire 2

The second questionnaire was designed to determine the cultural and geographical background of the participants. The number of students that selected each category for each question are in brackets in the relevant section of the questionnaire, the means is displayed (as a method of statistical analysis) underneath in italics:

Questionnaire 2

Please read each question carefully and then **highlight <u>ONE</u> number for each item on the table** to show your answer. The numbers refer to the extent to which <u>you</u> agree with the statement (1= Not at all, 5 = strongly agree).

	Don't agree at all				Strongly agree
1.I am from an urban (city) background.	1	2	3	4	5

	(88)	(8)	(0)	(12)	(92)
	44%	4%	0%	6%	46%
2. I have feel strongly about desert living and maintaining a traditional, Bedouin Saudi lifestyle.	1 (22) 11%	2 (55) 27.5%	3 (121) 60.5%	4 (1) 0.5%	5 (1) 0.5%
3.I am from a rural (country) background.	1 (92) 46%	2 (12) 6%	3 (0) 0%	4 (7) 3.5%	5 (89) 44.5%
4. I believe that Saudi culture needs to adapt to the 21st century.	1 (8) 4%	2 (0) 0%	3 (2) 1%	4 (45) 22.5%	5 (145) 72.5%
5. I believe that Westernisation is Saudi Arabia is a good thing.	1 (30) 15%	2 (50) 25%	3 (38) 19%	4 (37) 18.5%	5 (45) 22.5%
6. I believe that Westernisation and a traditional Saudi lifestyle can co-exist in harmony.	1 (22) 11%	2 (1) 0.5%	3 (88) 44%	4 (5) 2.5%	5 (84) 42%
7. I think that modern changes (the introduction of American fast food chains, German cars, etc.) is a bad thing.	1 (12) 6%	2 (45) 22.5%	3 (131) 65.5%	4 (8) 4%	5 (4) 2%
8. I believe that modernization can only occur at the expense of traditional cultural values.	1 (109) 54.5%	2 (55) 27.5%	3 (20) 10%	4 (7) 3.5%	5 (9) 4.5%
9. I am from a traditional city/town/village.	1 (180) 90%	2 (6) 3%	3 (0) 0%	4 (1) 0.5%	5 (13) 6.5%
10. I am from a progressive (currently undergoing Westernisation) city/town/village.	1 (11) 5.5%	2 (2) 1%	3 (0) 0%	4 (5) 2.5%	5 (182) 91%

The results of the second questionnaire will be statistically analysed later in the *results* section of this study when the findings can be contrasted with the outcomes of questionnaires

three and four. The purpose of this questionnaire was solely to determine the students'
background for comparison with their attitudes toward Anglicisation.

Questionnaire 3

Questionnaire 3

Please read each question carefully and then **highlight <u>ONE</u> number for each item on the
table** to show your answer. The numbers refer to the extent to which <u>you</u> agree with the
statement (1= Not at all, 5 = strongly agree).

	Don't agree at all				Strongly agree
1. I think learning English helps to enhance my cultural understanding.	1 **(9)** *4.5%*	2 **(6)** *3%*	3 **(45)** *22.5%*	4 **(111)** *55.5%*	5 **(29)** *14.5%*
2. English is important for Saudi Arabia to move forward as a nation.	1 **(2)** *1%*	2 **(1)** *0.5%*	3 **(22)** *11%*	4 **(83)** *41.5%*	5 **(92)** *46%*
3. I watch English television and movies.	1 **(2)** *1%*	2 **(0)** *0%*	3 **(0)** *0%*	4 **(0)** *0%*	5 **(198)** *99%*
4. I prefer to read books, newspapers, and magazines that are written in English.	1 **(4)** *2%*	2 **(0)** *0%*	3 **(0)** *0%*	4 **(0)** *0%*	5 **(196)** *98%*
5. Saudis must learn English to prevent them from being left behind by the rest of the world.	1 **(4)** *2%*	2 **(18)** *9%*	3 **(31)** *15.5%*	4 **(100)** *50%*	5 **(47)** *23.5%*
6. The spread of English in Saudi Arabia proves that the country is Westernising.	1 **(11)** *5.5%*	2 **(30)** *15%*	3 **(12)** *6%*	4 **(54)** *27%*	5 **(93)** *46.5%*
7. Learning English in the Kingdom is a risk for the Arabic language.	1 **(51)** *25.5%*	2 **(23)** *11.5%*	3 **(73)** *36.5%*	4 **(21)** *10.5%*	5 **(32)** *16%*

8. Medical books (and other scientific works) should be translated in Arabic.	1	2	3	4	5
	(0)	**(0)**	**(37)**	**(64)**	**(99)**
	0%	*0%*	*18.5%*	*32%*	*45.5%*
9. The use of English in some life affairs is an indication of cultural advancement.	1	2	3	4	5
	(24)	**(12)**	**(110)**	**(20)**	**(34)**
	12%	*6%*	*55%*	*10%*	*16%*
10. I would like my family members to join foreign schools.	1	2	3	4	5
	(8)	**(4)**	**(7)**	**(59)**	**(122)**
	4%	*2%*	*3.5%*	*29.5%*	*61%*
11. English is important if you want to be successful.	1	2	3	4	5
	(4)	**(0)**	**(0)**	**(11)**	**(185)**
	2%	*0%*	*0%*	*5.5%*	*92.5%*
12. I must speak English if I am going to get the job that I want.	1	2	3	4	5
	(4)	**(1)**	**(0)**	**(44)**	**(151)**
	2%	*0.5%*	*0%*	*22%*	*75.5%*
13. I will have to speak English to communicate with people at work.	1	2	3	4	5
	(0)	**(0)**	**(0)**	**(21)**	**(179)**
	0%	*0%*	*0%*	*10.5%*	*89.5%*
14. English is important to communicate with my teacher/lecturer at university.	1	2	3	4	5
	(0)	**(0)**	**(0)**	**(0)**	**(200)**
	0%	*0%*	*0%*	*0%*	*100%*
15. I will have to speak English at my job when I finish university.	1	2	3	4	5
	(8)	**(3)**	**(3)**	**(17)**	**(169)**
	4%	*1.5%*	*1.5%*	*8.5%*	*84.5%*

The findings from questionnaire are fully analysed in the section labelled *Data Analysis*, where they can be contrasted with the findings from the second questionnaire.

Questionnaire 4

The results from the fourth questionnaire will allow the statistical analysis to take place in the final segment of the *results* section.

Questionnaire 4

Please read each question carefully and then **highlight <u>ONE</u> number for each item on the table** to show your answer. The numbers refer to the extent to which <u>you</u> agree with the statement (1= Not at all, 5 = strongly agree).

	Don't agree at all				Strongly agree
1. I think the spread of English in Saudi Arabia has Imperialistic designs.	1 **(191)** *95.5%*	2 **(1)** *0.5%*	3 **(3)** *1.5%*	4 **(1)** *0.5%*	5 **(5)** *2.5%*
2. English is spreading at the cost of Religious commitment.	1 **(131)** *65.5%*	2 **(21)** *10.5%*	3 **(20)** *10%*	4 **(10)** *5%*	5 **(18)** *9%*
3. English is spreading at the cost of cultural identity.	1 **(188)** *94%*	2 **(1)** *0.5%*	3 **(3)** *1.5%*	4 **(2)** *1%*	5 **(6)** *3%*
4. The spread of English in the Kingdom is causing rapid Westernisation.	1 **(94)** *47%*	2 **(13)** *6.5%*	3 **(38)** *19%*	4 **(6)** *3%*	5 **(49)** *24.5%*
5. It is necessary to speak English to succeed in life.	1 **(4)** *2%*	2 **(1)** *0.5%*	3 **(6)** *3%*	4 **(2)** *1%*	5 **(187)** *93.5%*
6. English is the international language.	1 **(0)** *0%*	2 **(0)** *0%*	3 **(0)** *0%*	4 **(4)** *2%*	5 **(196)** *98%*
7. I want to speak English to speak to people of other nationalities.	1 **(12)** *6%*	2 **(8)** *4%*	3 **(68)** *34%*	4 **(67)** *33.5%*	5 **(45)** *22.5%*
8. I need to learn English to study.	1 **(1)** *0.5%*	2 **(0)** *0%*	3 **(0)** *0%*	4 **(5)** *2.5%*	5 **(194)** *97%*
9. I feel academically superior to people who can't speak English.	1 **(33)** *16.5%*	2 **(29)** *14.5%*	3 **(100)** *50%*	4 **(17)** *8.5%*	5 **(21)** *10.5%*

10. People who can't speak English are at a disadvantage.	1	2	3	4	5
	(6)	**(0)**	**(10)**	**(2)**	**(182)**
	3%	*0%*	*5%*	*1%*	*91%*

Statistical Analysis

For the second, third and fourth questionnaires, the means were obtained as a method of statistical analysis. Though this is a fairly basic process of statistical analysis, it is applicable for this particular investigation as the research centres on Saudi students as a collective, rather than on their specific circumstances.

However, there is one exception to this rule: the one significant variable mentioned in the *method* and *introduction* sections of this study was the issue of geographic location. The following analysis shows the means obtained from those students considering themselves to be from rural backgrounds (and hence more conservative) and those students from an urban background (and hence more liberal). For the sake of simplicity, the categories of 'strongly agree' and 'agree' (categories four and five on the questionnaire) and the categories of 'strongly disagree' and 'disagree' (categories one and two on the questionnaire) have been merged into 'agree' and 'disagree' (or one and three).

Correlation between Geographical Location and Questionnaire 3

	Students who perceive themselves to be from Rural Areas (Conservative)			Students who perceive themselves to be from Urban Areas (Liberal)		
1. I think learning English helps to enhance my cultural understanding.	Disagree **(14)** *14.6%*	**(26)** *27.1%*	Agree **(56)** *58.3%*	Disagree **(1)** *1%*	**(19)** *18.3%*	Agree **(84)** *80.8%*
2. English is important for Saudi Arabia to move forward	Disagree **(3)**	**(12)**	Agree **(81)**	Disagree **(0)**	**(10)**	Agree **(94)**

as a nation.	*3.1%*	*12.5%*	*84.4%*	*0%*	*9.6%*	*90.4%*
3. I watch English television and movies.	Disagree **(2)** *2.1%*	**(0)** *0%*	Agree **(94)** *97.9%*	Disagree **(0)** *0%*	**(0)** *0%*	Agree **(104)** *100%*
4. I prefer to read books, newspapers, and magazines that are written in English.	Disagree **(3)** *3.1%*	**(0)** *0%*	Agree **(93)** *96.9%*	Disagree **(1)** *1%*	**(0)** *0%*	Agree **(103)** *99%*
5. Saudis must learn English to prevent them from being left behind by the rest of the world.	Disagree **(17)** *17.7%*	**(21)** *21.9%*	Agree **(58)** *60.4%*	Disagree **(5)** *4.8%*	**(10)** *9.6%*	Agree **(89)** *85.6%*
6. The spread of English in Saudi Arabia proves that the country is Westernising.	Disagree **(27)** *28.1%*	**(10)** *10.4%*	Agree **(59)** *61.5%*	Disagree **(14)** *13.5%*	**(2)** *1.9%*	Agree **(88)** *84.6%*
7. Learning English in the Kingdom is a risk for the Arabic language.	Disagree **(22)** *22.9%*	**(24)** *25%*	Agree **(50)** *52.1%*	Disagree **(52)** *50%*	**(49)** *47.1%*	Agree **(3)** *2.9%*
8. Medical books (and other scientific works) should be translated in Arabic.	Disagree **(0)** *0%*	**(28)** *29.2%*	Agree **(68)** *70.8%*	Disagree **(0)** *0%*	**(9)** *8.7%*	Agree **(95)** *91.3%*
9. The use of English in some life affairs is an indication of cultural advancement.	Disagree **(29)** *30.2%*	**(61)** *63.5%*	Agree **(6)** *6.2%*	Disagree **(7)** *6.7%*	**(49)** *47.1%*	Agree **(48)** *46.2%*
10. I would like my family members to join foreign schools.	Disagree **(9)** *9.4%*	**(2)** *2.1%*	Agree **(85)** *88.5%*	Disagree **(3)** *2.9%*	**(5)** *4.8%*	Agree **(96)** *92.3%*
11. English is important if you want to be successful.	Disagree **(4)** *4.2%*	**(0)** *0%*	Agree **(92)** *95.8%*	Disagree **(0)** *0%*	**(0)** *0%*	Agree **(104)** *100%*
12. I must speak English if I am going to get the job that I want.	Disagree **(4)** *4.2%*	**(0)** *0%*	Agree **(92)** *95.8%*	Disagree **(1)** *1%*	**(0)** *0%*	Agree **(103)** *99%*
13. I will have to speak English	Disagree		Agree	Disagree		Agree

to communicate with people at work.	**(0)** 0%	**(0)** 0%	**(96)** 100%	**(0)** 0%	**(0)** 0%	**(104)** 100%
14. English is important to communicate with my teacher/lecturer at university.	Disagree **(0)** 0%	**(0)** 0%	Agree **(96)** 100%	Disagree **(0)** 0%	**(0)** 0%	Agree **(104)** 100%
15. I will have to speak English at my job when I finish university.	Disagree **(9)** 9.4%	**(2)** 2.1%	Agree **(85)** 88.5%	Disagree **(2)** 1.9%	**(1)** 1%	Agree **(101)** 97.1 %

*96 students considered themselves to be from a rural background and 104 considered themselves to be from an urban background.

Correlation between Geographical Location and Questionnaire 4

	Students who perceive themselves to be from Rural Areas (Conservative)			Students who perceive themselves to be from Urban Areas (Liberal)		
1. I think the spread of English in Saudi Arabia has Imperialistic designs.	Disagree **(88)** 91.7%	**(2)** 2.1%	Agree **(6)** 6.3%	Disagree **(104)** 100%	**(0)** 0%	Agree **(0)** 0%
2. English is spreading at the cost of Religious commitment.	Disagree **(57)** 59.4%	**(17)** 17.7%	Agree **(22)** 22.9%	Disagree **(95)** 91.3%	**(3)** 2.9%	Agree **(6)** 5.8%
3. English is spreading at the cost of cultural identity.	Disagree **(87)** 90.6%	**(2)** 2.1%	Agree **(7)** 7.3%	Disagree **(102)** 98.1%	**(1)** 1%	Agree **(1)** 1%
4. The spread of English in the Kingdom is causing rapid Westernisation.	Disagree **(29)** 30.2%	**(19)** 19.8%	Agree **(48)** 50%	Disagree **(78)** 75%	**(19)** 18.3%	Agree **(7)** 6.7%
5. It is necessary to speak English to succeed in life.	Disagree **(5)** 5.2%	**(4)** 4.2%	Agree **(87)** 90.6%	Disagree **(0)** 0%	**(2)** 1.9%	Agree **(102)** 98.1%
6. English is the international language.	Disagree **(0)**	**(0)**	Agree **(96)**	Disagree **(0)**	**(0)**	Agree **(104)**

	0%	*0%*	*100%*	*0%*	*0%*	*100%*
7. I want to speak English to speak to people of other nationalities.	Disagree **(18)** *18.8%*	**(38)** *39.6%*	Agree **(40)** *41.7%*	Disagree **(2)** *1.9%*	**(30)** *28.8%*	Agree **(72)** *69.2%*
8. I need to learn English to study.	Disagree **(1)** *1%*	**(0)** *0%*	Agree **(95)** *99%*	Disagree **(0)** *0%*	**(0)** *0%*	Agree **(104)** *100%*
9. I feel academically superior to people who can't speak English.	Disagree **(59)** *61.5%*	**(30)** *31.3%*	Agree **(7)** *7.3%*	Disagree **(3)** *2.9%*	**(70)** *67.3%*	Agree **(31)** *29.8%*
10. People who can't speak English are at a disadvantage.	Disagree **(5)** *5.2%*	**(6)** *6.3%*	Agree **(85)** *88.5%*	Disagree **(1)** *1%*	**(4)** *3.8%*	Agree **(99)** *95.2%*

*96 students considered themselves to be from a rural background and 104 considered themselves to be from an urban background.

Discussion

Restatement of the Research Question and Hypothesis

The Research Question

"What are the Attitudes amongst University Students towards the Anglicisation of Jobs considered to be the 'Major Professions' in the Kingdom of Saudi Arabia?"

The Hypothesis

The research carried out for the literature search suggested that Saudis from the metropolises of the major cities in the nation tend to be more liberally minded than those from the smaller cities and those who abide in the desert. For this particular study, it was the hypothesis that those Saudis from areas considered to be more liberal will have a slightly more positive attitude towards Anglicisation.

As a result of the interviews carried out for this study, Investment Banking, the Medical professions, Engineering roles, Aviation Pilots and Lecturers were predicted to be considered the major professions by university students.

Having researched previous studies on the topic, it is believed that the results of this investigation will prove that Saudi students have a positive attitude towards the Anglicisation of the major professions in the Kingdom.

Summary of Results

The results were interesting and, to a certain extent, consistent with the hypothesis. The results have to be considered in three separate parts: the occupations considered to be the 'major' professions, the attitude towards Anglicisation and how geographical location affects student opinion towards Anglicisation.

The careers considered to be the 'major' professions by the students were very similar with those hypothesised to be so. Investment Banking (9.66%), the Medical professions (28.08%), Engineering roles (26.89%), Aviation Pilots (11.59%) and Lecturers (9.06%) accumulated a total of 85.28% of the students' perceived major professions. However, an occupation that was overlooked by the hypothesis and that accounted for 9.51% of the perceived 'major' professions was that of a military officer. This came somewhat as a surprise, though the military industry was brought to light, in the *literature search*, when the Al-Yamama contract between British Aerospace and the Saudi government was mention. The remaining 5.21% of the perceived 'major' professions was accounted for by the positions of Businessman, Accountant and Insurer.

The attitude towards Anglicisation, and the process of westernisation in the Kingdom, was surprisingly positive: more so than had been hypothesised. Interestingly, 97% of students agreed with the statement 'I need to learn English to study [other subjects at university], 98% shared the opinion that 'English is the international language' and 92.5% of students believed that 'English is important if you want to be successful.' Statistics this overwhelming demonstrate the students' acceptance of Anglicisation and the importance of Linguistic Capital in the Kingdom. It also establishes the students' positive attitude towards Anglicisation and confirms that the premise held by Al-Ghofaili, Schlaffer and Kropiunigg, Nevo, Zakaria and Kumaraswamy is correct. It also disproves Al-Haq and Smadi's hypothesis, that Anglicisation and Westernisation in the Kingdom is viewed negatively, to be

false. Additionally, 95.5% of students disagreed with the statement that the 'spread of English in Saudi Arabia has Imperialistic designs' and 94% of participants disagreed with the statement that 'English is spreading at the cost of [Saudi] cultural identity.' This further emphasises the students' acceptance of Anglicisation and demonstrates their disbelief in the phenomenon of Linguistic Imperialism in the nation.

During the qualitative interview phase, students made comments such as 'I like to speak English. It make[s] me better for the future and [is] good for the economy' (see appendix, figure 1.3), 'It's [meaning Anglicisation] good for the economy. One day, [pause] this country should be like America. Everybody could have a good life' (see appendix, figure 1.3) and 'English is very important teacher' (see appendix, figure 1.2).

The final element of the research was aimed to determine whether or not the students' geographical location (and therefore how liberal or conservative their views tend to be) affect their opinion towards Anglicisation. Again, like the other two sections the hypothesis was correct, though only to a certain extent. Students from areas deemed more liberal than others were 6% more likely to agree with the statement that 'English is important for Saudi Arabia to move forward as a nation', students from geographically more liberal areas were 25.2% more likely to agree with the statement: 'Saudis must learn English to prevent them from being left behind by the rest of the world' and more liberal students were 22.5% more likely to agree with the statement that they 'feel academically superior to people who can't speak English.' This evidence supports the assumption made in the hypothesis that students from more liberal areas (the metropolises of the big cities) were more likely to be welcoming of Anglicisation. However, though students from more liberal areas were 6% more likely to agree with the statement that 'English is important for Saudi Arabia to move forward as a nation', an overwhelming 84.4% of students deemed to be from more conservative areas still agreed with the statement. It had been presumed that the gulf in differing opinion would be

much greater than this and that on occasion, the conservative students would disagree altogether with a statement that the more liberal students agreed with.

The Reasons for the findings

As with the *summary of results* section, this has to be divided into relevant sections as there are multiple factors to the research.

Firstly, the professions perceived to be the major professions by the students can be explained with relative ease. The students perceive these professions to be 'major' as they provide the employee with the largest salaries in the Kingdom and all of them comprise a certain quantity of 'social prestige' within the Saudi culture. Ramady spoke of how the Hydrocarbon and Financial sectors were the highest paying in the nation and it is no surprise that Engineering, Investment Banking and Accountancy comprised 37.74% of the perceived 'major' professions. In addition to this, Leigh and Evans reported the huge sums of money being exchanged between BAE systems and the Saudi government and it is logical that Pilot and Military Officer comprised 21.1% of the perceived 'major' professions. The final factor contributing towards the reasons for the findings was the circumstances of the participants involved. The students were all hoping to gain entry to the Colleges of Medicine and Engineering in the future, so vanity could perhaps account for the overwhelming 54.97% of students who considered one of these two occupations as a 'major' profession.

Secondly, a reason has to be found to explain the students' positive attitude towards the Anglicisation of the 'major' professions in the Kingdom. There are various reasons that could be attributed for this: Al-Ghofaili believes that its a result of Saudi acceptance of the international nature of the English language, Schlaffer and Kropiunigg hold the opinion that

its a result of the current economic climate in the Kingdom, Nevo and Kumaraswamy deem that Saudis believe Westernisation and the nation's religious identity can exist in harmony and Zakaria supposes that it is a direct consequence of the spread of English media in the Kingdom. There are a multitude of reasons that account for the students' acceptance of Anglicisation, and all of the factors mentioned above have contributed towards this attitude.

All of the students who participated in the research agreed with the statement 'English is the international language', indicating that Al-Ghofaili was correct in his assumption. In addition to this, 91% of students strongly agreed with the proclamation 'People who can't speak English are at a disadvantage', indicating that it is necessary to speak English to further their chances of future employment and confirming Schlaffer and Kropiunigg's supposition. Nevo and Kumaraswamy's hypothesis that Saudis have accepted that Westernisation and religious identity can exist in harmony is supported by the 76% of students who disagreed that 'English is spreading at the cost of religious identity'. And finally, Zakaria's assumption that Anglicisation is viewed positively due to the spread of English media in the country is confirmed by the fact that 99% of the students surveyed watch English television shows and films.

As was suggested by Burke in 2011, those students from areas considered to be more conservative than others tended to be less in favour of Anglicisation than those form the metropolises of the major cities where people tend to be more liberally minded. Throughout the questionnaire section of the research, students from smaller towns and cities as well as those of direct Bedouin decent, consistently tested more negatively towards Anglicisation. Burke accounted this as a direct consequence of conservatism and an attempt to preserve traditional Saudi values and principles in the smaller municipalities. As explained earlier in this investigation, the traditional Bedouin way of life is one of hardship and manual labour, much removed from the contemporary modern Saudi life of luxury, inflated salaries and ever-

expanding further education. It is this heritage that Burke, supported by the findings of this investigation, divulges as rationale for the conservatism that exists in some areas of Saudi culture and the negativity towards Anglicisation that originates from these districts.

Practical Applications of the Findings

Unlike the previous two segments of this section, it is possible to ascertain the practical applications of the findings as an entity, rather than dividing the issue into several subsections. However, there are still two key elements to the findings concerning this matter: the general attitude towards Anglicisation and how it varies from one geographic location to another.

The general attitude towards Anglicisation was positive and the practical applications for this can be considered positively from several different perspectives. The findings also emphasised the importance of Linguistic Capital in the Kingdom and, surprisingly, attested a positive attitude in favour of Linguistic Imperialism.

The major practical application of the findings is the significance it has for Linguistic Capital. 90.5% of the students surveyed wanted 'their family members to attend English speaking schools', an indication of their acceptance of Linguistic Imperialism and the value of Linguistic Capital in the Kingdom. Previous studies, such as Morrison and Lui's investigation into the phenomenon in Hong Kong view the significance of Linguistic Capital negatively and adhere to the 'detribaliastion' school of thought. However, unlike many contemporary scholars who happen to view Linguistic Imperialism negatively, it would appear that Anglicisation (and therefore Linguistic Capital and Linguistic Imperialism) is viewed positively in the Kingdom of Saudi Arabia.

The positive attitude towards Linguistic Imperialism, however, is not consistent throughout the entity of the nation. Though the students from those areas deemed to be more conservative than others did tend to be less receptive to Anglicisation, the difference in opinion was not overly dramatic. However, it was significant enough to be commented on with a mean disparity of 13.86% in opinion between those students from liberal areas and those from conservative locales. The significance of this could affect TOEFL in the region, with greater demand for English acquisition originating from the metropolises of the big cities and perhaps an eventual resentment of the language arising in the more conservative areas of the Kingdom.

From a financial point of view, the findings are very encouraging for the TOEFL industry. The economic significance of a positive attitude towards Anglicisation cannot be ignored, especially in a country so affluent and with consistent economic growth (despite the international financial crisis). TOEFL is big business in the Kingdom, with 'eight private universities which are currently open, and 20 private colleges' (Jones, 2011: 2), in addition to countless English academies and a strong British Council presence. Both the qualitative and quantitative data indicated that the students possessed a positive attitude towards Anglicisation and this attitude, coupled with the financial incentives for companies and agencies in the Kingdom, will underpin a positive future for TOEFL in the region.

Limitations of the Study

There were several restrictions that hindered the research in addition to a few oversights made whilst the study was still being planned and that only become apparent in the latter stages of the research.

As with most studies carried out on this scale, time was an issue: particularly the lack of it. The large number of questionnaires given out (200 in total) and the time needed to process all

of this data was a slight oversight that was made in the planning stage of the investigation. It would have been much more suitable to have collected far less data for this investigation (a maximum of 100 questionnaires in total), which would have allowed a much more in depth study of the statistics. With a smaller portion of the students surveyed, it would have allowed for the use of a statistical analysis program to have been used to process the data (such as SPSS) rather than simply obtaining the means.

Another limitation of the study was that the participants in the research were all male, completely discounting the opinions of female Saudi students and their potentially unique perspective on the phenomenon. The reason for the lack of female participants in the study is the segregated nature of Saudi society. The researcher who carried out the interviews and distributed the questionnaire for the study happened to be male and it proved impossible to gain access to female students or to obtain their e-mail addresses to distribute the questionnaire electronically. However, this does provide scope for further study in the future for a similar investigation to be undertaken by a female researcher.

Though the title of the investigation was specific to university students in the Kingdom, it would be interesting to have expanded upon this and perhaps compare the attitudes towards Anglicisation amongst differing age groups in the Kingdom (and potentially other factors such as class and wealth). This would have allowed for a more complete with Al Haq and Smadi's research on the topic and would provide a comparison between contemporary opinion and the attitude that existed in 1996.

As one of the intentions of the project was to compare the findings of Smadi and Al Haq in 1996 with contemporary opinion, questionnaire three was loosely based on a segment of their questionnaire. However, questions such as 'Medical books (and other scientific works) should be translated in Arabic' are not entirely related to Linguistic Capital or Linguistic Imperialism.

Essentially, several questions (such as the example above) were not relevant to Anglicisation in the Kingdom and were included in the questionnaire solely to allow for a comparison with the previous study carried out in 1996. However, though these questions are not entirely concerned with Anglicisation and the spread of the English language in the Kingdom, they do lay the foundations for further investigation into Westernisation in the Kingdom. Also, they were very few in number and allow for the intended comparison to be made between the 1996 investigation and this research in the *summary* section of this investigation.

The final criticism of the research is that the research was carried out by an English speaking Westerner and the students awareness of this fact. This may have affected some of the results as the students may have wished to appear slightly more 'pro-Western' due to the extremely respectful nature of the Saudi people and any unintended imitation caused by the interviewer. Despite promised anonymity for the questionnaire phase of the research, the questionnaires were distributed and collected by the same researcher who carried out the interviews and the students were aware of this fact. Though this would only have had little influence, there is a possibility that several of the students would not have wished to have caused offence and were overly accommodating in their responses.

Summary

Conclusion

The conclusions drawn from the findings are two-fold:

Firstly, from the findings of both the questionnaire and the interview section of the research, it is evident that the two perceived 'major' professions in the Kingdom are Engineering and the practice of medicine. The occupation of Doctor accounted for 28.08% of the perceived 'major' professions in the questionnaire phase of the research and ten of the twenty interviewees mentioned the occupation in the interview phase. Engineering accounted for 26.89% of the perceived 'major' professions in the Kingdom in the questionnaire phase of the research and four of the students mentioned the profession during the interview segment. It is obvious that these two occupations are perceived by the students as the two 'major' professions in the Kingdom, especially as the next largest percentage (that of a pilot) accounted for only 11.59%, less than half of the other two professions.

The other conclusion to be drawn from the data is the overwhelming positive attitude towards the phenomenon being investigated. Students were generally in favour of the use of English in the workplace, as was evident from both elements of the research. The students interviewed demonstrated an awareness of the importance of English, making comments such as: 'The people from different countries, they speak to each other in English. It doesn't matter [what country they're from], they speak together in English. Maybe one is Arab and one is Indian, they still speak [together] in English' (see appendix, figure 1.10), and they seemed to accept this as a fact and displayed no negative attitudes towards the point. In addition to this, as presented in the *discussion* section of this research, the students were very amenable to the phenomenon in the questionnaire element of the research.

The research also demonstrated the importance of Linguistic Capital in the Kingdom and the students' acceptance of Linguistic Imperialism. There is no questioning the importance of English and TOEFL in relation to the students' future job prospects, yet they do have a surprisingly positive attitude towards the phenomenon.

Need for further research

Though the question was specifically aimed at the attitude of university students towards the phenomenon, the project would have been enhanced if a larger demographic of the population had been surveyed. This would have allowed for a full comparison with Smadi and Al Haq's previous studies and would have included a demographic that does not benefit from the presence of Linguistic Imperialism in the Kingdom. To further the study, a larger demographic should be surveyed to complete the research. This demographic should also include female students who could not be included in the research due to logistical reasons.

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Appendix

Figure1: Transcriptions

Figure 1.1: Transcription 1

Interviewees' names: Abdulaziz (A) and Hatim (H)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 27th November 2011, Riyadh, Saudi Arabia.

Time: 3:28

Other Information:

The students would regularly pause and use an Arabic expression (often either "yanni" or "shismae") whilst they took time to think and articulate an answer in English. For the purposes of speed and the lack of a direct English translation, these will be recorded simply as [pause].

Due to the nature of the investigation and the Wahhabi monarchy that currently governs the Kingdom of Saudi Arabia; the students were not keen to have their family names or contact information disclosed. For this reason, only their forenames have been used in the transcriptions and their contact information has remained secret. If the students had made a comment perceived to be criticising either the current government or the national religion, the consequences for themselves and their families would have been severe.

TP: Why are you studying English at university?

A: I want to be a doctor.

H: Yes, me too. [pause] It's important to get a good job. You need to get a good job to have a family. [gestures towards the window and the car park outside]. Without a good job you can't have a good car, [pause] or a good house. You need both to have a family.

TP: But why do you need to speak English to be a doctor?

H: [laughs] Teacher! You know why!

A: Of course, you have to be English [the assumption that Abdulaziz means "speak" not "be" is made here] to be a doctor. You cannot read the books if you cannot speak English.

H: And, you cannot be a doctor if you cannot speak English.

TP: Why not?

H: Because you have to communicate with everyone.

TP: And who's everyone Hatim?

H: You know. The nurses and the other doctors.

TP: But why can't you speak to them in Arabic?

H: [laughs] because they do not speak Arabic. They only know English and some other language[s].

A: Yes teacher. The nurses are all African and from the Philippines. [pause] and the other doctors [pause] they're from British and USA [meaning Britain and "the" USA].

TP: So you would have to talk to them in English, [pause] even though it isn't their first language?

H: Yes teacher. What else? [shrugs his shoulders]

TP: Why is English such an important language to speak?

A: Because everybody speaks it teacher. [pause] and because USA. [referring to the influence of America in the Arab peninsula]. Everybody.

H: I agree. If you want to work in a hospital you must speak English. If you want to work for a big company, [pause] GMC [the large American car manufacturing company] or Aramco [the joint venture between Saudi Arabia and America concerned with oil exploration], for both you must speak English.

TP: But why English?

H: It's just like that.

A: Yes, it's the international language.

TP: But isn't there another option?

H: I don't understand the question.

A: [Nods in agreement. Obviously an indication that he too finds the question difficult to comprehend.]

TP: Do you think that another language could be used in hospitals? And at big companies? Arabic for example.

H: That would be nice. But I think it's impossible. [pause] everybody speaks English. Only a little speak Arabic.

TP: How do you feel about immigrants speaking English in Saudi Arabia?

H: It's no problem.

A: It's ok. [hesitantly pauses for 5 or 6 seconds] But sometimes it's a problem.

TP: Why's that Abdulaziz?

A: Sometimes it can be difficult. If I want to buy something [at] the shop I have to speak English. At work I am [meaning "will" not "am", as he is still a university student and not yet in fulltime employment] speak English. But I am Arab.

TP: How does this make you feel?

A: It's ok. But sometimes it's difficult. I like English. [pause] But the grammar is difficult. And I am Arab. I should speak Arabic.

H: Sometimes it can be [a] little difficult.

TP: How is it difficult?

H: Sometimes people speak too fast. I don't understand.

A: And at a shop in Saudi. They should speak Arabic to Arab people. [pause] Maybe in the hospitals too. It would make it more easy. ["easier"] But English is OK.

TP: Excellent. Thank you boys.

A: Thanks teacher.

H: Thank you teacher.

Figure 1.2: Transcription 2

Interviewees' names: Mohanned (M) and Abdullah (A)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 27th November 2011, Riyadh, Saudi Arabia.

Time: 3:11

Other Information:

See Transcription 1.

TP: Why are you studying English at university?

M: Because English is very important teacher. [pause] I want to go to [the] USA and be a doctor Inshalah [an Arabic word often tagged onto future plans meaning god-willing].

A: I want to be an engineer with Aramco. You must speak English.

TP: So English is very important for both of you. [pause] Abdullah, why is English so important if you want to work for Aramco. I think they're a Saudi company... [Abdullah nods to confirm the statement], so why is it so important to speak English if you plan to live and work in Saudi Arabia.

A: All engineers must speak English. I will be working with the British, USA [Americans] and Canada [Canadians]. So I will must to ["have" should replace "must"] speak English with them.

TP: And Mohanned. Why do you wish to be a doctor in America?

M: America is a good country teacher.

TP: And you must speak English to go there?

M: Yes teacher. I will do my IELT next near. I will get a good grade Inshalah.

TP: And then you can go to the USA?

M: Yes teacher. It will be good and free. [This answer was not further scrutinised as it may have resulted in an answer that was not culturally sensitive. Saudi Arabia has many restrictions in place, due to the strict Wahhabi nature of the government, and it is considered extremely ill-mannered to talk about them. The word "free" could have referred to many different aspects of western life that are outlawed in Saudi Arabia.]

TP: Why is English such an important language to speak?

M: everybody must speak it teacher. [pause] Doctors, University Doctors, Pilots, engineering [engineers], nurse[s], everybody teacher.

A: Yes. You must. If you want a good salary. You must speak English. No English...no good pay. I want to have a nice car.

M: Yes, I want GMC. [both A and M laugh together] I must work very hard [at] English if I can afford [a] GMC.

TP: Ok boys. [TP makes a calming gesture with his hand] But why must you speak English to get a good job? After all, this is Saudi. Not Britain or America. I know you want to go to America [pointing towards M] but why is English an important language for you Abdullah?

A: It's just so [large emphasis on the word "so"] important teacher. Everybody in Aramco must speak English. [pause] And in Saudi... [pause] Filipinos speak to Saudis in English, Saudis speak to Somalis in English, Somalis speak to [the] British in English. Everybody just speaks English.

M: Yes teacher, you know this. [pointing at TP] You [are] my friend. But we don't speak [together in] Arabic. We speak [together in] English.

TP: That's true. So, how do you feel about immigrants speaking English in Saudi Arabia?

A: Sorry teacher. What is [A then did his best to pronounce the word "immigrant", obviously a new addition to his vocabulary].

TP: [whilst gesturing towards M]. Can you explain the meaning of immigrant to Abdullah please?

M: Yes teacher. [M nods, then turns to face A. He gives the definition of the word "immigrant" in Arabic before turning to face TP again. A nods to confirm that he has understood the definition.]

A: Ah, I understand teacher. You mean people who come here for working? [TP nods to confirm that A has grasped the concept]. Well... [pause] ...it's OK. But they should try to learn Arabic.

M: I don't think so.

A: But this is an Arab country. Everybody speaks Arabic here.

M: Yes but Arabic is [a] very difficult [language to learn]. The British and American[s] cannot learn it. So they speak English.

A: Maybe.

TP: So Abdullah, you think the immigrants should try to learn Arabic and speak a little less English.

A: Only if they can teacher. I know Arabic is very difficult [for] you.

TP: That's fantastic. Thank you boys.

A: Thank you teacher.

M: Thanks teacher.

Figure 1.3: Transcription 3

Interviewees' names: Ibrahim (I) and Abdullah (A)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 28th November 2011, Riyadh, Saudi Arabia.

Time: 3:32

Other Information:

See Transcription 1.

TP: Why are you studying English at university?

I: I don't want to teacher. It's very very very difficult.

A: We must study English. [laughs] Don't listen to this guy teacher [gestures towards I].

I: [laughs] I just don't like English teacher. It['s] very difficult. But I have to study [English] very much.

TP: So you don't like to study English Ibrahim?

I: Yes teacher.

TP: But you have to study it?

I: Yes teacher. It's very important.

TP: Why's it important?

I: English is important [if you want] to have a good job. I want money teacher. [laughs] And I [would] like to be a businessman. If I have [a] company. I must speak English for the British and American [clients]. I would like to buy cars [from] America and sell them in Saudi. I think that's [a] good idea. But I must speak English [to do] this company.

TP: Excellent. [pauses, and turns to face A] Abdullah, why are you studying English at university?

A: I want western friends teacher. If I am to have [western] friends, then I must speak English.

TP: Some western people speak Arabic and other languages though. For example in France the people speak French.

A: I don't want French friends. [laughs] I want friends from [the] USA and British ["British" having to be replaced by "Britain" here].

TP: But some British and American people speak Arabic as well as English Abdullah. They would be able to speak to you in your language and you wouldn't have to learn English.

A: These people are not real British [or] American.

TP: Thank you Abdullah. [Abdullah had raised an issue that potentially could have been problematic and very difficult to explain considering his English language ability. Many Saudis consider Arabs who have migrated to western countries to be native to the land of their origin. For example: if a Lebanese family had moved to the UK and had children, most Saudi people would still consider the children Lebanese despite them having British citizenship and having been born in the UK. This is what Abdullah meant when he claimed that Arab speakers in the west were not "real" British or American citizens. This issue is not relevant to the research question.] So, changing the topic: how do you feel about immigrants speaking English in Saudi Arabia?

I: It's trouble teacher. [smiles]

TP: And why is it trouble Ibrahim?

I: I do not know what [they are] say[ing]. The might be say[ing] anything. It might be good or bad stuff. It is not fair.

TP: Do you think that they say bad things sometimes?

I: Maybe. [laughs] I don't know.

TP: And who are these people that are talking English?

I: Everybody teacher. [pause] In the shop[s], at the car fix [meaning the mechanic's garage], in the school, at university. [pause] Sometime[s] at my house.

TP: At your house?

I: Yes teacher, the Filipina at my house [referring to the maid that many Saudi households employ to maintain cleanliness and to cook meals]. She [is] always speak[ing] English with [the] people who bring things.

TP: The people who bring things?

I: Yes you know. [pause] The Burger King, the clean clothes [referring to a delivery laundry service], these people.

TP: Thank you Ibrahim. [gestures towards A] And Abdullah, how do you feel about immigrants speaking English in Saudi Arabia?

A: You know, I like it teacher. I want to practice every day. [pause] For when I go to the America. I like to speak English. It make[s] me better for the future and [is] good for the economy.

TP: Excellent Abdullah. So why is English such an important language to speak?

A: It's good for the economy. One day, [pause] this country should be like America. Everybody could have a good life.

TP: What do people need for a good life Abdullah?

A: [laughs] Money teacher.

TP: Do you agree Ibrahim.

I: Yes teacher. But religion [as well].

Figure 1.4: Transcription 4

Interviewees' names: Mamdouh (MA) and Majed (MJ)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 28th November 2011, Riyadh, Saudi Arabia.

Time: 2:58

Other Information:

See Transcription 1.

Mamdouh and Majed are of a much higher English language ability than all of the other students interviewed. Therefore their answers were slightly more complex and they made fewer grammatical mistakes during the interview process than the other pairs used for the research.

MA: Hi teacher.

TP: Good morning Mamdouh. How are you?

MA: Very good teacher.

TP: Excellent, and you both know why we are having this conversation today. [both MA and MJ nod in acknowledgement] Good. So to start: Why are you studying English at university?

MA: Well it's all for the economy teacher. We need educated [people] from the west to be managers and engineers and doctors. We need people from the Philippines and Pakistan to do the work.

MJ: Yes, I agree. Saudi people don't like to work.

TP: What do you mean Majed?

MJ: We don't have to. The government give us money and the foreigners do [all of] the work. We have lots of oil here.

TP: So why are you studying English at University?

MJ: Things are changing teacher. Every year there are more and more Saudi people, [pause] so soon they [meaning the government] won't be able to give money to everybody. So the Saudi people will have to work. It's called "Saudisation".

TP: But why English?

MJ: Many people still have old minds. It will take a long time and the Saudi people will need to learn from the westerners already here.

MA: And we will need to tell the Filipinos and Pakistan[i] people what to do. [MA and MJ both laugh]

MJ: Yes, they will always be here.

TP: Thank you boys. And why is English such an important language to speak?

MA: Everybody knows that it's the international language, obviously.

MJ: Yes, they speak language everywhere in the world. When all of the westerners leave Riyadh English will still be an important language.

TP: Why?

MJ: Well there will be the business with other countries. Especially the financial companies and the banks.

MA: Yes, and they learn English at every school in the world. If a bank[er] does business with German man; then they will both speak [to each other] in English. It's just very important to know.

TP: *So you think that English will be the international language forever?*

MA: *Of course. For example: if you want to be a pilot. [pause] Then you must speak English.*

TP: *Why's that?*

MA: *Because you must. To talk to the...[pause]*

TP: *Air Traffic Control?*

MA: *Yes teacher. Everywhere in the world the Air Traffic control[ler] speaks English. So you can't be a pilot if you don't speak English.*

TP: Excellent. And one final question.

MJ: *No problem teacher.*

TP: How do you feel about immigrants speaking English in Saudi Arabia?

MJ: It's common sense.

TP: What do you mean?

MJ: Well everybody has to communicate with each other. The international language is English. So everybody should speak English.

MA: I agree. If everybody knows it then they should speak to each other in English. It's normal.

TP: Thank you boys.

MA: No problem.

Figure 1.5: Transcription 5

Interviewees' names: Mohammed (M) and Sultan (S)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 28th November 2011, Riyadh, Saudi Arabia.

Time: 3:18

Other Information:

See Transcription 1.

TP: Why are you studying English at university?

M: I don't know.

TP: [laughs] You can't think of any reason?

M: I have to. The university say.

TP: And why do you think that the university say that you must study English?

M: [pause] Perhaps because it is the international language. [pause] I do think English is important...a little [bit]. But I don't want to speak English. I think that it [is] important to speak Arabic. [pause] I am Arab...and I am Muslim.

TP: Why is being Muslim important to speaking Arabic?

M: I don't understand.

TP: Why must Muslims speak Arabic and not English?

M: Teacher. Because of [the] Qur'an. [Mohammed was bringing up an issue – the language of the Qur'an – that was potentially very complex and could lead to a religious confrontation. This would have been disastrous for the interview and is not relevant to the explicit question being researched. This study is specific to the Saudi attitude towards the use of English in the workplace, not ideological differences of opinion. Due to the two reasons mentioned above, the interviewer ended this line of questioning with Mohammed.]

TP: Sultan, Why are you studying English at university?

S: I will be a doctor Inshalah.

TP: So do you need English to be a doctor?

S: [shrugs] I think so. [pause] The university make[s] me study English because I want to be a doctor.

TP: Why do you think doctors have to study English?

S: I don't know. [pause] Maybe for the books. Maybe for the... [pause] ...sick people?

TP: Patients?

S: Ah, yes. [grins] So I can talk to the patients.

TP: But why do you need to talk English with the patients in Saudi Arabia?

S: Because they speak English.

TP: They don't speak Arabic?

S: Not all of them. [There are] many foreign people in Saudi teacher. You know that.

TP: Thank you Sultan. Why is English such an important language to speak?

M: If you want to travel.

TP: So it's important in other countries.

M: Yes.

TP: But it isn't important in Saudi Arabia?

M: No, not in Saudi.

TP: Why not?

M: This is a[n] Arab country teacher. Here [points to the ground] the people speak Arabic. Not English.

S: Some people speak English here.

M: Yes but not the Saudi people.

S: But you must speak English. [pause] Many foreign [people], they speak English. I want to talk with these people.

M: Yes. [pause] But they must learn Arabic.

TP: OK. How do you feel about immigrants speaking English in Saudi Arabia?

M: It['s] a bad thing.

TP: Why's that?

M: Because these are Arab people teacher. They must speak Arabic.

S: But I think it's a true [obviously Sultan means "truth" or "fact" here rather than true] now teacher. You must speak English.

M: Yes.

TP: But how do you feel about it Sultan?

S: [pause] OK. [pause] but it's very difficult. My English [is] very, very bad.

TP: [laughs] Your English is good Sultan. [pause] So you don't think it's good or bad?

S: Yes teacher.

TP: OK, so we've finished. Thank you boys.

S: Thank you teacher. [M nods]

Figure 1.6: Transcription 6

Interviewees' names: Abdulaziz (A) and Sajed (S)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 29th November 2011, Riyadh, Saudi Arabia.

Time: 2:27

Other Information:

See Transcription 1.

This interview was particularly short as the participants seemed somewhat eager to be elsewhere. The date coincided with the release of the mid-term examination results and, therefore, was the only interview carried out on 29th November 2011.

TP: Why are you studying English at university?

S: For work teacher.

TP: For work? [makes hand gesture, indicating that S should elaborate]

S: Someday I would like [to] be a doctor. You must work as a doctor with [the] English language.

TP: Why?

S: [shrugs] You just do.

TP: Abdulaziz, why are you studying English?

A: The same [reason] teacher.

TP: Because you would like to be a doctor?

A: Yes. [pause] And because it's fun.

TP: Fun?

A: Yes teacher. I like it. I like you. I want to speak [with] more western people. I like them.

TP: And why is English such an important language to speak?

S: It just is teacher.

A: Yes teacher.

TP: You can't think of a particular reason?

A: I don't understand.

TP: Why is English the International language?

A: Oh. [pause] I don't know.

S: Was it because, before [pause] USA, Canada, India, Australia [pause] all were British?

TP: What so you think Sajed?

S: Well, [pause] yes. If you [meaning the interviewer, who is a British citizen] have all [of] these countries. Then many, many people will be speaking English.

TP: So you think English is the international language because of the Empire?

S: Em...[makes an attempt to pronounce the word "Empire"]

TP: Empire: it was the name for all of the countries that were British in the past.

S: yes.

TP: Excellent boys. Just one final question.

S: Yes teacher?

TP: OK. How do you feel about immigrants speaking English in Saudi Arabia?

S: We [referring to the Saudi people as a collective] don't care teacher.

A: [nods] Me too.

TP: So it doesn't bother you?

S: I don't understand.

TP: You don't think it's a good thing or a bad thing?

S: No teacher. We [again referring to the Saudi people as a collective] don't care.

A: Yes, me too.

TP: OK, thank you boys. Go and get your exam results.

S: Bye teacher.

A: Thank you teacher. Bye.

Figure 1.7: Transcription 7

Interviewees' names: Abdulelah (A) and Ibrahim (I)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 1st December 2011, Riyadh, Saudi Arabia.

Time: 3:40

Other Information:

See Transcription 1.

TP: Why are you studying English at university?

A: When I finish I want to be a pilot. It's a very [good] job and the pay is very high. I want a family. [pause] And you must have very good pay to have a big family... [pause, laughs] ...and many, many children.

I: Yes teacher. I want to be [a] pilot too. You must speak English to be [a] pilot. You know that.

TP: But why do you have to speak English to pilot?

A: For the radio teacher.

TP: The radio?

I: Yes, you must speak on the radio with other people.

TP: Why can't you speak on the radio in Arabic or other languages?

I: They just use English teacher. The Air Traffic Control and the other pilots fly[ing] by you.

TP: So you can't be a pilot without knowing English?

I: I don't think so.

A: In America, Europe and Japan [you] must speak English [as a] pilot. It's very important.

TP: Because they all speak English there?

A: Yes

TP: But Germany is in Europe and they don't speak English there. They speak German.

I: [laughs] Teacher. [pause] Yes. But at the Air Traffic Control and the other pilots; they speak English.

TP: So Why is English such an important language to speak?

I: For work teacher?

TP: Yes, you need it to be a pilot. But also outside of work. Do you need English for anything else?

I: Oh...[pause]

A: Of course teacher.

TP: Can you give me any examples?

A: In the shop, in university, in school.

I: The supermarket, the airport, the hotel.

A: And for travel.

TP: For travel?

A: Yes, you must speak English if you wish to travel.

TP: Why?

A: To speak to people. [pause] Everybody speaks English teacher: the Filipino[s], The Emirates, [pause] everywhere.

TP: And how do you feel about immigrants speaking English in Saudi Arabia?

I: They must teacher.

TP: Why?

I: They must communicate [with] each other.

TP: But why do they communicate in English?

I: Some [are] Filipino, some [are] British, some [are] American, some [are] India[n], some [are] Pakistan[i]. But they all speak English.

TP: So you accept this?

I: Yes teacher. It's ok.

A: I don't mind too

TP: Why not.

A:　　Because they must.

TP:　　But they could speak Arabic?

A:　　No teacher, in their school, in their home country, they learn English.

TP:　　So they speak English because it's all they know.

A:　　Yes.

TP:　　Thank you boys, end of interviews.

A:　　Thanks teacher.

I:　　Bye teacher.

Figure 1.8: Transcription 8

Interviewees' names: Mohammed (M) and Abdulsalam (A)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 1st December 2011, Riyadh, Saudi Arabia.

Time: 4:00

Other Information:

See Transcription 1.

TP: Why are you studying English at university?

M: When I finish at university I want to study at medical college. To do this you must study English.

TP: Excellent. And you, Abdulsalam?

A: I don't know.

TP: Why not?

A: Perhaps [pause], for work?

TP: Only maybe? How about for something else?

A: It helps.

TP: How does it help?

A: It is useful for communication.

TP: Communication with who?

A: The people who are working in Saudi Arabia.

TP: For example?

A: The people at the gas ["petrol" should replace "gas"] station. In the shop. Everywhere.

TP: So do you need to speak English to live in Saudi Arabia?

A: No, [pause] but it is important.

TP: Why is it important?

A: Because everybody here. They speak English.

TP: But what about Arabic?

A: Not everybody speaks Arabic teacher.

TP: Thank you Abdulelah. Mohammed, why do you think English is such an important language to speak?

M: [pause] You need it for work.

TP: Yes, that's true. But how about any other uses?

M: [pause] It is useful for some other thing[s].

TP: Like what?

M: For watching the movies.

A: Yes everybody [makes expansive gesture, indicating the whole of the nation] like to watch the American movie[s].

TP: Anything else?

A: Yes, it is helpful every day, like I say.

TP: Anywhere else?

A: No, just in Saudi.

M: Yes, in other Gulf countries, like Emirates and Kuwait... [pause] they all speak Arabic.

A: [laughs] Apart from Dubai.

M: Yes, in Dubai they all speak English.

TP: So you think it's just in Saudi where people speak English, not Arabic.

A: Yes teacher.

M: Yes, I agree.

TP: Good. How do you feel about immigrants speaking English in Saudi Arabia?

A: It's ok teacher.

M: Yes, it's fine.

TP: Neither of you mind?

A: No teacher it's just the way it is.

M: Yes, it's just the way it is.

TP: So you have no problem with people speaking English whatsoever?

M: No teacher.

TP: OK, thank you very much boys.

M: Bye teacher.

A: See you teacher.

Figure 1.9: Transcription 9

Interviewees' names: Agath (A) and Dawood (D)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 3rd December 2011, Riyadh, Saudi Arabia.

Time: 3:34

Other Information:

See Transcription 1.

TP: Why are you studying English at university?

D: When I finish university, I will be [an] Engineer.

A: Yes teacher, me too.

D: And English is very, very important for the Engineers.

TP: Why is it important for Engineers?

D: For communication.

A: And for study.

TP: Can you explain further?

A: Yes teacher. [pause] It is very important to study to be [an] engineer. [pause] And you must study English.

TP: But why English?

A: To be a good engineer. You must study in [an]other country. [pause] Like Germany or [the] USA. For this you must know English.

D: And you must communicate.

TP: What do you mean Dawood?

D: The people you study with, they will all speak English.

TP: But not Arabic?

D: Yes teacher, not Arabic.

TP: Even in Saudi?

D: Yes.

TP: Good, Why do you think English is such an important language to speak?

D: My father made me learn it.

TP: [laughs] Why did he do that?

D: He say[s] it will change my life.

TP: Did he say how?

D: He said it [meaning English] will help [me to] have a better life. I will get [a] good job, [pause] have [a] good salary. Maybe [a] good car and [a] nice house. I want [a] big family. [pause] For this I need [to speak] English.

TP: Excellent, and what do you think Agath?

A: About what?

TP: About English being such an important language to speak?

A: [pause] It's important to study.

TP: And any other reason?

A: For communication too.

TP: Communication with who?

A: With everybody. At work, in the street, when [you] go travel[ing].

TP: Excellent, and how do you feel about immigrants speaking English in Saudi Arabia?

A: Me teacher?

TP: Yes you Agath.

A: Well...[pause] I like it.

TP: [laughs] Really?

A: Yes teacher. I like to practice English.

TP: And you have no problem with speaking it in Saudi?

A: No.

TP: You don't want to speak Arabic?

A: Yes, of course I will speak Arabic. [pause] But it is good to practice my English, and people with [meaning "who speak" instead of "with"] English are very, very friendly. I like them.

TP: And how about you Dawood?

D: I don't care.

TP: Really?

D: Yes, if people must speak English then they must. [pause] Some people, they don't know Arabic, so they speak English.

TP: And you really don't care that they speak English in Saudi?

D: No teacher.

TP: OK, thanks lads.

D: No problem.

A: Yes teacher. Bye.

Figure 1.10: Transcription 10

Interviewees' names: Mohanned (M) and Naif (N)

Interviewer's name: Thomas Parry (TP)

Date and location of the interview: 4th December 2011, Riyadh, Saudi Arabia.

Time: 3:02

Other Information:

See Transcription 1.

TP: Why are you studying English at university?

N: To study at the College of Medicine.

TP: Why do you need English to study there?

N: You must have IELT level 5 to [enter the College of Medicine].

TP: But why is English so important to enter the college?

N: It helps.

TP: How?

M: Almost all [of the] books are in English. You need English to study them. And, [pause] the lectures, [they] are [in] English.

TP: Even though you are studying at a college in an Arabic speaking country?

M: Yes teacher.

N: Yes.

TP: Excellent, and Why is English such an important language to speak?

N: Just because teacher.

TP: Because of what?

M: It's the international language.

TP: what do you mean?

M: They speak it everywhere, [pause] in Canada, in [the] USA, in Britain [pause], everywhere teacher.

N: Not just [in] these countries too.

TP: Where else Naif?

N: In the Emirates, in Germany, [pause] even in Japan.

TP: So English is important because it is spoken everywhere?

N: Yes teacher, you know this.

M: It's how the business[es] communicate.

TP: What do you mean?

M: Without English the world will stop.

TP: [laughs] Can you explain a little more?

M: The people from different countries, they speak to each other in English. It doesn't matter [what country they're from], they speak together in English. Maybe one is Arab and one is Indian, they still speak [together] in English.

TP: Excellent.

M: Thank you teacher.

TP: [laughs] And How do you feel about immigrants speaking English in Saudi Arabia?

M: We don't mind.

N: Me neither.

TP: Why not?

N: It just happen[s] like this. They must speak English, so they do.

TP: Neither of you care that English is the second language used in Saudi Arabia?

N: No.

M: No.

TP: OK boys, that's everything. Thank you.

N: Bye.

M: Good bye.

Figure 2: Questionnaire

Consent form

This questionnaire pack is part of research investigating the establishment of English in the KSA and how university students feel about the phenomenon.

The pack consists of four questionnaires and takes approximately ten minutes to complete.

All data will be recorded anonymously and if at any point you wish to withdraw from the experiment you may.

Please fill out the section below if you have read and understood the above information:

City of Origin:

Gender:

Date of birth (dd/mm/yy):

Thank You for Participating!

When filling out this questionnaire by hand please circle <u>one </u>of the numbers on the response scale for each question or list in bullet points if you are asked to answer an open-ended question. When filling out this questionnaire on a computer please highlight <u>one</u> of the responses on the scale in <mark style="background-color: red">red</mark> using the text highlighter in the font box for each question.

<u>Questionnaire 1:</u>

What do you consider to be the major professions (culturally, politically and economically) in Saudi Arabia? You may write as many as you please and there is extra space on the back of this sheet if you don't have enough room.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Questionnaire 2

Please read each question carefully and then **highlight <u>ONE</u> number for each item on the table** to show your answer. The numbers refer to the extent to which <u>you</u> agree with the statement (1= Not at all, 5 = strongly agree).

	Don't agree at all		Strongly agree		
1.I am from an urban (city) background.	1	2	3	4	5
2. I have feel strongly about desert living and maintaining a traditional, Bedouin Saudi lifestyle.	1	2	3	4	5
3.I am from a rural (country) background.	1	2	3	4	5
4. I believe that Saudi culture needs to adapt to the 21st century.	1	2	3	4	5
5. I believe that Westernisation is Saudi Arabia is a good thing.	1	2	3	4	5
6. I believe that Westernisation and a traditional Saudi lifestyle can co-exist in harmony.	1	2	3	4	5
7. I think that modern changes (the introduction of American fast food chains, German cars, etc.) is a bad thing.	1	2	3	4	5
8. I believe that modernization can only occur at the expense of traditional cultural values.	1	2	3	4	5
9. I am from a traditional city/town/village.	1	2	3	4	5
10. I am from a progressive (currently undergoing Westernisation) city/town/village.	1	2	3	4	5

Questionnaire 3

Please read each question carefully and then **highlight <u>ONE</u> number for each item on the table** to show your answer. The numbers refer to the extent to which <u>you</u> agree with the statement (1= Not at all, 5 = strongly agree).

	Don't agree at all		Strongly agree		
1. I think learning English helps to enhance my cultural understanding.	1	2	3	4	5
2. English is important for Saudi Arabia to move forward as a nation.	1	2	3	4	5
3. I watch English television and movies.	1	2	3	4	5
4. I prefer to read books, newspapers, and magazines that are written in English.	1	2	3	4	5
5. Saudis must learn English to prevent them from being left behind by the rest of the world.	1	2	3	4	5
6. The spread of English in Saudi Arabia proves that the country is Westernising.	1	2	3	4	5
7. Learning English in the Kingdom is a risk for the Arabic language.	1	2	3	4	5
8. Medical books (and other scientific works) should be translated in Arabic.	1	2	3	4	5
9. The use of English in some life affairs is an indication of cultural advancement.	1	2	3	4	5
10. I would like my family members to join foreign schools.	1	2	3	4	5
11. English is important if you want to be successful.	1	2	3	4	5
12. I must speak English if I am going to get the job that I want.	1	2	3	4	5
13. I will have to speak English to communicate with people at work.	1	2	3	4	5
14. English is important to communicate with my teacher/lecturer at university.	1	2	3	4	5
15. I will have to speak English at my job when	1	2	3	4	5

	Don't agree at all				Strongly agree
I finish university.					

I finish university.					

Questionnaire 4

Please read each question carefully and then **highlight <u>ONE</u> number for each item on the table** to show your answer. The numbers refer to the extent to which <u>you</u> agree with the statement (1= Not at all, 5 = strongly agree).

	Don't agree at all				Strongly agree
1. I think the spread of English in Saudi Arabia has Imperialistic designs.	1	2	3	4	5
2. English is spreading at the cost of Religious commitment.	1	2	3	4	5
3. English is spreading at the cost of cultural identity.	1	2	3	4	5
4. The spread of English in the Kingdom is causing rapid Westernisation.	1	2	3	4	5
5. It is necessary to speak English to succeed in life.	1	2	3	4	5
6. English is the international language.	1	2	3	4	5
7. I want to speak English to speak to people of other nationalities.	1	2	3	4	5
8. I need to learn English to study.	1	2	3	4	5
9. I feel academically superior to people who can't speak English.	1	2	3	4	5
10. People who can't speak English are at a disadvantage.	1	2	3	4	5

Figure 3: Interview Questions

1. Why are you studying English at University?

2. Why is English such an important language to speak?

3. How do you feel about immigrants speaking English in Saudi Arabia?

NB: The above three questions were only used as prompts to engage the interviewees in the subject material and follow-up questions varied greatly between the different pairs interviewed. The follow up questions were dependent on the individual answers given by the interviewees.