

## **MARKETS AND LANGUAGE POLICY IN SAUDI ARABIA: HOW THE ENGLISH LANGUAGE CAN CONTRIBUTE TO THE SUCCESS OF THE SAUDI VISION 2030**

**Ahmad Khidhr Alzahrani**

Department Of European Languages and Literature, Faculty of Arts and Humanities, King Abdulaziz University

---

**ABSTRACT:** *Saudi Arabia's Vision 2030 is a major transformation plan built around three themes: "a vibrant society, a thriving economy, and an ambitious nation" (Vision 2030). The proposed economy requires an education system aligned with market needs. This can only happen if the vision recognizes that long-term economic growth in the twenty-first century is mostly knowledge-based (Kearney and Young, 1995). Here the researcher provides an overview of the potential for English language to contribute to the success of the Saudi Vision 2030. To achieve this, I review the literature addressing the economy during the industrial age and its transition to a knowledge-based economy. Also, I review the current state of language education in Saudi Arabia. Based on the findings, the researcher proposes that language education in Saudi Arabia will need to be improved and that language policy in education in Saudi Arabia is restructured, with focus on the financial markets.*

**KEYWORDS:** Vision 2030, Language and Markets, Education Policy, Industrial Age, Knowledge-Based Economy, Technology

---

### **INTRODUCTION**

The industrial age economy was based upon hard physical labor and managing money as a capital (Williams, 2010; p. 15). Industrial age economies relied on the brainpower of a few people at the top (Heckscher, 1994). However, the economy of the post-industrial era is more knowledge-driven; mostly influenced by technologies, knowledge, and information production and distribution (Powell and Snellman, 2004). Globalization, technology, and the media are recognized as having contributed to this shift. However, the role of language in a knowledge-based economy has been largely ignored (Arcand and Grin 2013; Williams 2010; p. 1). This is problematic because language has helped many leading countries achieve their high economic rank (Hejazi and Ma, 2011).

Saudi Arabia is determined to make use of its resources and build a thriving economy; without relying on oil (Vision 2030). This paper intends to show how language has contributed to the important areas that gave the current economy the powerful status it has now. This is to be done by showing how language is involved greatly in the making of technology, nation's cultural resources, and in preparing highly skilled labors for the market. The researcher also reviews the current policy and practices of language education in Saudi Arabia and how these contribute to the economy. Based on the findings, it is suggested that expect the Saudi education system will need to change in order to cope with market changes.

### **The Post-Industrial Economy**

To understand the current economy, we must first look back at the characteristics of the industrial age economy. Industrial age economic systems emphasized working over thinking

and physically fit laborers over mentally competitive intellectuals. To succeed, companies had to ensure a controlled production process with the effective division of labor and constant physical flow of products. This was achieved through a management system intended to achieve full control over workers and to maximum exploitation of their abilities (Braveman, 1974). In this sense, workers are mostly physically involved, but socially isolated, barely interacting with each other (Williams, 2010, p. 16).

The post-industrial age is marked by an economy where the use and production of knowledge is the major commodity (Bettis & Hitt, 1995; Boisot, 1998). A knowledge economy is defined as “production and services based on knowledge-intensive activities that contribute to an accelerated pace of technological and scientific advance as well as equally rapid obsolescence” (Powell and Snellman, 2004). In the current knowledge economy era, survival is heavily dependent on intellectual, rather than physical capabilities.

In this post-industrial era, social components such as the intelligence quotient (IQ) and learning capacity of an organization are key factors in its success (McKelvey, 2001; Quinn et al., 2002; Zohar, 1997). Every stage of the production process (careful exploitation of natural resources, development strategies, manufacturing) must be carefully considered (Powell and Snellman, 2004). The knowledge era is characterized by a new competitive landscape driven by globalization, technology, deregulation, and democratization (Halal & Taylor, 1999). In fact, the pace of competition is now faster than in the industrial era. This is because of the power of the information age, which has enabled countries to make massive advances in economic growth (Castells 1999, p. 3).

What is the role of language in all this? To fully understand this new era, the seemingly arbitrary connection between language and economy must be investigated. Better foreign language abilities often mean more job opportunities, both within a country and outside of it (Lee 2012; Melitz 2008). Also, acquiring English language skills is suggestive of the existence of other skills and, therefore, weaker students might start from a position of disadvantage in language learning (Bruthiaux 2002.). However, the role of language during major shifts in the economy has been largely ignored (Williams, 2010, p. 1).

This suggests that the structural changes inherent in moving from agrarian to manufacturing, and then to service industries, reinforce the importance of foreign language skills (Warschauer 2000). At the individual level, laborers often work hard to improve their language skills in hopes of improving their income (Nunan, 2003). At this micro level, the importance of language as a skill goes little beyond the labors’ interest. However, this trend should encourage companies to consider language and how it can help them to compete. Moreover, at a macro level, during government-led economic revolutions, language is important to ensure a strong position in the world economy.

## **LANGUAGE IN THE INTERNATIONAL BUSINESS**

### **Language for Communication**

The role of language in economic development has been largely ignored (Arcand and Grin 2012). However, language skills are key in the world of international business. Those companies aiming to expand internationally depend on language skills. Within the context of the economy, language is a communicative system of shared understandings that helps meet

the international ambitions of organizations (Astley & Zammuto, 1992; Daft & Wiginton, 1979). Such communicative forms are helping people to interact and interpret each other during meetings and other job-related conversations.

The importance of purposeful communication is even more significant for companies who intend to go overseas (e.g., exporting commodities). For example, the inability to serve the customer in their native language led many British companies to miss financial opportunities (Mughan, 1990). Furthermore, building trust with importers and exporters is crucial when globally expanding a business. Trust is established when suppliers have good language skills (Turnbull & Welham, 1985). To succeed in the market, companies must pay great attention to the language of business and money making.

Effective communication is not only important in international business but also within multinational companies. Unlike in the industrial age, when workers mostly operated separately, teamwork is most needed in a knowledge economy (Fredriksson, Barner-Rasmussen, & Piekkari, 2006). Effective interaction during teamwork depends on shared linguistics meanings across all members (Harzing et al., 2011). Therefore, language problems can act as “a barrier to effectiveness and to doing international business due to communication problems” (Jonsen, Maznevski & Schneider, 2011: 48). Trust among team members is also important during collaboration (Kasper-Fuehrer & Ashkanasy, 2001: 236) and language barriers can lead to distrust (Feely and Harzing (2003), ultimately affecting the overall economic success of a corporation.

### **Language in Technology**

Much of the success in the current global economy is linked to the developments in technology and innovation (Smith, 2000). Those developments have led to considerable changes in the form of available services and commodities. It is important to note that technology and innovation require specific knowledge (Baruch Lev, 2001). Investment in research and development (NSF, 1973) is reflected in the number of registered patents (OECD, 2002). Therefore, research and development investment should be accompanied by human capital investments.

The technological advances of this new era require highly skilled laborers able to adapt to changes in the markets. Therefore, by investing in human capital, organizations can improve their performance in globally competitive markets. This can only be achieved if highly skilled laborers are available (low-skilled laborers can often be replaced with technological solutions) (Powell and Snellman, 2004). Laborers must have sufficient language abilities to participate in a competitive international economy (Wedell 2008; Warschauer 2000). English remains the language of business, advertising, academia, the media, and numerous other fields (Crystal 2003). Language skills enable access to foreign innovation resource, knowledge of technology, high-class education, better navigation of the Internet, and openness to foreign markets.

The invention of the Internet is one of the biggest offsprings of recent technological advances. The Internet has rapidly changed the world economy. During the industrial age, products waited on shelves for customers, whereas now products are sold online via various e-commerce platforms. The Internet also offers both sellers and consumers a multitude of options, which has drastically altered the traditional lines of production. Today, economic growth can be achieved through the use of computers, telecommunications, and the Internet (Landefeld and Fraumeni, 2001).

The whole process of production, from the planning stage to the delivery of goods to customers, involves language. Websites and other modern technological channels for selling, buying, importing, and exporting need highly skilled (language and programming) people to satisfy both the agent and the company's targets. Programming languages are not auto-generative, and humans are needed to supervise, correct malfunctions, and to evolve the system. Language is also associated with trust; customer buying decisions are based on multiple factors, including the professional design of the website, the values of security they adopt, and the language they use. For example, an American customer outside the US would be more likely to trust Amazon.com than Amazon.fr (the French version). This is because trust plays an important role in such high-risk situations (Williams, 2010, p. 67).

Technological advances and the Internet have made big data volumes available and widely accessible (Castells 2001). Much of the data recovered from social media and includes textual data, such as blogs and text messages, and non-textual data (e.g., videos, images, and audio recordings) (Erevelles, Fukawa & Swayne, 2016). In the past, markets generated more data than they could use (Mithas, Lee, Early, & Murugesan, 2013). However, big data is now considered a new form of capital (Satell, 2014) that, because of the Internet, can be analyzed and accessed from distant sites (Lambright 2002). It is important to understand that "the study of consumer analytics is at the junction of Big Data and consumer behavior" (Erevelles et al., 2016). Therefore, various forms of data (number of customers, number of things sold, customer reviews, and feedback) can be useful for market analyses and inform about the marketplace. A better understanding of the behavior of consumers and markets increases the rate of economic growth.

Nations that acquire advanced technologies have more power, more wealth, and improved status. The USA, for example, is known for its excessive use of technology and, thus, has controlling powers over the rest of the world. Technology is just one of many cultural dimensions of such powerful countries. Membership to these countries requires digital nativity and computer literacy. It is hard, for example, to imagine a young American that is computer-ignorant or a British person who knows nothing about iPods or iPads. Moreover, nations such as the USA, India, and Japan are culturally identified as having technology literacy. Technology is always associated with power because power is linked to dominant cultures (Kramsch, 1998, p. 41).

### **Language and the Cultural Resources**

Nations have always been proud of their cultural symbols and heritage, whether it be people, print or landmarks. With the innovation of technology, nations were able to exploit these cultural resources through books, media, film industry, and music; taking language and turning it into a commodity. Filmmaking industries, for example, are enriching the economy of many countries (e.g., India [Bollywood] and the USA [Hollywood]). Box office movies generate incredible income. The exploitation of media has helped many nations enrich both their culture and economy, while also forming cultural identities as members of the new world. Culture is, after all, "the membership in a discourse community that shares a common social space and history, and common standards of perceiving, believing, evaluating and acting" (Kramsch, 1998, p 127). For example, publishing houses of books, journals, and magazines (printed or digitalized) are also generating a lot of money while developing contracts with well-known writers, thereby participating in the construction of cultures.

In this way, media, books, films, and music can all be considered forms of language. By turning these cultural recourses into commodities, nations exert their effect on other cultures and thereby improve their cultural power position. Thus, the English language itself has been turned into a commodity. Many language institutions are teaching English. Some take their students abroad to English-speaking countries. Some offer English courses online through collaborative websites in a virtual environment, very similar to the real ones. Other countries invite native speaker into their institutions. English language has spread all over the world as a medium of interaction and accessing the knowledge of the West. The exploitation of technology to turn language into commodities is not straightforward. It is important to mention here that "basic technology is internationally available, but the capacity to receive it and make a business of it requires local competence" (Eliasson 1998).

### **Language for Advertisement**

An advertisement is a communicative event (Swales, 1990:53) in which language is used by advertisers to reach consumers of different cultures (Bassiouny, 2005). The choice of the code to be used is highly important, as this will help advertisers achieve their goal of selling at higher rates by reaching a wide range of customers. Some linguistic codes might capture some associations, such as globalization, modernity, elegance, and precision (pillar 2001), all of which are important measures in making business decisions at the individual and global levels. Moreover, semiotic codes, associated with some slogans, such as pictures and music, convey very powerful and complex messages to consumers that might influence their buying decisions (Cook, 1992:49).

Adverting is a very successful tool in new markets, where customers are available all of the time. However, advertising is rarely considered as a powerful and influential form of language (Piller, 2003). Adverting has a powerful controlling ability that is not dissimilar to religion (Dyer, 1982, p. 2). Such influence on people is delivered by the linguistic code and content used in the advertisement. Moreover, switching between different codes can also be used as a linguistic device in itself to achieve the goal of reaching people of varying social levels. Moreover, for the same reason, advertisers might switch between two varieties of the same language, as in the case of diglossic situations. In other words, an advertiser "will modify his language towards the predicted variety of his audience to gain approval" (Bassiouny, 2005).

### **Language for the Labor Market**

Technological solutions have reduced the role of the human laborers in modern factories and, thus, affect the society's need for jobs. Such technological solutions minimize interruptions during production, as well as the time factories spend on a given product (Schilling & Steensma, 2001). However, technology is human-made and, to operate effectively, requires constant, highly-skilled human interference. According to Eliasson "efficient diffusion of new technology requires effective market support, notably in the labor market but also in the venture capital market and the markets for mergers and acquisitions" (Eliasson 1998).

To get their job done well, laborers need to be qualified and equipped with appropriate mental and social skills. Knowledge-based markets rely on the ability of skilled employees to interact with customers and colleagues. The need for skilled workers fuels competition in the labor market (Guellec, 1996). The worker's competencies in technology and marketing, as well as fluency in the English language, are crucial to doing business successfully. Such learning efforts at the individual's levels are reflected in the market since those skilled laborers are likely

to positively impact on the companies where they work. This was realized early by leaders of many organizations, as they find themselves leading for adaptability, knowledge, and learning (Achtenhagen et al., 2003; Volberda, 1996).

The worker must also acquire the ability to conduct social relations within the market. One way of doing this is to become culturally enriched; to be able to participate in any formal or informal discussion related to the economy. It is through language that workers understand these discussions. In this way, native speakers enjoy the advantages of cultural and linguistic authenticity. Both competence in English and cultural background are key for recognizing a native speaker (Kramsch, 1998, p. 130). This gives native speakers an advantage in the labor markets, especially in educational settings.

Translation is a language activity needed by the labor market. There has been only limited study of translation as a profession (Herman and Lambert, 1998). However, the economy is highly dependent on documents, emails, financial reports, and market analyses, which are used to make financial decisions. Therefore, translators with linguistic proficiency are important to the market. Therefore, translators also require an understanding of the target culture

In fact, there is a strong connection between economy and translation; good translation can generate large economic savings (Pym, 1995). The act of translation is in itself a decision-making process and allows decision-makers to perform better (Levy, 1967). Therefore, understanding the role of translators in economic settings can foster appreciation for language education. Below, we reflect on the current practices within English language education in Saudi Arabia.

### **English Language Policy In Higher Education In Saudi Arabia**

English as a foreign language was introduced into the Saudi curriculum as early as 1925 (Al-Ahaydib, 1986). Such an early introduction of a foreign language teaching reflects the government's early realization of its importance in the overall development of education quality in the country. The aim of teaching English in Saudi Arabia is set by Saudi Policy of education as:

*“Furnishing the students with at least one of the living languages, in addition to their original language, to enable them to acquire knowledge and sciences from other communities and to participate in the service of Islam and humanity” (Al Hajailan, 2003, p.23).*

Foreign language education was also introduced by the Saudi government to enable Saudis to communicate effectively within organizations, such as The Saudi American Oil Company (Aramco) (Mahboob and Elyas, 2014), American military divisions (Cordesman, 2003), as well as other companies run mainly by foreigners (Al-Braik 2007). In fact, Saudi Arabia was quick to realize the economic importance of English language (Mahboob and Elyas, 2014). Saudi Arabia also quickly realized the global challenges of the world's markets and took action to develop English language teaching. Since the establishment of the first Saudi university, King Saud University in 1957, the restructuring of the higher education system in Saudi Arabia has been influenced by economic objectives (Mahboob and Elyas, 2014). However, despite having realized all of the global economic challenges and the need for superior language skills, English education continues to lag behind other competing systems around the world.

In Saudi Arabia, higher education is supposed to meet national and global needs. However, education in the country is unable to keep pace with international demands (Mosa, 2015). Saudi students are unable to find jobs because they are not well educated (Kirdar, 2002, P. 415). Moreover, the labor market is not confident in the output of the universities (Alsakran, 2001). While education overproduces graduates specialized in social science and religious studies, the number of graduates from important majors (e.g., engineering and health) is relatively low (Alkhazim, 2003).

Furthermore, English language in Saudi Arabia is a topic of heated debate (Mahboob and Elyas, 2014). The teaching of a language other than Arabic was not fully welcomed by this conservative society. To Saudis, and some other nations, teaching English is accompanied by Western ideologies that go against the values of Islam (Islamia, 2003); English is somehow a missionary language (Pennycook and Makoni, 2005). The decision to teach English at the primary level, made by a committee concerned with education policy, was influenced by the intention to help Saudis accept the West (Azuri, 2006, p. 6). Following the September 11<sup>th</sup> terrorist attacks in 2001, Saudi Arabia came under severe pressure from the West to reconsider its curricula (Elyas, 2008). This was because of links between education in the country and the appearance of some extremists around the world. Although this warning created much debate within the kingdom of Saudi Arabia, the major driving force for change remains economic, with a focus on important concepts such as the individual's creativity and independent thinking (Mahboob and Elyas, 2014).

The fact that Saudi students have a poor overall performance in English (Altwaijri, 1982, p. 6) requires immediate action. Accordingly, many voices from within have called for a shift in education to fill gaps and to help the country compete in global markets. However, despite many ambitious projects, there has not been a significant improvement (Al-Essa, 2009). Elyas and Picard (2013) suggested that the main concern for education reform remains economic and, therefore, education focus should be directed at identifying how individuals can be helped to achieve economic goals.

Because language is important for economic growth; language education should be considered as part of the Saudi Vision 2030. The current practices of English language teaching and learning might be insufficient to meet the Vision 2030 objectives. Curriculums that detach English from its native Western cultures (Elyas, 2008) but does not produce highly skilled, market-ready students must undergo significant reform within the framework of the Saudi Vision 2030.

It is worth noting that offering free language learning education is also important to achieve equality and social justice in the job market. The English language has become an essential skill. This raises the possibility that some social classes (that cannot afford to attend language courses) will be excluded from the jobs market because of inadequate language proficiency skills. Therefore, policymakers should suggest providing free English language learning.

### **The Saudi Vision 2030**

In April 2016, the deputy Crown Prince HRH Mohammed bin Salman announced an ambitious major transformation plan (Saudi Vision 2030). The vision is based on three pillars, the second of which is the country's determination to be a driving force of international investment. Saudi Arabia is rich in natural resources (gold, phosphate, uranium, and natural oil). However, because of declining oil dependency, Saudi Arabia is reconsidering its approach; its "real

wealth lies in the ambition of our people and the potential of our younger generation” (Vision 2030). This major shift in focus toward human capital is a symptom of a broader shift toward a more knowledge economy.

More importantly, the second major theme in the vision is the building a thriving economy through establishing an educational system able to cope with market needs (Vision 2030). Therefore, it is necessary to understand the current contribution of education to the Saudi economy. Indeed, recent Arab university graduates complain about the difficulty of finding good jobs (Kirdar 2002, p. 415) and language skills among young Saudi graduates are relatively low. Therefore, to meet the objectives of Vision 2010, education should be reconstructed (Al-Maimooni, 2016). We propose that a formal relationship should be established to direct more graduates toward the current gaps in labor markets.

In contrast to the industrial age, where physical assets drive the labor market, the current markets mostly need skilled laborers. Various skills are needed for a qualified candidate to get an adequate job. However, having established an understanding of the importance of language for the economy, language education should be taken seriously by educational policymakers in Saudi Arabia. It is curial that education should prepare students to engage more effectively in the labor market (Al-Sulami, 2016).

We now call for the establishment of a second major educational line centered on the markets. Having established an understating of the powerful role of language in the economy, Saudi Arabian Vision 2030 should have a detailed plan for language education. This plan, among many things, should help in the establishment of special language programs at the national level (e.g., diplomas); which should focus on the needs of the market. Also, special language courses designed specifically for the market are needed, and teaching should adopt standards that would enhance English language skills for all of the Saudi society (Al-Sulami, 2016).

## **CONCLUSION**

Saudi Arabia is determined to undergo a successful transformation from an industrial economy that is largely dependent on oil into a powerful knowledge-based economy. To achieve this, Saudi Arabia must adopt those traits (including language) that have helped other nations to lead the economy of the world. However, the importance of language for the economy has been given little attention in Saudi Arabia.

Therefore, to achieve the goals of Vision 2030, it is important to reconsider the role of language in Saudi Arabia. We propose that educational policymakers take action to ensure language education is included in the Saudi Vision 2030. Awareness of how other countries have used language to acquire powerful positions in new markets and how this drives the development of a knowledge-based economy will help Saudi Arabia achieve the successes proposed by Vision 2030.



**REFERENCES**

- Al-Essa, A. (2009). *Education reform in Saudi Arabia between absence of political vision, apprehension the religious culture and disability of educational management*. Beirut: Dar AlSakee.
- Azuri, L. (2006). *Debate on reform in Saudi Arabia*. Inquiry and Analysis Series, 294, 1-6.
- Al-Maimooni, M. (2016). *A one trillion riyal non-oil revenue approaching: Deputy crown prince reveals 13 national initiatives for Kingdom's future Vision 2030*. Al-Yaum Newspaper. Retrieved from: <http://www.alyaum.com/article/4133366>
- Alkhazim, M. A. (2003). *Higher education in Saudi Arabia: Challenges, solutions, and opportunities missed*. Higher Education Policy, 16(4), 479-486.
- Al-Braik, M. (2007). *Performance of KFU English major students*. Scientific Journal of King Faisal University, 8(2), 647-677.
- Al-Ahaydib, M. E. A. (1986). *Teaching English as a foreign language in the intermediate and the secondary schools of Saudi Arabia*. Kansas: University of Kansas. PhD.
- Al Hajailan, D. T. (2003). *Teaching English in Saudi Arabia*. Riyadh: Aldar Alsawlatiah. pp. 1424-2003.
- Achtenhagen, L. Melin, T. Mullern, and T. Ericson. (2003). *Leadership: The role of interactive strategizing*. In: A. Pettigrew, R. Whittington, L. Melin, C. Sanchez-Runde, F.A.J. Van Den Bosch, W. Ruigrok, and T. Numagami, (Eds.), *Innovative forms of organizing: International perspectives* (pp. 49–71) London, UK: Sage Publications.
- Astley, W. G., & Zammuto, R. F. (1992). *Organization science, managers, and language games*. Organization Science, 3(4), 443-460.
- Arcand, J. L., & Grin, F. (2013). *11 Language in Economic Development: Is English Special and is Linguistic Fragmentation Bad?*. English and Development: Policy, Pedagogy, and Globalization, 17, 243.
- Boisot, M. H. (1998). *Knowledge assets: Securing competitive advantage in the information economy*. Oxford, UK: Oxford University Press.
- Bettis, R. A., & Hitt, M. A. (1995). *The new competitive landscape*. Strategic Management Journal, 16(S1), 7-19.
- Bruthiaux, P. (2002). *Hold your courses: Language education, language choice, and economic development*. TESOL Quarterly, 36(3), 275-296.
- Baruch, L. (2001). *Intangibles: management, measurement, and reporting*. Washington, DC: Brookings Institution.
- Bassiouney, R. (2005). *Examining code choice in advertisements in Egypt*. Al-'Arabiyya, 38(39), 45-55.
- Castells, M. (1999). *Information technology, globalization and social development* (Vol. 114). Geneva: United Nations Research Institute for Social Development.
- Crystal, D. (2012). *English as a global language*. Cambridge, UK: Cambridge University Press.
- Castells M. 2001. *The Internet Galaxy*. New York, NY: Oxford University Press
- Cook, G. (2001). *The discourse of advertising*. London, UK: Routledge.
- Cordesman, A. H. (2003). *Saudi Arabia enters the twenty-first century: The political, foreign policy, economic, and energy dimensions* (Vol. 2). Greenwood Publishing Group.
- Daft, R. L., & Wiginton, J. C. (1979). *Language and organization*. Academy of Management Review, 4(2), 179-191.
- Dyer, G. (2008). *Advertising as communication*. London, UK: Routledge.

- Elyas, T., & Picard, M. (2013). *Critiquing of higher education policy in Saudi Arabia: Towards a new neoliberalism. Education, Business and Society: Contemporary Middle Eastern Issues*, 6(1), 31-41.
- Elyas, T. (2008). *The attitude and the impact of the American English as a global language within the Saudi education system. Novitas-Royal*, 2(1), 28-48.
- Eliasson, G. (1998). *The Role of Knowledge in Economic Growth*. Stockholm: Royal Institute of Technology.
- Erevelles, S., Fukawa, N., & Swayne, L. (2016). *Big Data consumer analytics and the transformation of marketing. Journal of Business Research*, 69(2), 897-904.
- Feely, A. J., & Harzing, A. W. (2003). *Language management in multinational companies. Cross-Cultural Management: An International Journal*, 10(2), 37-52.
- Fredriksson, R., Barner-Rasmussen, W., & Piekkari, R. (2006). *The multinational corporation as a multilingual organization: The notion of a common corporate language. Corporate Communications: An International Journal*, 11(4), 406-423.
- Guellec, D. (1996). *Knowledge, skills and growth: some economic issues. STI review*, 18(1), 1-18.
- Heckscher C. (1994). *Defining the post-bureaucratic type*. In Heckscher, C. & Donnellon, A. (Eds.), *The post-bureaucratic organization: New perspectives on organizational change* (pp. 14-62). Thousand Oaks, CA: Sage
- Hejazi, W., & Ma, J. (2011). *Gravity, the English language and international business. Multinational Business Review*, 19(2), 152-167.
- Harzing, A. W., Köster, K., & Magner, U. (2011). *Babel in business: The language barrier and its solutions in the HQ-subsidiary relationship. Journal of World Business*, 46(3), 279-287.
- Hermans, J., & Lambert, J. (1998). *From translation markets to language management: The implications of translation services. Target: International Journal of Translation Studies*, 10(1), 113-132.
- Halal, W. E., & Taylor, K. B. (Eds.). (1999). *21st-century economics: Perspectives of socioeconomics for a changing world*. Macmillan.
- Jonsen, K., Maznevski, M. L., & Schneider, S. C. (2011). *Special Review Article: Diversity and its not so diverse literature: An international perspective. International Journal of Cross-Cultural Management*, 11(1), 35-62.
- Kearney, A. R., & De Young, R. (1995). *A knowledge-based intervention for promoting carpooling. Environment and Behavior*, 27(5), 650-678.
- Kasper-Fuehrera, E. C., & Ashkanasy, N. M. (2001). *Communicating trustworthiness and building trust in inter-organizational virtual organizations. Journal of Management*, 27(3), 235-254.
- Kramsch, C. (1998) *Oxford introduction to language study: language and culture*. New York, NY: Oxford University Press,.
- Kirdar, N. (2002), *Arab education, paper presented at the Sponsored Conference on Arab Education-AMIDEAST, Marrakh, Morrocco*.
- Lee, C. G. (2012). *English language and economic growth: Cross-country empirical evidence. Journal of Economic and Social Studies*, 2(1), 5.
- Landefeld, J. S., & Fraumeni, B. M. (2001). *Measuring the new economy. Survey of Current Business*, 81(3), 23-40.
- Lambright, W. H. (2002). *Managing "Big Science": A case study of the Human Genome Project. Leaders*, 11.
- Levy, J. (1967). *Translation as a decision process*. In Chesterman, A. (Ed.) *Readings in translation theory* (pp. 36-52). Finland: Oy Finn Lectura Ab.

- Mahboob, A., & Elyas, T. (2014). *English in the kingdom of Saudi Arabia*. World Englishes, 33(1), 128-142.
- Mosa, A. A. (2015). *Pressures in Saudi Arabia*. *International Higher Education*, (20).
- Mithas, S., Lee, M. R., Earley, S., Murugesan, S., & Djavanshir, R. (2013). Leveraging Big Data and Business Analytics. *IT professional*, 15(6), 18-20.
- McKelvey, B. (2001). *Energising order-creating networks of distributed intelligence: improving the corporate brain*. *International Journal of Innovation Management*, 5(02), 181-212.
- Melitz, J. (2008). *Language and foreign trade*. *European Economic Review*, 52(4), 667-699.
- Mughan, T. (1990). *1992-Is "languages for export" enough?* *European Business Review*, 90(3).
- Nunan, D. (2003). *The impact of English as a global language on educational policies and practices in the Asia-Pacific Region*. *TESOL Quarterly*, 37(4), 589-613.
- OECD (2003) *Measuring the information economy*, Paris. Retrieved from: <http://www.oecd.org/oecd/>.
- Pym, A. (1995). *Translation as a transaction cost*. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 40(4), 594-605.
- Pennycook, Alastair, and Sinfree Bullock Makoni. 2005. *The modern mission: The language effects of Christianity*. *Journal of Language, Identity, and Education*, 4(1), 49-53.
- Piller, I. (2001). *Identity constructions in multilingual advertising*. *Language in Society*, 30(2), 153-186.
- Piller, I. (2003). *Advertising as a site of language contact*. *Annual Review of Applied Linguistics*, 23, 170.
- Powell, W. W., & Snellman, K. (2004). *The knowledge economy*. *Annual Review of Sociology*, 30, 199-220.
- Quinn et al., (2002) J.B. Quinn, P. Anderson, and S. Finkelstein, *Managing professional intellect: Making the most of the best*. In: S. Little, P. Quintas, and T. Ray, (Eds.) *Managing knowledge: An essential reader* (pp. 335-348). London, UK: Sage.
- Satell, G. (2014). *5 things managers should know about the big data economy*. *Forbes* (2014 February 26). Retrieved from: <http://www.forbes.com/sites/gregsatell/2014/01/26/5-things-managers-should-know-about-the-big-data-economy/>.
- Swales, J. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge, UK: Cambridge University Press.
- Schilling, M. A., & Steensma, H. K. (2001). *The use of modular organizational forms: An industry-level analysis*. *Academy of Management Journal*, 44(6), 1149-1168.
- Smith, K. (2000). *What is the 'knowledge economy'?* *Knowledge-intensive industries and distributed knowledge bases* (pp. 15-17). AEGIS, University of Western Sydney.
- Smith, Adam. (1776). *An inquiry into the nature and causes of the wealth of nations*. Reprint, New York, NY: Modern Library.
- Turnbull, P. W., & Welham, G. F. (1985). *The characteristics of European export marketing staff*. *European Journal of Marketing*, 19(2), 31-41.
- Wedell, M. (2008). *Developing a capacity to make "English for Everyone" worthwhile: Reconsidering outcomes and how to start achieving them*. *International Journal of Educational Development*, 28(6), 628-639.
- Warschauer, M. (2000). *The changing global economy and the future of English teaching*. *Tesol Quarterly*, 34(3), 511-535.
- Williams, G. *The knowledge economy, language and culture* [Kindle Edition].
- Zohar, D. (1997). *Rewiring the corporate brain: Using the new science to rethink how we structure and lead organizations*: Berrett-Koehler Publishers.

Alsakran, S. (2001, May 16). *Employment issues*. *Al-Riyadh Newspaper (Arabic)*, issue number, 12014, Riyadh.

Islamia, TESOL. (2005). *TESOL Islamia*. (2008 March 3). Retrieved from: <http://www.tesolislamia.org/>.

*Kingdom of Saudi Arabia. Vision 2030*. (2016, April 25). Retrieved from <http://vision2030.gov.sa/en>

Al-Sulami, A. (2016, November 2). *The First International Conference of English Languages Concludes Its Sessions in Jeddah*.