أهمية اللغة الإنجليزية ودور المعلمين في تجسيد رؤية المملكة ٢٠٣٠

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كلية الدراسات التطبيقية

مستخلص. جامعة الملك عبد العزيز ، جدة ، المملكة العربية السعودية الهدف من هذه البحث هو دراسة أهمية اللغة الإنجليزية والدور الحاسم لمعلمي اللغة الإنجليزية في عملية تجسيد رؤية المملكة السعودية ٢٠٣٠. شملت الدراسة ١٠٠ مدرس للغة الإنجليزية (ذكور وإناث) في السنة التحضيرية في جامعة الملك عبد العزيز، جدة، المملكة العربية السعودية. كانت طريقة التحليل من النوع المختلط. قد يكون هناك اختلاف في التصورات تجاه أهمية اللغة الإنجليزية ودور المعلمين بناءً على العوامل الأكاديمية والمهنية (المعرفة، التعليم، التدريب) وعوامل أخرى (الجنسيات، الجنس، التعليم والخلفيات المختلفة). استكشفت هذه الدراسة العوامل التي تعتبر بالغة الأهمية في التأثير على عملية تنفيذ الرؤية السعودية ٢٠٣٠. ستسهم النتائج في جهود الجهات الحكومية المعنية التي تسعى إلى تجسيد رؤية ٢٠٣٠ وخاصة قطاع التعليم.

مفاتيح البحث: الرؤية السعودية، دور المعلمين، أهمية اللغة الإنجليزية، العوامل الأكاديمية

- 1- Why do you think English is important in the implementation process of Vision-2030?
- 2- Why are English teachers important in the implementation process?
- 3- Do you think both local and expatriate-teachers are ready for their contribution? If not, why?
- 4- Is vision-2030 really feasible for implementation, if no why?
- 5- Do you think English teachers need training sessions for their preparations to contribute to the process?
- 6- Any other ideas would you like to share?

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Appendix-A:

Questionnaires for teachers				
Name: (optional).....				
Years of experience in KSA:.....				
Gender(Male/female):.....				
Nationality:.....				
S.N.	STATEMENTS	Agree	Undecided	Disagree
1	English is extremely important because it is a tool of international trade.			
2	English is widely used in computers and technology.			
3	No national can develop without English as a lingua franca.			
4	English is extremely important for implementations of Saudi vision-2030.			
5	I have read Saudi vision 2030.			
6	Saudi vision 2030 is an economic plan not educational.			
7	Saudi vision envisages development by education and economy.			
8	Saudi vision does not talk much about role and education of English			
9	I am ready to work according to Saudi vision 2030.			
10	I am well aware of Saudi’s traditional roots and modern needs.			
11	It is better if we attend some workshops for better implementation of the vision-2030.			
12	English is important because it is medium of instruction at higher level in most programs.			
13	Competitive attitude can’t be developed without an international language.			
14	Saudi vision can be better practiced together with English.			
15	English teachers can develop students for better professions.			
Any other comments:				

Appendix-B (Interview questions)

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in the process of implementation of Saudi vision-2030.

English as medium of instruction at higher level is quite important rather essential, contended by the respondents. It was also found that a genuine competitive attitude can't be developed without an international language. It was noticed from the teachers' responses that Saudi vision can be better practiced together with English. Last but not least, around 89% teachers endorsed that English teachers can contribute to the development of students to get better jobs.

5.2. Conclusion

Based on the findings, main conclusions are:

English is important for successful implementation of the Saudi vision-2030. Al Mukhallafi (2019) concluded that it is essential that educational institutions prepare students for the workforce using English. Hence, it is notable that almost all Saudi Universities have run English Departments teaching Languages, English and Translation. It was also concluded that teachers of English may play crucial role in the implementation of vision-2030. The findings are in line with Al Zahrani (2017) who studied the role of English teachers in public schools in the Kingdom of Saudi Arabia, in achieving 'Vision 2030'. It was concluded that professional development of English teachers is inevitable because they need to understand the essence of the postulates and the ideas behind the landmark document. Yusuf (2017) conducted a study on changes required in Saudi Universities Curriculum in general to meet the demands of 2030 Vision. The author referred to the change (development) in the concerned teachers who are the instrumental factor in conception or implementation of any vision or a plan.

5.3. Limitations

The present study has some limitations such as:

- 1- it was conducted on a small sample,
- 2- the sample selection was purposive-convenient,
- 3- quantitative analysis was not utilized,

4- a difference between the perception and preparation of local workforce was not found,

5- validity and reliability was not statistically measured to deal with internal and external threats.

5.4. Implementations

The results of the study may contribute to:

- 1- planning for implementation of vision-2030 through education,
- 2- curricular changes may be brought,
- 3- learning materials may be modified,
- 4- training of teachers for implementation of the vision will be conducted.

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xiii.Competitive attitude can't be developed without an international language.

79.7% participants defend the idea that English is important for developing competitive attitude.11.3% did not confirm while only 8.8% had nothing to say.

xiv.Saudi vision can be better practiced together with English.

Teachers (79.7%) agree that Saudi vision can be better practiced with English while 11.3% did not think so. Only 8.8% did not have any preference.

xv.English teachers can develop students for better professions.

Around 89% teachers endorsed that English teachers can contribute to the development of students to get better jobs while only 7.5% did not agree. Some 3.7% did not comment on the statement so they remain undecided.

4.2. Analysis of the interviews

Responses of the administrators were recorded, coded and summarized for thematic analysis. Three main themes were finalized as per the research questions:

Theme.1- Importance of English for document's implementation

The interviews revealed that for successful implemental of the vision-document and understanding of global elements in it, English is important. Growing importance of English in the kingdom with change perspective, English can never be ignored in the current situation.

Theme.2- Role of English teachers in implementation of vision-2030

English teachers can prepare future generation in line with the vision 2030. They can develop themselves and the students to face future challenges in the field of education and economy.

Theme.3- Need of professional development
It was noticed from the interviews that some teachers need professional development because they might not be aware of the actual

mission of the 2030-vision document. Expatriates in particular need training of certain aspects of professional development in accordance with the need of vision's implementation.

5. Result, discussion& conclusions

5.1. Results& discussion

The findings show that around 69.6% teachers are in agreement with the statement that English is important for international trade. Administrators' interviews also revealed that English plays very important role in global scenario in general. In addition, around 90% respondents are of the opinion that English is widely used in the field of computers and technology. The teachers also believe that a nation can't develop without an internationally popular language like English. But, 15.1% teachers do not show agreement. It was also found that around 90% teachers of English confirmed that English is important for implementation of Saudi vision. The study revealed that Saudi vision document has been read by only 64.5% teachers only. This is why, they may not be sure as to what are the document's expectations from them.Only 77.2% participants confirmed that Saudi vision-2030 is not an educational plan while remaining around 23% considered it an economic plan. It was also added by the teachers that Saudi vision emphasizes the role and education of English in the growth of nation which is envisaged in the vision document. The participants demonstrated their will and intention of working in the future as per the vision-2030. It was interesting to note that most of them (86%) confirmed that they were well aware of the local traditional and culture as well as modern needs of education and economy. Some 77 % teachershonesty admitted that they might need a workshop for better understanding of the postulates of the vision, and active participation

xi. *It is better if we attend some workshops for better implementation of the vision-2030.*

Some 77 % teachers feel that workshops are needed for active participation in the process of implementation of Saudi vision-2030.

Image-5

xii. English is important because it is medium of instruction at higher level in most programs. This item also received good positive responses as around 79% teachers agreed that English is

also important because it is medium of instruction at higher education.

Image-6

talks about role and education of English while 22.7% teachers could not decide what to say. May be because, they are not much aware about

the details on education and English language role.

Image-3

(role and importance of English)

ix. *I am ready to work according to Saudi vision 2030.*

Around 90% teachers confirm their acceptance for working in the future as per the vision-2030. On the other hand, 10% teachers could not decide what to do. May be they are not aware of the postulates of the document so they decided to stay away.

Image-4

x. *I am well aware of Saudi's traditional roots and modern needs.*

Only 86% participants confirmed that they are well aware of the local traditional and culture as well as modern needs of education and economy.

(teachers' awareness of local roots)

Only 69.6% teachers agree that English is important for international trade. Around 20% respondents do not agree to the statement.

ii. English is widely used in computers and technology.

Around 90% respondents are of the opinion that English is widely used in the field of computers and technology.

iii. No national can develop without English as a lingua franca.

69.6% teachers are in agreement with the statement that a nation can't develop without an internationally popular language like English. But, 15.1% teachers do not show agreement.

iv. English is extremely important for implementations of Saudi vision-2030.

Around 90% teachers of English confirmed that English is important for implementation of Saudi vision-2030, while only 10.12 % did not agree.

Image-2

v. I have read Saudi vision 2030.

Regarding reading of Saudi vision document, only 64.5% teachers responded positively. On the other hand, 35.4% confirmed that they did not read the actual document.

vi. Saudi vision 2030 is an economic plan not educational.

Only 77.2% participants opined that Saudi vision-2030 is not an educational plan while remaining around 23% said it is not an economic plan.

vii. Saudi vision envisages development by education and economy.

Some 74.6% teachers confirm that Saudi vision aims at developing nation by education and economy while only 17.7% did not approve the statement.

viii. Saudi vision does not talk much about role and education of English.

32.9% teachers agree that Saudi vision does not talk about role and education of English. On the other hand, 44.3% of them disagree. That means, 44.3% teachers agree that Saudi vision

iii. Why is development of English language teachers needed for implementation of Saudi vision 2030?

3.3. Participants

The sample of the study comprises 100 foundation year teachers of English (both males and females) including local workforce and contracted employees (expatriates).

3.4. Tools

This study utilized a self developed questionnaires for teachers. (Appendix-A). In addition, five administrators (deans and vice deans) were interviewed to substantiate the data gathered. (Appendix-B)

3.4.1. Content validity of the tool

Qualitative research investigates those events or cases that are difficult to quantify mathematically, such as beliefs. (Brod, Pohlman and Waldma, 2014). Content validation plays a crucial role in the design of a tool or instrument, and provides evidence Table-1

about the tool's validity by assessing the instrument's measuring degree for the targeted construct (Haladyna and Rodriguez, 2013; Lane et al., 2016). Hence, statistical validity of the adapted tool was not measured due to the reason that the study is purely qualitative.

Content validity of the self developed questionnaire was assessed by consulting 5 experts in the area of educational researches, got feedbacks, incorporated and edited. Later, the questionnaire was given to three colleagues to initially fill in and see if the items were vague or unclear.

3.4.2. Collection of data

Teacher' perception on the importance of English and role of teachers for implementation of vision-2030 was elicited through self-developed questionnaires. Only 79 questionnaire responses were collected personally as well as electronically.

Questionnaire for teachers(N=79) (Agree=AG, Undecided=UD, Disagree=DA)				
s.n	statements	AG	UD	DA
1		55(69.6%)	8(10.1%)	16(20.2%)
2		71(89.8%)	00(00%)	8(10.1%)
3		55(69.6%)	12(15.1%)	12(15.1%)
4		71(89.8%)	00(00%)	8(10.0%)
5		51(64.5%)	00(00%)	28(35.4%)
6		61(77.2%)	00(00%)	18(22.7%)
7		59(74.6%)	6(7.5%)	14(17.7%)
8		26(32.9%)	18(22.7%)	35(44.3%)
9		71(89.8%)	8(10.0%)	00(00%)
10		68(86%)	7(8.8%)	4(5.0%)
11		61(77.2%)	9(11.3%)	9(11.3%)
12		62(78.4%)	9(11.3%)	8(10.0%)
13		63(79.7%)	7(8.8%)	9(11.3%)
14		60(75.9%)	11(13.9%)	8(10.0%)
15		70(88.6%)	3(3.7%)	6(7.5%)

4. Analysis

4.1. Item-wise analysis of the questionnaires

i. English is extremely important because it is a tool of international trade.

A potential contribution of English is acknowledged by Alzahrani (2017) for the successes of vision 2030 which added the purpose of language for development of technology and preparation of highly skilled labour market.

2.8. Research gap

Though the concept of Saudi vision-2030 was initiated in 2016, the active implementation started recently. Some scholars have touched upon the issue, stakeholders' participations, prospects and challenges. Yet, a lot more is remaining to be done in the field in general and teachers' role in particular. As mentioned, Saudi vision-2030 deals with comprehensive plans including education for economy and national development. Therefore an in-depth study is always required to be undertaken to explore the way the country is going to achieve the target and how people can take active part in the vision and mission.

3. The study

3.1. Statement of problem

Saudi vision 2030 is a complete blue print of the development of Saudi Arabia. Education is always an integral part of national plan because no economy can be strong without educational basis. The present proposal of research aims at studying importance of English language in KSA in given scenario as well as roles of English language teachers in the implementation process of the proposed Vision-2030.

3.2. Importance of the study

Education is the most important tool of social and economic development. A sound economy, on the other hand is also essential for attainment of educational goals. Saudi vision-2030 has incorporated both the dimensions in a very strategic manner, however no one can deny future challenges due to unexpected reasons. Therefore, to put Saudi's Economic Vision 2030 (or Vision 2030) into actual practice, Saudi Arabia has to reform its education system from lower to the highest level, from general to

special education. Hence, it deserves a mention that King Abdullah's Education Development Project (the *Tatweer* project) of 2007–2013 has already initiated a well planned educational reform package keeping in mind that Saudi Arabia requires an educated and skilled population that will lead toward a knowledge-based economy. Therefore, innovative training of teachers has been emphasized. This study, hence, aims to shed some light into the importance of English language and English teachers in the implementation of Saudi vision-2030.

3. Methodology

This is a mixed method study. A self developed questionnaire for English language teachers was administered at King Abdulaziz University, Jeddah-Saudi Arabia. The questionnaire comprised 15 items following 3 point scale (Appendix-A). Participation in the study was voluntary, however, some faculty members have been personally known to me. Participants were explained about the purpose and the confidentiality of data to be elicited from the tool. Questionnaire data were recorded, tabulated and analysed by calculating percentile of each item. Hence, ethical considerations were followed as per the requirement.

3.1. Objectives

- i- To explore importance of English language for implementation of Saudi vision-2030,
- ii-to find out crucial roles of English language teachers of KSA in implementation of Saudi vision2030, and
- iii. to study need of professional development of English language teachers for implementation of Saudi vision 2030.

3.2. Research questions:

- i. Why is English language important for implementation of Saudi vision-2030?
- ii. What could be the crucial roles of English language teachers of KSA in implementation of Saudi vision2030?

Keeping the themes in view the Vision- 2030 focuses powerfully on the education system in Saudi Arabia by targeting growth and expansion of opportunities for the Saudi citizens. The changes in vision-2030 based curriculum will ensure transformational challenges, and offer effective opportunities for quality English language education. (Al-Sulami, 2016; Yusuf & Atassi, 2016).

2.6. Saudi vision 2030

On 25 April 2016, Saudi Arabia introduced the National Transformation Program (NTP) and “Vision 2030”. With the aims to transform minimum five universities of international ranking and 200 universities with globally based education indicators (Alabdulaziz, 2019) with decisive rational to achieve update curriculum to provide standard of literacy to nation. Under the Vision 2030 reform of the education system was presented as the means of implementing economic reforms and considered as premeditator of success.

(http://vision2030.gov.sa/sites/default/files/report/Saudi_Vision2030_EN_2017.pdf).

The educational enterprise always relies on the development and implementation of innovative curriculum. On this regards the project *Tatweer* by King Abdul Aziz University initiate with

spotlight on school education reforms: concluded through school curriculum development, training of teachers with learning environments and extracurricular activities. The Kingdom has introduced hundreds of summer programs aimed at increasing teachers’ competency under the Tatweer program (<https://makkahnewspaper.com/article>).

Alshuwaikhat and Mohammed (2018) supported the sustainability principle brought forward by KSAThrough the 2030 Vision and the 2020 National Transformation Program (NTP). These two endeavours outline a common agenda for a more balanced growth and socio-economic development.

2.7. Importance of English and role of English teachers

The importance of English highlighted through several studies specify by Badry (2007) who emphasis on the bilingualism. Tahaine (2010) stated English as a phenomenon driven by the demands of globalization are significant for Arabic students.

On a study on the impact of English as a SecondLanguage on Saudi women’s roles and identities by Al Sweel’s (2013) who acknowledge the power of language in changing society.

The vision hints at a few points than can contribute to the state of education in the kingdom. The points include development of an education theory, designing policy and curriculum, and teacher professional development in particular. In addition, it was also mentioned to evolve appropriate teaching methods and compatible strategies that focus on inculcating skills (not only knowledge), personality development, confidence building, and promoting spirit of creativity and innovation. Al-Abdulkader (1978) conducted a survey on the effect of higher education on the development of human resources in KSA.

2.4. Curriculum and English teaching approach development

The achievement of any teaching aims or national goals initially depends on framing modern but feasible policies, effective planning, evolution of curriculum and its effective implementation of its curriculum. Haung (2010) stated that an ideal teacher can be identified by certain reasons: language proficiency, content delivery, teaching styles, personal traits including managerial effectiveness. However, in some conditions, even many qualified professionals encounter difficulties in teaching English. (Sifakis, 2004; Payne & Almansour, 2014; Dakhiel, 2017).

Studies have demonstrated that inappropriate teaching methods may be an outcome of lack of appropriately designed training modules. (August & Hakuta, 1997) Similar conclusions were drawn by Ovando & Casey (2010) and Al-Othman & Shuqair (2013). However several suggestions are related to the curriculum development which prioritize English language (Habbash, 2011). Such curricula focus Islam but paired with modern teaching strategies (Mitchell and Alfuraih, 2017). In other words, educational goals include the idea of a mixture of traditions and modernization.

2.5. Popular ways for educational prosperity

The concerned ministry can develop philosophy/theory, designing curricular policy

and goals, means of development with the programs of teacher preparation and his professional development. In addition, development of appropriate teaching methods and strategies can lead to development as well. One can further achieve development targets by focusing on inculcation of skills, personality development, improving confidence, and promoting spirit of creativity and innovation. In order to bring prosperity, provision of pre-primary education opportunities is initially needed followed by qualitative development and expansion.

It has been noticed over the last decades, remarkable changes have occurred in the educational practices in Saudi Arabia (Faruk, 2014). The nation is heading towards a “knowledge based economy,” so the vision-2030 is setting a roadmap towards empowering the nation.

The vision is based on following themes:

Image-1

Maimooni (2016) contended well that there is a need to reconstruct education in order to accomplish the goals of Vision -2030. While focusing on innovation of novel teaching methods, Fattani (2016) suggested to develop the method of teaching which can generate interactive patterns in which social networking can be well integrated to evolve a burden free self learning environment. Going a step further, Burden (2012) pointed out that collaboration at different educational levels (school, college, and university) will be quite useful and effective in achieving a goal.

1.3. English proficiency and Economic Development

A nation growth is always count on the citizens' usability and employment ration. Economic development mainly depends on education. It was honestly pointed out that despite strong measures have been taken to be self reliant and free from expatriate's role, the ultimate aim is not being fulfilled by engaging local workforce in economic activities. (Al-Omran, 2018). In this connection, Crystal (2003) pointed out that language use and economy are linked to each other. The incompetency can visibly be seen in certain sectors due to lack of English proficiency (Al-Dosary, Rahman, & Aina, 2006). A number of other studies support the crucial role of English in various walks of life in general and economic development in particular. (Ur Rahman & Alhaisoni, 2013; Alrashidi & Phan (2015); Alharbi, 2015).

2. Literature review

2.1. Education policy in KSA

The fascinating history of Arab in education envisage since the first holy word '*Iqra*' to the people of the world. Holy '*Quran*' states, "it is the duty of every muslim (man and woman) to seek knowledge." With the passage of time, and transformation, a change in educational system has occurred in Saudi Arabia, but the government has never compromised on fundamental Islamic principles.

The Saudi government approved English as a foreign language (EFL) in the official curricula (Ministry of Education, 1925). With continuous reformation (Ministry of Education, 1953), modification on curriculum (Ministry of Education, 1970), education in KSA has gone through certain changes as per the need of time during 1970-2001. Ministry of Education (MoE) under the Policy of English proficiency (2002) focuses on acquisition of knowledge in sciences, arts and subjects in order to impart knowledge to transform the society. At the same time, MoE also considered importance of faith in Islam and its promotion. However the Ministry of Education Ten Year Plan (2004 – 2014) focuses on educational discourse. Some changes took place in 2019 as well.

2.2. Vision 2030 and the Transformation of Education

The success of a plan or a vision depends on educational reforms especially for employment of young Saudis. (<https://www.tamimi.com/law-update-articles/vision-2030-and-the-transformation-of-education-in-saudi-arabia/>)

Regarding the proposed changes in Saudi Universities, Yusuf (2017) (<https://pdfs.semanticscholar.org>) contended that there is a need to modify English language curriculum and achievement of the vision 2030. It was especially mentioned that major changes are required in Saudi universities curriculum to meet the demands of 2030-vision. (<https://doi.org/10.5539/ijef.v9n9p111>). In addition, a workshop was organized in Yanbu recently which summed up: education is the pillar of Vision-2030. (<https://www.arabnews.com/node/932381/saudi-arabia>)

2.3. Vision- 2030 and Higher Education in KSA

The connection between education and national prosperity has never been clearer until recently. Compatible application of knowledge has become a fundamental tool of economic development and nation's prosperity.

needs. However, it has been argued that, for Saudiization (preference for local workforce) to effectively occur, appropriate teaching English is needed (Abir, 1988). Saudi vision is a long term plan which incorporates the need of the country as a whole and a roadmap to march ahead in a given situation. The vision includes all significant dimensions such as education, economy, health and business.

1.1. *VISION-2030*

Saudi vision 2030 is initially an economic vision; however it includes a lot of other dimensions. It is an open secret that a country's economy can't really be strong without education. While announcing the vision-2030, the crown prince stated: Saudi Arabia's vision is an ambitious yet achievable. The vision characterizes long-term goals and reflects nation's commitment and capabilities.

Almighty *Allah* has blessed KSA with many rich assets. There is no denying the fact that all success stories start with a plan or a vision, and the success of visions rely on some pillars such as KSA's status as centre of the Islamic worlds, nation's strong natural resources and investment capabilities, the unique strategic location. KSA does not depend on oil resources anymore. But, KSA is looking for the potential development of younger generation who could prove as nation's pride and the architects of country's future.

The future of the Kingdom, as envisaged in the proposed vision will expand and further develop the obvious and hidden potential of the younger generation and the nation. Therefore, there is a need to convert the nation into a genuine leader with high quality services such as education, employment, health, business, tourism etc. In this regards, Ministry of education (2019a, b, c, d) has been constantly working to accomplish the vision-2030.

1.2. *Role of English language, teachers and the vision-2030*

Despite the fact that teachers are the makers of future generation, it can't be stated clearly that

they have a lot to contribute if we consider the opinion of Akbari (2008) who categorically put forth that only those people who have the power to make decisions in society have "the power to design and implement the educational system". According to Shields (2011), 'a transformative leadership will be the key for identifying growth opportunities and targeting reforms'.

The influential role of English as global language in general and tool of communication in institutions has nearly revolutionized through incorporation of sophisticated technologies. There are many countries where mother tongue's use is limited to some purposes like ordinary communications within families, communities and local organizations. But, English becomes inevitable when the issue is related to academics, international politics, global economy, business and trade. KSA has witness such a trend in the field of education.

The question of teacher assessment for quality and role has always been contextualized, and quite tough to measure.

However, it can be qualitatively assessed through teachers' attributes: knowledge, skills, training, commitment, punctuality, teaching strategy, motivation, and over all classroom management (Darling-Hammond, 2010; Stronge, Ward & Grant, 2011).

The Saudi vision -2030 is in a path way to generate a new knowledge based society to deal with the local and global challenges through *lingua franca* (English). Therefore, English teachers being the most important players in the present concept of change, educational transformation and societal changes via vision-2030.

However, keeping the present scenario of English teachers in Saudi Arabia, it has been noticed that they are more like 'passive observers' (Alkubaidi, 2014). Therefore, the planners generated a door through which the vision -2030 of Saudi Arabia in which English teachers working in the kingdom will enter into the main stream and take active part. Al-

The Importance of English Language and Role of Teachers in Implementation of Saudi Vision-2030

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Abstract. The aim of this paper is to study importance of English language and crucial role of English language teachers in implementation process of the Saudi vision-2030. The study included 100 teachers of English (both males and females) teaching at the foundation year of King Abdul Aziz university, Jeddah-Saudi Arabia. The method of analysis was 'mixed type.' There might be a difference in perceptions towards English language's importance and teachers' role based on academic and professional factors (knowledge, education, training), and other factors (nationalities, gender, education and different backgrounds). This study explored such factors that are quite crucial in affecting the implementation process of the Saudi vision-2030. The finding and results will contribute to the concerned government offices which are trying to implement the vision- 2030 especially the education sector.

Key words: Saudi vision, teachers' role, importance of English, academic factors.

1. Introduction

English is globally important in general and library language and medium of instruction in particular. Its importance can never be underestimated in the present circumstance. English has occupied the place of *lingua franca* of the world and medium of teaching at higher level in general and in disciplines like medicines, engineering, computers etc in particular. Saudi Arabia despite being the centre of Islam and prime promoter of Arab culture and Arabic language, is promoting the professional use in certain fields of study thinking that it is the need of time to combat the

competitive business, trade, commerce, technology and overall growth.

Being a frontline competitor of international trade and global economy, the Saudi Arab competes through the identified education and workforce system. Al-Zahrani et al (2017) acknowledged that the possibility happens due to effective communication and cultural exchange among the people of different nations through English language and by exchanging different culture, ethnicities, and races across the world. Fakeeh (2016) added that a growing economy provides opportunities to all through education framework in line with the market