UNIVERSITY OF BIRMINGHAM

THE ROLE OF ENGLISH IN IMPLEMENTING THE SAUDI VISION 2030
PROGRAMME: A CRITICAL DISCOURSE ANALYSIS

By

NAZIM ALQAHTANI

A thesis submitted to

THE UNIVERSITY OF BIRMINGHAM

For the degree of
DOCTOR OF PHILOSOPHY

Department of English Language and Linguistics
School of English, Drama, American and Canadian studies
College of Arts and Law
The University of Birmingham
The United Kingdom
June 2023

ABSTRACT

This study was conducted to examine the role of English in implementing the Saudi 2030 Vision (SV2030) programme through an analysis of two texts in the Saudi context: 1) the SV2030 document, an overview of the strategic framework set forth by the Saudi government, and 2) a set of statements about SV2030 from the English language departments of Saudi universities.

The SV2030 document does not explicitly mention English language, instead focusing on the need to uphold Arabic language, but some English departments indicate in their departmental statements that they see an important role for English in achieving the aims of SV2030. Therefore, the role of English in attaining SV2030 was investigated in two phases. In phase one, a content analysis was conducted on the relevant texts to identify SV2030 settings in which English can play a role. In phase two, a critical discourse analysis (CDA) was performed to investigate the implicit role of English specifically in the international and educational SV2030 settings identified through the content analysis.

Through CDA, an educational function for English in attaining SV2030 was established. Both texts shed light on the knowledge and skills highlighted in the SV2030 and departmental discourses in education and English education, respectively. As such, lowering the age at which primary students begin to study English as a subject to first grade is a socioeconomic development aligned with the objectives of SV2030. English is the global language for SV2030, in which the SV2030 document producer chose English as the language in which the foreign version intended for an international readership would be published. Additionally, the study highlighted the significance of English in the context of international summits and events relevant to SV2030. Finally, the study identified the potential economic role that English may play in the implementation of SV2030 through the cultivation of a knowledge-based economy.

As SV2030 is a national programme, the SV2030 document writer may have refrained from promoting English explicitly for national and socio-political purposes. Nevertheless, the findings of this study provide insights into the role of English in achieving SV2030 and the potential implications for language policy in Saudi Arabia.

ACKNOWLEDGMENT

Firstly, I express my sincerest gratitude and praise to Allah, the Almighty, for His endless blessings and guidance throughout my academic journey.

I am deeply indebted to my parents for their unwavering support and encouragement in every aspect of my life. I also thank my entire family for their constant prayers and well wishes.

I want to express my profound appreciation to my home, the Kingdom of Saudi Arabia, and my university, Najran University, for sponsoring my studies at the University of Birmingham and for allowing me to pursue my academic aspirations. I hope this thesis contributes to improving my Saudi homeland, achieving Saudi Vision 2030 and building knowledge in the academic field.

I am immensely grateful to my esteemed supervisors, Dr. Petra Schoofs and Dr. Gareth Carrol, for providing their invaluable guidance, steadfast support and insightful feedback throughout my research journey. Their expertise and encouragement were instrumental in shaping the outcome of this thesis.

Finally, I extend my heartfelt thanks to my friends and colleagues at the University of Birmingham, whose friendship, intellectual support and valuable advice are greatly appreciated.

Table of Contents

List of Tables

List of Figures

Chapter 1. Introduction

1.1. Study rationale: Why English and the Saudi Vision 2030 programme?

1.1.1. The Kingdom of Saudi Arabia: A brief introduction

The Kingdom of Saudi Arabia (KSA) owes its wealth to the oil resources that primarily have sustained the KSA economy since they were discovered. However, the Saudi Vision 2030 (SV2030) is a detailed programme of policies that seeks to expand the nation's economy in different contexts, including educational, industrial, sports and tourism.

Prior attempts have been made to develop different capacities in the Saudi Arabian context, which Niblock (2006) divided into two categories: 1) attempts made after the formation of the KSA in 1902, which included Britain's efforts to help the country build its economy until the 1930s, and 2) endeavours by the USA to support the KSA in transitioning its economy from local to global. This occurred after oil was discovered in the Kingdom with the help of the USA and after the founding of the Arabian American Oil Company (Aramco), which started the revolution of the oil industry in the KSA in 1933.

In the present and third stages of the country's development, the Saudi government is attempting to transition its economy to multiple contexts via a new national plan called SV2030. The KSA has significant chances for economic diversification and expansion, vast tourism potential and a reservoir of highly educated and competent individuals that is underutilised (Sullivan, 2016). The social, environmental and economic aspects are fundamental factors for sustainability (Alshuwaikhat and Mohammed, 2017). Therefore, the fundamental goal of SV2030 is the creation of unique and varied investments in businesses, social events, cultural programmes and economic projects to decrease the country's dependence on the oil industry and achieve an economic transition and growth. SV2030 aims to reduce the KSA's reliance on oil and transition towards privatisation, as well as lessen citizens' reliance on the government and promote economic diversification (Rafique and Butt, 2021). For instance, an essential objective of SV2030 is that the KSA move away from its dependence on oil by employing a knowledge-based economy. Hence, SV2030 can be described as a large-scale economic and social programme intended to reform several Saudi economic sectors, projects, organisations and companies, thereby empowering the country to play a more significant and effective role internationally than it had before the implementation of SV2030.

1.1.2. SV2030: A brief introduction

SV2030 represents a significant stage for the Saudi government and people because it represents a new socioeconomic era and transformation for the nation. SV2030 is a welcome, crucial and optimistic plan for Saudi youth (Thomson, 2017). Since SV2030 was first introduced in 2016, this significant project has already prompted various economic, political and cultural changes. Public and private Saudi sectors, including municipalities, institutes, schools and universities, have been urged by the current Saudi regime to align their operations with SV2030. Therefore, organisations and institutions within various fields and areas of expertise have refined their plans to support SV2030 goals at the military, academic, cultural and industrial levels. This alignment can be attributed to the Saudi government establishing special offices to monitor and ensure that the goals and agendas of these entities support the objectives of SV2030. Such conditions reflect the centrality of SV2030 to decision-makers and the populace of Saudi Arabia. SV2030 has become an integral part of the country's current situation and of the renaissance of contemporary Saudi Arabia and its Saudi people. As a further illustration, the SV2030 logo links to many, if not all, governmental institutions, such as ministries, universities, schools and even educational curricula and textbooks.

On the academic level, this socio-political and economic vision has been examined and discussed within multiple areas of the literature, such as education (Mitchell and Alfuraih, 2018), the economy (Nurunnabi, 2017), fiscal policy (Hasanov et al., 2021), female empowerment (Fakehy et al., 2021), sports (Sayyd et al., 2020), health (Albejaidi and Nair, 2019) and vocational and technical training (Aldossari, 2020). This diversity of research points to the variety in the SV2030 agenda, which may indicate a vast transformation of the Saudi nation and society, as well as the significance and weight of SV2030. In terms of education, Alkhazim (2003) pointed out that Saudi education is facing critical challenges. Even with government assistance, there is insufficient funding to enhance or expand universities in the KSA. Consequently, public universities are unable to accommodate all students who wish to enrol. Furthermore, many graduates lack the skills that employers seek, resulting in excessive unemployment. Allmnakrah and Evers (2020) asserted that, to make SV2030 succeed, the Saudi education system should be changed to generate skilled students suited for a modern, knowledge-based economy. Hence, the SV2030 programme should seek to resolve these issues regarding education. This thesis will analyse and discuss this topic from the linguistic and educational perspectives of English.

In both English and applied linguistic contexts, there has not been any research that directly targets the SV2030 document from an applied linguistic viewpoint and from the perspective of English departments in Saudi universities. This thesis fills that gap. It is designed to provide a comprehensive analysis that establishes the role of English in SV2030 through empirical evidence. By examining the SV2030 document and the perspectives of the official Saudi English institute in relation to SV2030, using content and discourse analysis methods, this research aims to understand the potential role of English in the national SV2030 project.

1.1.3. English and SV2030 in the current study

The present research examined the potential role of the English language in implementing SV2030. For clarification, English in this study refers to two prominent concepts in English language and linguistics: English as a global language (EGL) and English language teaching (ELT). This research considers EGL because, according to the official document, SV2030 refers to and depends on different international and global plans. Regarding ELT, the English departments in several Saudi universities have explained the importance of SV2030 and have expressed their aim to align their work with the goals of SV2030, as well as with the educational agenda included in the SV2030 document.

Accordingly, through an analysis of both the SV2030 document and Saudi University English departmental statements, this research was designed to uncover the role that English (i.e. EGL and ELT) can play in achieving the objectives of SV2030. Thus, both sets of texts, the SV2030 document and English departmental statements, were analysed in two phases to examine the likely role of English in SV2030, to understand where and how both texts agree, and to critically examine the values and attitudes in the political SV2030 and institutional English discourses to understand the role of English in SV2030. The first phase of the analysis involved a content analysis conducted to refine the area of focus and to understand the content of the SV2030 document and its relationship with certain English departmental statements that referred to SV2030. It also involved a critical comprehensive review of the English, linguistics and SV2030 literature. In the second phase, a critical discourse analysis (CDA) was performed to understand any implicit role of English in achieving SV2030.

CDA is a textual analysis for linguistic purposes and discursive and social purposes, which may also lead to suggestions to address social changes and issues, as the social discourse can affect and be affected by society and its various elements, such as ideologies and power in other

areas like politics and the economy (Fairclough, 2014). In this study, for example, CDA was intended to find suggestions and implications for utilising international English to achieve the national aims of Saudi.

Analysing the English departmental discourse in line with the SV2030 document can help to fill knowledge gaps that may prevent English from contributing to the achievement of the SV2030 objectives. More precisely, the results can help Saudi university English departments discover relevant strategic gaps or shortcomings so those deficiencies can be addressed to ensure appropriate support for SV2030. As an example of such a gap, the skills that SV2030 seeks to promote may not agree with the English language skills the departments develop. This study was conducted to better understand both the potential role of English in fulfilling the SV2030 plan and how the language can facilitate the attainment of the SV2030 objectives (e.g. be the lingua franca of its events and festivals) through the institutional discourse of the Saudi university English departments themselves. Although several English and linguistic studies have been conducted in accordance with SV2030, the SV2030 official document itself neither mentions nor refers to English language directly or indirectly. It does, however, state that SV2030 (SV2030, 2016) was planned to promote Arabic language (i.e. the only official and national language).

1.2. Aims of the present study

This study seeks to uncover the possible role of English (i.e. EGL and ELT) in SV2030 by analysing the discourses of the SV2030 and English departmental texts. To achieve this, a detailed critical review of the relevant literature in the areas of EGL, ELT, discourse and SV2030 was conducted. This review helped to provide a better understanding of these areas before proceeding with the analysis, which aimed to identify the novel contribution of the study to the existing literature on English and SV2030 research. More specifically, by exploring the SV2030 text through a content analysis, this analysis contributes to the critical analysis and understanding of the political discourse on SV2030 in the educational and international contexts and of the institutional discourse in the context of educational and English departmental statements. To provide additional examples, CDA was used to identify the way education is represented in both discourses to determine the potential role of English in SV2030 by identifying the producers of the texts and the textual and linguistic aspects of the writing that can reflect their aims. It was also employed to investigate intertextuality and to reveal how and why the two data sources and other external texts are related. CDA is helpful in revealing

ideologies of discourse and presenting a deeper understanding of texts, which may include some ideas and contributions pertinent to a certain subject that may not be observed until the text is critically analysed. Therefore, this study also aimed to uncover any ideologies and agendas beyond the expressed practices and contexts (e.g. educational and international settings), along with the views from English departmental statements, and to investigate the role of ELT and EGL in achieving SV2030.

1.3. Research questions

The research questions that guided the current study are as follows: Phase one (content analysis):

1. What are the key contents outlined in the SV2030 document and the Saudi University English department's statements? What potential themes can connect these two texts?

2. What is the overarching theme of both texts, if any?

After analysing the SV2030 document and the English departmental statements, certain aspects were connected directly to ELT and EGL; to examine the evidence more critically than in phase one, a CDA was undertaken. Therefore, phase two asked the following research question, which was the main research question of this study, along with the three follow-up questions:

Phase two (CDA):

1) What is the role of English in the SV2030 programme?

   a) How do the SV2030 and English departmental discourses represent the term and concept of education?

   b) How do both discourses employ global and international terms in specific contexts?

   c) What hidden ideologies may lie beyond the texts in the educational and international contexts?

Hence, CDA was employed in this fundamental phase to answer this study's direct and ultimate question and uncover the related issues, i.e. the role of EGL and ELT in SV2030.

1.4. Outline of the thesis

This thesis is organised into eight chapters. Chapters two through nine are described below.

The second chapter provides the Saudi contextual background, along with a description of the country's historical relationship with English. For instance, addressed in this chapter are the introduction of English both into Saudi society in general and, specifically, into Saudi schools, as well as the impact that the discovery of oil had on the status of English in the KSA until the SV2030 era.

Chapter three is dedicated to the literature review on the topic of discourse, English language, including EGL and ELT, and SV2030. In this chapter, discourse as a theory is discussed, with particular detail provided on the two discourse types that this study analyses – political and institutional – and the relationship between them from a discursive perspective. Specifically, the reasons for investigating the political SV2030 discourse alongside the English institutional discourse are explained, outlining how and why this approach is not arbitrary, especially since several English departments refer to the SV2030 programme. This led to the initial analysis of the content of the SV2030 document and the six English departmental statements that referred to SV2030. Finally, past English linguistic studies are examined in line with SV2030 before the start of the analysis of the current study.

Chapter four starts the presentation of the content analyses of the SV2030 document and of the six official Saudi universities' English departmental statements (i.e. phase 1) that were examined with respect to their references to SV2030, including expressed intentions to support its implementation. This chapter also includes a description of the methodology. Common themes are then identified, and the overarching theme is discussed. The results of the content analysis are then presented, and the justification for the second analysis (i.e. CDA) is outlined.

Chapter five focuses on the essential approach of this study: CDA. First, the approach used to conduct a CDA is explained, including the collection of texts and the creation of bespoke corpora (i.e. official political and institutional texts). In addition, Fairclough's (1989) three-dimensional approach (i.e. textual, discursive and social dimensions) is illustrated. It also includes the collection criteria for both the educational and international context of the SV2030 document and of the English departmental statements from the Saudi Arabian universities' official websites.

The sixth chapter represents the textual analysis dimension of the Faircloughian model. The seventh chapter then outlines the discourse practice analysis results related to aspects such as discursive strategies, identity and intertextuality. The eighth chapter addresses the discourse practice analysis with a focus on social elements, such as values and ideologies.

The ninth chapter concludes the study by discussing the role of English in SV2030 and answering the research question, with limitations and suggestions for further research.

Chapter 2. The KSA and English: A Contextual Background

2.1. Saudi contextual background

The KSA was formed gradually, beginning in 1902. In 1932, the current country of Saudi Arabia, the third Saudi nation in history, was officially unified and founded by King Abdulaziz Al-Saud (Al-Seghayer, 2015). The KSA is part of the Middle East's Gulf Cooperation Council (GCC). The GCC includes another five Arabic countries: the United Arab Emirates, Qatar, Kuwait, Oman and Bahrain, all of which border the Arabian Gulf, located in the Arabian Peninsula. The KSA is the largest of these member states and is the leading and most crucial member due to its influential political, economic and cultural role in the region. The KSA contains 13 provinces, each of which includes several cities and towns. The central and largest city is Riyadh, the capital city. Most importantly here, each of these provinces has at least one public university. Every Saudi university receives financial support from the Saudi government (Alkhazim, 2003).

The Saudi people originally came from a deep nomadic cultural background and were originally a group of nomadic Arab people who historically occupied the region's desert areas. In this sense, Al Fahad (2015:231) claimed that there may be '[n]o country identified with the Bedouin as much as Saudi Arabia'. The nation was initially, and still is, conservative, and its people tend to hold close to their religion, culture and language. Such cultural and collectivist orientations can affect the status of languages, both native and foreign, in the KSA. In such a conservative nation, people may tend to maintain their native language (i.e. Arabic) when confronted with the threat of the spread of a foreign language (e.g. English).

Islamic culture is the source from which such values, concepts and practices are derived. Islam, including its teachings and language, is the primary component of Saudi identity. The Holy Quran, the prophet Mohammed's words and actions, and some traditional and tribal values on a secondary level reflect the way of life in Saudi. Linguistically, the KSA is a monolingual country: Arabic is the only mother tongue of the Saudi people and the only official language in the KSA.

The KSA is the largest exporter of oil and holds the second-largest oil reserve globally; thus, the country influences oil prices on the international economic level (Berger, 2013). At the same time, the KSA is integral to the Islamic world because it encompasses the two most holy places to all Muslims: the sacred Mosque in Mecca and the Prophet's Mosque in Medina. Such

an Islamic position may have a crucial role in preserving Islamic sociocultural identity and Arabic language to both the people and the government of the KSA.

In the 1970s, a religious movement and ideology called 'Al-Sahwa', which means 'awakening', and related discourse came to predominate the ideological scene in Saudi. This movement pointed to a religious awakening that claimed Muslims needed to be awakened from their negligence and return to their Islamic teachings. As a result, different extreme changes occurred in Saudi society, such as women being forbidden to drive cars, general segregation by gender, a religious curriculum becoming dominant, the refusal to grant tourism visas for international tourists, prohibitions against theatre and limiting jobs for Saudi women (e.g. teachers). Such actions are not explicitly called for in the Quran; they merely reflect a religious institutional interpretation and understanding. Salameh (2016:11) claimed that several foreign, modern and international plans of SV2030 are the 'anathema to conservative groups' in the KSA. However, several of these circumstances have changed gradually since the announcement of SV2030, leading many Saudi academics to believe: 'Sahwa has fallen' (Alhazmi, 2022:349). Again, adopting one ideological stance may have been attributed to the Saudi environment's cultural and linguistic homogeneity, limiting its openness to other cultures and languages.

2.2. English and Saudi oil: A 'petro-linguistics'?

Several Arab nations were colonised and violated by different foreign countries. For instance, Algeria, Morocco and Tunisia were colonised by France, while Italy occupied Libya; these multiple influences linguistically impacted this part of the world (Spolsky, 2004). Saudi Arabia, however, was never colonised by a foreign country; as such, the Kingdom has maintained its national linguistic and cultural status. The fact that the KSA has never been subjected to American, British or other European political colonisation can make the use of English in Saudi Arabia, especially on the educational level, ambiguous and questionable (Al-Seghayer, 2005). The constitutions of different Arab countries require Islam to be followed and designate Arabic as their official language. For example, the Saudi Arabian constitution states that Arabic is the national and official language of the KSA (Constituteproject.org, 2005). Therefore, the KSA has no official foreign language, and Arabic is the sole official national language.

However, workers from several foreign countries are employed in the Arab oil-producing countries. The oil industry constitutes 'more than 90% of [the] national income' and is thus

the primary and fundamental income resource of the KSA (Alkhazim, 2003:480). As a result, the KSA hosts many foreign workers from countries such as Sri Lanka, the Philippines, India and Pakistan. Despite the many foreign language speakers and variety of languages spoken in the Kingdom, the dominant foreign language and the country's second language after Arabic is English. The prevalent use of English in the KSA can be observed in the Saudi media, markets, libraries, hospitals and newspapers, as well as among the people in some contexts, such as universities and the Internet.

A fundamental reason for the spread of English and its development in the KSA relates to the country's oil reserves. In 1938, oil was discovered in massive amounts in Saudi Arabia, specifically in the eastern part of the country, or the 'oil-rich east' (Hertog, 2015:104). As a result, different changes, some dramatic, occurred in Saudi Arabia economically and politically, but also educationally and linguistically, even affecting ELT and learning in the KSA, as English was introduced into the Saudi environment. For example, some Saudi newspapers were launched that were published in English, such as *Arab News*, *Saudi Gazette*, and *Riyadh News* (Al-Haq and Smadi, 1996).

Moreover, English is the medium language that Saudi Arabia uses in the economic context when dealing with non-Arabic countries (Elyas, 2008). This may be a result of the influence of the non-Arabic-speaking individuals working for Aramco, the Saudi and American oil company, who communicated in English at that time and continue to do so. In other words, the use of English by non-Saudi workers at Aramco contributed to the Saudi employees' learning or acquiring English language skills and knowledge, as well as making English an essential skill for employment in such Saudi companies. Therefore, the discovery of oil was a crucial factor that contributed to implementing ELT in the KSA. Thus, as Mahboob and Elyas (2014:130) argued, English has connected with 'the discourse of petroleum'. Karmani (2005:87) named this connection 'Petro-Linguistics'.

2.3. English education in the KSA: Saudi ELT

When the KSA was established in 1932, only a few schools existed, enroling a small number of students. Arabic language, Islamic culture and mathematics were the only subjects taught in the schools (Elyas and Picard, 2010). The education system is shaped by a strong clerical influence, which emphasises traditional rote learning while ignoring current modern knowledge and critical thinking (Rafique and Butt, 2021). This is noteworthy because curriculum development in

general and ELT in Saudi schools specifically are relevant to the relationship between ELT and SV2030 in the current research. English is the only foreign language taught in Saudi public schools today, although the Ministry of Education has announced plans to introduce Chinese language into the Saudi curriculum.

In 1951, the Ministry of Education was established, and after several years, English and French were added to the curricula for schools at the intermediate level; in 1969, however, French language teaching and learning was abolished at this level and then was ultimately eliminated at the secondary level as well (Mahboob and Elyas, 2014). As a result, English became the only and most influential foreign language subject taught in Saudi schools, which eventually became mandatory.

In 2003, English was only taught in elementary schools. Since 2012, ELT and learning have been gradually implemented into the curriculum of the fourth grade of primary school (Mitchell and Alfuraih, 2017). However, the Ministry of Education announced that students would learn English starting in the first grade of primary school beginning in the 2020–2021 academic year. Although the advancement of English language is debated in the KSA (Mahboob and Elyas, 2014), this development can contribute to a new future for English in the country. On this subject, the Ministry of Education tends to implement modifications intended to advantage students and inspire future citizens to earn an educational degree and be equipped to compete globally.

Historically, the underlying basis of education was deeply rooted in Islamic beliefs (Rugh, 2002a). Some Saudi universities still mainly teach Islamic- and Arabic-centred curricula, such as Umm Al-Qura University and the Islamic University of Madinah, while others offer non-religious curricula, such as King Abdulaziz University (Rugh, 2002a). Saudi university English language departments are highly valued, as almost every Saudi university contains such a department. These departments offer the four common English language programmes: English education, linguistics, translation and literature. English is taught in Saudi universities as a compulsory module within several academic majors and is employed as a medium of instruction for some other majors, such as engineering and medicine. The graduates of English departments are expected to work in different domains, such as Saudi public and private schools and translation centres. Therefore, the products of English departments can influence the status of English in Saudi society in the long term. The higher quality of education they provide, the more English teachers they produce, who, in turn, offer

ELT in Saudi schools and universities for the Saudi community. However, the development of English is not limited to ELT in the KSA. Other international, political, educational and academic factors can affect the status of the English language in Saudi Arabia, such as the events of September 11 and the King Abdullah Scholarship Programme.

2.4. English post-September 11 in the KSA: A 'shock doctrine'?

Disasters in general and political disasters in particular, in many possible forms, intentionally or unintentionally, can contribute to the achievements of some political, economic or cultural goals (Klein, 2007). For example, various changes occurred after the disastrous political events of September 11th on the political, economic, cultural and ideological levels, including a transformation and change in the position of English language in the Saudi context. In 2002, the Saudi government began to study the decision to teach English at the primary level (Al- Seghayer, 2015). Arguably, the development of English as a subject in the Saudi national curriculum may have been affected by the September 11 attacks. Elyas et al. (2021), similarly, argued that because of these events, English was integrated into primary education, and the educational system adjusted to view other cultures as unique rather than alien. Even so, resistance and opposition remained unchanged for some time. The administration of former American president George W. Bush used and mediated this event for the 'war on terror', i.e. the administration employed this global event to create a story to be delivered via the media to the worldwide audience for specific socioeconomic and ideological purposes (Fairclough, 2006:113).

After the 9/11 attacks, with 15 Saudis among the accused (Elyas, 2008), global pressure was placed on the KSA by the Western world in general and by the USA in particular. For instance, the articles in American newspapers discussed, criticised and blamed the Saudi educational curricula for possibly having included inflammatory principles against the West (Rugh, 2002b). Accordingly, the KSA faced pressure to amend or minimise Islamic discourse on all levels, especially at the educational level (Bar, 2008). As a primary response, the Saudi government refused to answer any request to change the Islamic curricula in the country, as the Saudi government considered these requests attacks on the Islamic and national identity that represented unacceptable interference in Saudi sovereignty (Elyas, 2008). Nevertheless, an implicit and indirect change in the national curriculum did occur: instead of changing or reducing religious subjects, English as a subject was introduced at an earlier stage in a child's education. One of the solutions that the KSA

offered was a convergence between the two nations and cultures to resist and refuse such attacks. In this way, the Saudi government attempted to participate in the 'war on terror' that was declared after 9/11. To do this, the Ministry of Education introduced English as a subject in the 7th grade at the intermediate level. The Saudi government decided to change the educational status of English after the events of 9/11. This development in ELT may explain the influence that the 9/11 attacks had on the KSA linguistically and educationally, representing a critical new stage for English in Saudi Arabia. Adding an English language course at the intermediate level may have had a cultural impact, as learning a foreign language may prompt the learner to develop a positive attitude towards the native speakers of that language instead of feeling antipathy towards them for ideological, religious or political reasons. This development perhaps helped to promote a positive rather than negative attitude towards English in some Saudi students by making the language 'a symbol of modernity, secularisation and particular cultural and political formulations' (Karmani and Pennycook, 2005:158). Consequently, introducing English at earlier stages of learning was one of the Saudi solutions to influencing future generations' ideas and interests. Following that, in 2005, when King Abdullah ascended the throne, the Ministry of Education declared that English was being introduced in primary schools for the first time (i.e. fifth and sixth grades) (Elyas, 2008), and then, in 2012, in the 4th grade of primary school (Al-Seghayer, 2015).

In the same year, 2005, King Abdullah, declared the first vast scholarship programme in the country. Specifically, the Saudi government announced the King Abdullah Scholarship Programme, the world's most significant scholarship programme, giving Saudi students opportunities to study abroad in outstanding foreign universities in countries such as the USA, the UK and Canada (Hilal et al., 2015). In 2015, approximately 140,000 students were sent abroad; that number was estimated to increase to about 200,000 by 2020 (Al-Seghayer, 2015). One of the significant reasons for this educational support is to apply the 'Saudisation' project, which seeks to provide jobs for Saudi citizens as many of them have been replaced by foreigners who have occupied various jobs in the Kingdom (Dakhiel, 2017:70). This scholarship programme is one of the academic projects seeking to provide Saudi youth with opportunities to learn and acquire new knowledge, skills and values (e.g. English) that may contribute to developing their character and to creating harmony with foreign people and countries. Therefore, the King Abdullah Scholarship Programme is one of the factors that likely

contributed to advancing the status of English and enhancing Saudi society's attitude towards it, as this programme focused on English-speaking nations, e.g. the USA.

2.5. English in the KSA: Official status and people's attitudes

Language attitudes are common, often arising from political, cultural and ideological perceptions of speakers. Today, English is a global language, hence the term EGL. EGL and attitudes towards it have become essential subjects in sociolinguistics (Jenkins, 2007; McKenzie, 2010; Crystal, 2003). Several investigations have been conducted on English and the attitudes towards the language in the KSA (Al Haq and Smadi, 1996; Elyas, 2008). To have English as a linguistic means to contribute to achieving SV2030 is important because English is a foreign language in the KSA and the Saudi national identity is attached to both the conservative and collectivist Saudi nation and people. In other words, attitude towards a certain language may contribute to it being accepted as a foreign or second language in a certain society.

For EGL, certain factors may have contributed to the development of negative attitudes towards the language among people in the Muslim world in general and in the KSA in particular. For instance, the fact that the KSA contains the two Islamic holy cities signals that the cultural framework of the KSA is strictly committed to and united by Islamic cultural principles and Arabic language. Such a cultural framework can consider any foreign culture and language as an invader. As discussed, after the 9/11 attacks in 2001, for which some Muslims were held responsible – including several Saudi citizens – the relationship between Muslims in the KSA and the USA became unstable and confused. In 2003, American and British troops invaded Iraq, which negatively affected perceptions in the KSA and among Muslims. Cultural and political conflicts contributed to the development of a negative view of English-speaking countries and their cultures and languages. In other words, it was seen as 'the language of the enemy', among these populations (Mazlum, 2022:261).

However, the King Abdullah Scholarship Programme improved Saudis' relationships with and attitudes towards the USA, as discussed earlier. With SV2030's focus on reducing economic dependence on oil and increasing tourism and global events, the KSA may become more involved in globalisation, leading to more positive attitudes towards other cultures and languages, such as English.

2.6. English as a 'global' language

English as the 'global' language can be instrumental as a first, second or foreign language in many places worldwide. This can contribute to its being highlighted as a special case, as English is the only international lingua franca presently. English now has different statuses around the world: English as a native language, English as a second language, English as a foreign language and English as a lingua franca (Jenkins, 2015). As EGL is a vital focus of this research, understanding its status in general and in the Saudi context is relevant.

Several models for EGL are introduced in the literature (e.g. Kachru, 1992; McArthur, 1987; Görlach, 1988). Although still under debate, and although some linguists have pointed to its limitations, Kachru's (1992) model today is one of the most common frameworks employed to depict the status of English in Saudi Arabia (Figure 1). In the context of the KSA, Kachru's model can be suitable for understanding the status of EGL, along with the current research context in which English is a foreign language. The KSA relies on the varieties of English spoken by the countries in the inner circle, especially the USA and the UK, regarding English usage (Mahboob, 2013) and considers English as a foreign language (Mahboob and Elyas, 2014). This matches Kachru's (1990) English concentric circles. Firstly, Saudi Arabia is among the countries, such as Egypt, that are still expanding their use of English as a foreign language. Secondly, in the outer circle, which includes former colonies such as India, English plays a vital role as a second language. Finally, English is the native language of the inner circle of English-speaking countries, such as Australia. Kachru (1992:356) described these countries as 'the traditional cultural and linguistic bases of English'.
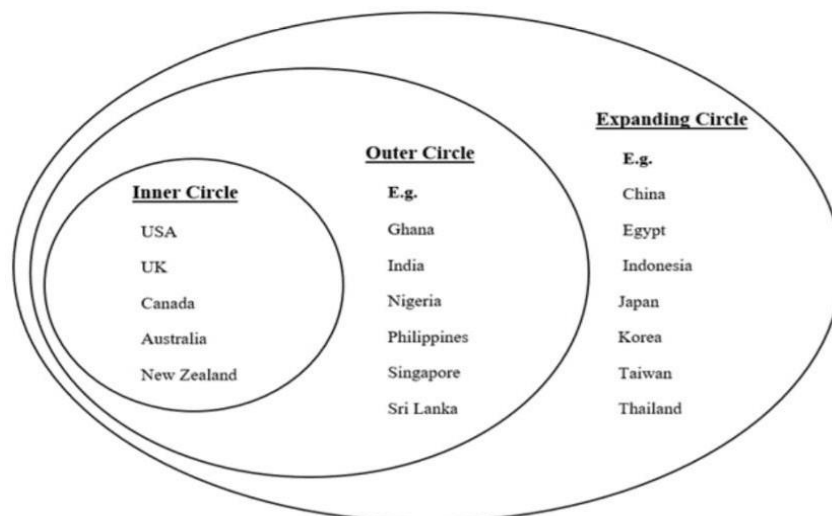
Figure 1. Kachru's (1990) English concentric circle (adopted from Thumvichit, 2018)

Saudi Arabia as a whole is in an expanding circle in which English is a foreign language but is highly valued and acknowledged in several Saudi contexts as a second language, e.g. media and institutions (Elyas et al., 2021). In the Saudi context, English has been 'socio-politically' mandated to be taught in institutes, yet it is employed in general as a foreign language (Elyas et al., 2021:220). Elyas et al. (2021) proposed that although the SV2030 programme, in accordance with the Saudi country and society, considers and depends on Islamic and national culture and teachings (e.g. the Arabic language), English language could be inexplicitly and subtly emphasised. Thus, its linguistic and global significance could be reflected by its presence in the SV2030 document.

On the one hand, English (i.e. ELT and ELG) may be a positive communication tool in the KSA in general and in the context of SV2030 in particular. On the other hand, English could be viewed as a negative and imperialistic instrument. Since the English language presents both advantages and challenges in different contexts, both aspects will be discussed and investigated in the current study.

2.6.1. English as a means of communication: A positive perspective

For various reasons, EGL has become a real-world example of a modern global language. For instance, Crystal (2003:9) pointed out that one reason that a local language becomes an international mode of communication is 'the power of its people – especially their political and military power'. (Crystal, 2003:9). This is true regarding EGL, as among the native English-speaking countries are some of the most powerful nations militarily and politically. More specifically, British colonisation is among the most significant factors to have contributed to spreading English worldwide. It led to the development of African and Indian English. In addition, Americanisation or American hegemony are other important factors that play a part in promoting English both in the KSA and across the globe, not on the military and political level but on the intellectual and communication level. People worldwide can be exposed to English through Hollywood films, which are almost always produced in English.

Consequently, in many parts of the world in everyday contexts, English exists as a first or second default language, often without question. For instance, in their daily discourse, some Saudi Arabians may not refer to English as 'English'. Instead, they may merely call it 'the language', as if it were the main language concerning settings such as knowledge and employment. This can show that English plays a powerful role in language use in the KSA.

Furthermore, because of this linguistic expansion, English is now vital in several systems and contexts, such as employment and education, and at all levels of society (Pennycook, 2001). In addition to Saudi Arabia, about 100 additional countries list English as the language most commonly taught (Crystal, 2003). The position of global English is not only a matter of quantity; Mandarin Chinese is deemed the world's most commonly spoken language in terms of the number of native speakers, yet English is the current lingua franca. This implies that qualitative efforts have been made to promote English to its current global status.

SV2030 seeks internationalisation through different economic overhauls, cultural initiatives, and business investment ventures. This assigns education a significant role in achieving these goals, which may also make English necessary for SV2030, for which the Saudi education system, particularly ELT, needs to be developed. SV2030 also focuses on a new economic strategy to reduce the nation's dependence on oil revenues through improving tourism, such as the presence of film theatres, which can contribute to changing the status of English in the KSA, as English-speaking countries are dominant, to a large extent, on the global economic level. English is also the lingua franca with which to communicate with international tourists in the local setting and the language of business in the international setting of the KSA. EGL could assist SV2030 with bringing about economic progress and that language education can be effective in implementing SV2030. Mahboob and Elyas (2014), along similar lines, argued that English is significant to Saudi education because of its remarkable economic value. Therefore, EGL presumably can play an influential role in the SV2030 programme.

2.6.2. English as imperialistic means: A linguicism?

A common criticism in studies of EGL is that English is a fundamentally imperialistic language that can threaten the national language. Therefore, a key subject of this study is the balance between employing EGL in SV2030 and preserving the national identity and Arabic in the KSA.

Due to the global promotion of English, several positions denounce and reject promoting English at the expense of other languages and linguistic diversity. After the First World War, English became a global language due to its promotion by English-speaking countries, such as the UK, that may have occupied or shared other languages' positions on both the national and international levels. Phillipson (2017:317) described EGL as a typical example of linguistic discrimination that works in 'analogous ways to racism, sexism and classism'. In other words,

English can contribute to linguistic discrimination due to its dominance in international and intercultural communication. This highlights another side of EGL, which Karmani and Holliday (2005:165) called the 'dark side of English'.

The status of EGL can be divided into two conditions. The positive status is 'linguistic capital accumulation' (Phillipson, 2017:323), according to which English is important and valuable; that is, the language becomes a helpful communication tool in the absence of any other lingua franca. In the current study, employing English to accommodate an international readership for the SV2030 document is an example of utilising English positively for the SV2030's interests. In contrast, 'linguistic capital dispossession' occurs when English excludes other languages in a specific context without a legitimate reason to justify its role, where it represents an imperialistic language (Phillipson, 2017:323). For instance, English is the dominant language for interpretation into Arabic when most of the audience is Arab and the setting is Arabian. However, this does not hold for the national audience. Such dispossession can occur due to English hegemony. Accepting only one language and ignoring others can be oppressive, although English is already the most widespread language in terms of the number of its speakers as a lingua franca. This is a fundamental reason for discrimination in general, from which minorities often suffer due to the supremacy of the majority on all levels, such as religion, race and language.

On the educational level, some of the ELT agenda can include goals that fall under ideological and economic purposes for English-speaking governments. One important instance is the number of English institutes worldwide and the academic and international English language proficiency exams for which non-English speakers are compelled to pay. In addition, in academia, many universities worldwide teach several academic disciplines in English rather than in the mother language. Also, the fact that international academic publications are published primarily in English contributes to making English the language of academia (Phillipson, 2017). As Crystal (2003:16) put it, 'people who write up their research in languages other than English will have their work ignored by the international community'. Therefore, English is significant in the international setting and the international academic environment in particular. SV2030, as shown in the results chapters, includes international academic and research plans for the country where English could participate.

The potential role of English in SV2030 is discussed herein from positive and negative perspectives. Finding a language such as English as a means of international communication

in different contexts to achieve intercultural communication is significant. At present, in the early stages of SV2030, different economic, sporting, academic and cultural events and conferences might employ English because their audiences include foreigners. In such situations, English might play a linguistic capital accumulation or linguistic capital dispossession role.

Since internationalisation is linked with EGL and its spread due to its effective roles in different contexts, such as academia and the economy (Kirkpatrick, 2011), the terms neoliberalism, EGL and internationalism, and their relationships, are defined below.

2.7. Neoliberalism, education and the KSA

Neoliberalism has become a dominant doctrine in the contemporary world since 1970 (Harvey, 2005). It is a multifaceted concept that is related to economy, politics and philosophy. Neoliberalism is the new version of liberalism that incorporates the idea of the free market in different settings of life such as education (Elyas and Al-Sadi, 2013). The neoliberal viewpoint believes that an effective way to promote people in the contemporary globalised world is by 'liberating individual, entrepreneurial freedoms within an institutional framework of private property rights, free markets and free trade' (Harvey, 2005:2). Therefore, neoliberalism is viewed as an economic ideology that advocates for free market capitalism. However, since the economy is a significant and prominent aspect of society on the individual and institutional levels, such an economic-political framework can be applied to different aspects of life. As Dardot and Laval (2017:9) put it, neoliberalism leans towards 'prioritiz[ing] the commodity relation as the model of any social relation'. It constitutes a far-reaching political endeavour that aspires to restructure all societal domains beyond the economic realm. In the current context, since neoliberalism is economic and can be related to the different aspects of society, SV2030 is also mainly an economic programme with different plans. Therefore, SV2030 could have a neoliberal orientation, especially on the educational level.

According to the neoliberal policy framework, the promotion of increased efficiency and growth is the supposed goal of utilising the deregulation and privatization of public assets as key components (Dardot and Laval, 2017). Education can be framed and viewed through the neoliberal lens. For example, in the era of Thatcher, British universities were influenced by the neoliberal agenda which has caused them to function not only as academic institutions but as 'commercial companies' (Mayr, 2008:26). In such a case, some of the fundamental goals and

practices of those educational organisations could be changed or transformed from a learning-oriented to an economic growth-oriented centre. As a result of this neoliberal influence, the identity of educational organisations, such as ministries and academic departments, becomes both academic and commercial, which, in turn, changes their educational discourse to 'the discourse of enterprise' (Mayr, 2008:26), e.g. a knowledge-based economy.

Although the Islamic discourse is dominant in the Saudi national curriculum, the Saudi education system has been affected and changed by various global political factors such as 9/11. Neoliberal discourse and ideology therefore can be observed in the Saudi educational setting. After 9/11, the discourse of some critics of the hegemony of the Islamic discourse in Saudi national curriculum includes 'a clear neoliberal slant' (Elyas and Picard, 2013:34). That is, engaging in globalisation instead of merely depending on a national curriculum, would push the system toward a global economy that could require neoliberal practices. For instance, Elyas and Picard (2013:34) argued that the Saudi educational project '*Tatweer*', meaning 'development' which points to developing the Saudi education system, is an educational programme that is affected by neoliberalism in the KSA. That is, as Elyas and Picard (2013:34) found, this education project mainly attempted to link the Saudi 'students', 'the necessary skills' and 'globalised society' with each other as a primary educational goal (Tatweer, 2010).

Language is an essential tool to communicate among individuals in general, and business sectors of both public and private organisations in particular. English is the international lingua franca nowadays. Therefore, ELT is a noticeable example of the connection between neoliberalism and education, i.e. the commodification of knowledge. Some English institutes could tend to produce new English teachers with specific knowledge about ELT to match the requirements of the market as an ultimate objective, i.e. 'the marketisation of education' (Gray and Block, 2012:121). Therefore, in the ELT context, the neoliberal orientation of English entities employs English knowledge to contribute to increasing productivity and economic growth for the community. The neoliberal agenda considers human capital, employing the individual's skills for economic growth, in the ELT context as a central point for financial investment goals. This is because of the solid link between 'English and economic and social development' (Hamid and Jahan, 2021:553). As a result, some ministries of education consider the position of English as a subject in their national curriculum. For instance, since ELT is one important and efficacious instrument in the realisation of a knowledge-based economy, in Taiwan, English education had developed since the Ministry of Education introduced it to the

1st grade in 2003 for socioeconomic purposes (Price, 2014). Similarly, the Ministry of Education introduced English as a subject to the 1st grade in Saudi schools in 2021, which could be linked to discourse, ELT and neoliberalism in the context of SV2030.

Internationalisation is another agenda of neoliberalism, especially in the context of education. EGL is the de facto international lingua franca now. Hence, there is a strong connection between neoliberalism, internationalisation and EGL (Price, 2014). In line with this, internationalism means developing and transforming a setting from the local level to an international level, i.e. beyond the national and local barriers. Knowledge has been a powerful means to employ on different levels, such as in the areas of politics, industry and the economy, hence, the term knowledge-based economy. In this context, neoliberalism is mainly thought to include 'all aspects of social life into the frame-market economics' (Holborow, 2012:46). Education, especially at the university level, has been affected or dominated by the knowledge-based economy, thereby giving internationalisation a role because it has become influential due to the neoliberal agenda. That is to say, using education in general, such as ELT, for economic growth, with the assistance of internationalisation (Chowdhury and Phan, 2014). The knowledge-based economy is linked with EGL today, and EGL has been a linguistic capital, e.g. EGL is the linguistic tool to attain internationalisation. Therefore, the orientation towards internationalisation can result in a neoliberal trend, such as developing education for economic growth. ELT can be viewed from the neoliberal and economic perspective as 'a form of consumption' rather than 'in educational terms', in which neoliberalism contributes to legitimating the use of EGL for global competitiveness (Piller and Cho, 2013:29). In other words, in the current globalised world, in the context of education (e.g. ELT), governmental institutions tend to privatise their public educational institutes (e.g. universities) to guarantee the production of human capital in the national labour market to develop the national economy (Spring, 2008). In the KSA, for example, several new international economic and academic trends can indicate new orientations and positive attitudes towards internationalisation in general, and internationalisation in higher education in particular, such as the SV2030 plan to develop Saudi universities that rank internationally (Barnawi, 2021). In addition, the government intends to increase Saudi national scientific research publications in the international setting (Barnawi, 2022).

The neoliberal orientation persists in and is sustained by individuals (Harrison, 2007), such as university graduates and employees who seek personal economic advancement. Thus, national

government initiatives, such as SV2030, and academic institutions, such as English departments, use this reliance on job security to persuade individuals by promising job opportunities within the national labour market. Holborow (2012) observed that the discourse of neoliberalism can be found in different texts, such as university academic missions and governmental policy documents, which are linked to human capital and economic growth. Furthermore, ELT industries promote ELT for financial gain and benefits (Gray, 2012), which means that the knowledge-based economy, global education and EGL can be linked presently and observed in the political and institutional discourses.

2.8. Conclusion

This chapter explores the background of Saudi Arabia and provides a comprehensive overview of the historical, cultural and political factors that shaped the English language landscape in the Saudi context. It also shows the influence of and attitudes that exist towards EGL. Moreover, the discussion delves into linguistic imperialism and the impact and development of ELT in the country. Additionally, the intersection of internationalism and neoliberalism is discussed in the context of English, highlighting the importance of understanding the role of EGL and the influence of internationalisation and neoliberalism on ELT practices, especially if it is relevant to discourse, as well as the discourse of the SV2030 and English departments. Therefore, the following chapter discusses discourse in general, as well as political and institutional discourse in particular.

Chapter 3. Discourse, English and SV2030

3.1. Discourse: The theory

Among several terms in discourse studies, the notion of discourse itself is not distinctly described (Beetz et al., 2021), although there are diverse perspectives on its definition and meaning (Gee, 2014). That is to say, in the realm of linguistics and discourse studies, certain related terms and concepts are complex. Hence, this section explains and defines several fundamental related terms in the subject of discourse such as discourse, language, the order of discourse and ideology.

For instance, while language can be considered a tool that comprises a linguistic structure and lexicon that serves people in communication, whether through spoken or written expression (Fasold and Connor-Linton, 2014), the term discourse can be applied to both verbal and written forms of communication. That is to say, language is a set of rules, and discourse serves as both the foundation for people's comprehension of language and the product of that understanding when people utilise their knowledge to communicate and interpret new discourse (Johnstone, 2017). Therefore, language is a fundamental tool employed to convey the meanings, ideas and values of the utterer, while discourse answers the how and why language is used and in what context the intended message is delivered, i.e. 'language in use' (Brown and Yule, 1983:1). This is the reason why the subject of the discourse is significant, essential and related to language, linguistics and linguists.

Nevertheless, discourse and its meanings can be conveyed in different ways besides language and linguistic features. In this sense, van Leeuwen (2005) explains that discourse, besides the use of language, includes several social communicative and semiotic forms, such as gesture, image and facial expression. It has the ability to represent knowledge, ideas and values by utilising language to express and perceive reality (van Leeuwen, 2005). The term discourse alludes to a certain type of genre (e.g. political discourse) in a certain context (e.g. political speech), which could include certain implicit or explicit ideas and values (Swann et al., 2004). The concept of discourse not only refers to language and its textual form, but it also points to a sort of 'social practice' (Fairclough and Wodak, 1997:258). According to Wodak (2014:304), when differentiating between discourse and text, discourse can be viewed as 'structured forms of knowledge about social practices', which could be in accordance with various ideological stances, while text points to verbal or written linguistic expression.

Therefore, discourse 'constitutes situations, objects of knowledge, and the social identities of and relationships between people and groups of people' (Fairclough and Wodak, 1997:258).

Language (e.g. English) is a fundamental tool employed by a certain producer (e.g. an employer) in a certain situation (e.g. meeting) to deliver a certain discourse (e.g. institutional discourse) to a certain audience (e.g. employees). Therefore, discourse can be organised and structured depending on the producer and their goals and how language functions in different contexts (i.e. the order of discourse). The concept of the order of discourse is flexible and shaped by the context and the person or group using language in a particular setting (Fairclough, 1989). In other words, the order of discourse points to the norms that dictate how, by whom, in what situations and under what circumstances language should be used (Swann et al., 2004). For instance, a governmental producer (e.g. the Saudi government) who produces a specific political discourse (e.g. the political SV2030 discourse) can demand a certain way of employing, constructing and delivering their political discourse to their audience in a specific context (i.e. discursive practice).

As explained previously, discourse extends beyond language. For instance, ideology is a crucial term in discourse studies. Analysing and studying ideology can enhance the understanding of discourse in a more comprehensive and nuanced manner (Shi-xu, 2014). This is why examining language within a specific context yields deeper insights into how things can be expressed, achieved or endowed with distinct meaning in the world, reaffirming the pivotal interplay between discourse and its context (Gee, 2014). According to Fairclough and Wodak (1997:275), ideologies are 'particular ways of representing and constructing society which reproduce unequal relations of power, relations of domination and exploitation'. It is a 'set of beliefs' (Swann et al., 2004:141) or 'belief system' (van Dijk, 2006:116) that a group of people follows that dictates how their society operates and works. Liberalism, capitalism and religious fundamentalism are prominent examples of ideologies that have shaped societies and have had impacts on social, cultural and political dynamics. From a linguistic perspective, for example, language ideologies can be interpreted as 'cultural ideas, presumptions and presuppositions with which different social groups name, frame and evaluate linguistic practices' (Gal, 2006:13).

Therefore. an ideology can be conceived of as a pervasive belief system deeply ingrained in a society's or individual's intellect, serving as a guiding principle regarded as common sense. In other words, ideology influences and informs the production of discourse, directing it in a

manner that aligns with or serves the interests or opinions of the producer. This can manifest in various language practices, such as bias, discrimination, manipulation and expressing fallacies. For instance, a political candidate may adopt a hostile stance towards foreign individuals to promote patriotism, thereby attracting or manipulating voters with similar beliefs. In this case, patriotism serves as the ideology that the producer leverages. Another example can be found in an advertising discourse in which producers of women's cosmetics imply that beauty is a crucial element of a woman's identity and that their products offer the ultimate solution for enhancing beauty. The producer in this discourse capitalises on the prevailing societal belief that places high value on beauty for women, thereby manipulating the audience for their products. The beauty concept here serves as the ideology that the producer utilises.

Nevertheless, although ideology is a concept often perceived negatively, not all ideologies are necessarily negatively oriented (e.g. patriotism), i.e. the notion of ideology is not always 'negative' (van Dijk, 2006:117). However, for example, a disagreement between people can create ideologies from each perspective towards the other (e.g. us vs. them), even if only on the intellectual and perspective level. More specifically, two groups of people can each view the other as representative of a certain ideology, and both believe in their values and principles, such as their nation, religion, language and race. However, ideological differences can lead to disagreements and can result in the emergence of discrimination and inequalities between individuals or groups. The same concept can be applied to gender, religion and political party. For a linguistic illustration, consider English, which due to its current dominance, some may perceive as 'the global' language, as if it is universally recognised, accepted and spoken and considered a neutral language. This perception, however, is erroneous and constitutes an ideology. This ideology can lead to discrimination and the unequal treatment of other languages and their speakers, either deliberately or unconsciously.

Language can be employed in certain social settings to originate or view 'worlds, institutions, and human relationships' positively or negatively (Gee, 2014:13). Through discourse, an ideology can be delivered. Speakers and writers can produce their values, opinions and principles via discourse. According to Fairclough (2010:59), 'language is a material form of ideology, and language is invested by ideology'. Producers, intentionally or unintentionally, tend to utter unneutral words (Jones, 2019), i.e. they produce to influence. Language, therefore, cannot always be innocent. A text can have values and ideas that lie beyond it and are 'out of

sight' (Paltridge, 2012:186). Discourse also often loads values and bias on different levels, such as economical, political, societal and racial (Rogers, 2006). Therefore, the essential and general goal of the critical aspect of discourse analysis is to uncover any hidden ideologies, power, culture and bias beyond the text (van Dijk, 1995).

3.1.1. Political and institutional discourse

The relationship between language and society is inherently dialectical, as they are interdependent and exert a reciprocal influence on one another. This dynamic relationship is particularly evident in the realm of discourse, where the specific context in which language is used shapes the way meaning is produced and reproduced. To fully comprehend the intricacies of this relationship, the underlying social and power relations that define the order of discourse will be investigated. The order of discourse refers to the systematic arrangement of social and power relations that condition how language is used to produce and convey meaning in a particular context. According to Fairclough (1989), the order of discourse is a fluid construct that is contingent upon the setting in which language is used, as well as the individual or collective who produces it. In this sense, the order of discourse can vary greatly from one context to another, reflecting the dynamic nature of language use and the societal and cultural factors that influence it. Notably, different types of discourses occupy varied positions of power within a given societal context. For instance, political discourse and institutional discourse (e.g. political SV2030 and institutional English texts) can differ in terms of their power positions, intended audiences and objectives. These distinctions are reflected in the ways in which discursive practices are employed, as each discourse is tailored to the specific context and purpose for which it is used. Despite the differences between political and institutional discourses, they may share common goals and ideologies, particularly when they are produced by organisations within the same hierarchical structure. In these cases, the more powerful producer may exert a significant influence over the less powerful one, shaping the latter's discursive practices to align with the former's goals. This highlights the dynamic nature of the order of discourse, as power relations and the production of discourse are constantly in flux.

Different producers can generate political discourse in various settings, such as politicians, political parties and political institutions (Simpson and Mayr, 2010). Governmental guidance, plans or orders are political discourse in a particular country when the leadership produces it. For the present study, the SV2030 text represents Saudi political discourse, which can be distinguished by its powerful influences on different levels, such as societal and economic.

Therefore, language is key to political activities (Chilton, 2004). CDA, in the context of political discourse, can focus on the reproduction or renewal of political discourse and power. The SV2030 text, for example, is a political discourse that attempts to contribute to new social practices in multiple contexts, such as the economy and culture, by discursive practices that seek to change or develop reality in the Saudi setting.

The other type of discourse is institutional. Institutions can be defined as concrete organisations in their various forms, such as universities, schools, ministries and hospitals. Therefore, the terms 'institution' and 'organisation' overlap in some settings (Mayr, 2008). Due to the influence of powerful institutions on a society and its shape in a certain nation, the institutional discourse, which is an effective tool for social impact, has been investigated. In other words, the discourse of the institution is an essential tool for the institution to be able to generate and produce its 'social reality' (Simpson and Mayer, 2010:7). Pointing to the institutional discourse can mean highlighting the verbal communication between people in the context of a certain organisation (e.g. teachers and students); such communications can be represented by an official institutional statement (e.g. mission and vision). The primary aims of analysing institutional texts are to investigate the structure, implicit meaning, themes and ideologies beyond the text (Freed, 2015). For example, the English departments at Saudi universities are institutions that produce institutional discourse, which can be affected by other, more powerful institutes, such as the Ministry of Education. At the same time, the Ministry can be involved by the will of the powerful governors above it and their objectives.

3.1.2. The departmental discourse: Mission and vision statements

Discourse can shape institutions, and institutions can employ discourse for specific purposes (Mayr, 2008). University academic departments, for instance, produce written official statements, which often reflect their academic obligations, responsibilities and goals for their students, the local community and culture and their political setting. The departments utilise the message of the academic mission and vision to represent their priorities, strategic plans and examples of their uniqueness or prominent achievements, if any (Connell and Galasinski, 1998). These are expressed through language, which can contain a power that illustrates the nature of the relationship between the producer (e.g. department) and the audience (e.g. students). Institutional and departmental mission statements are typically brief, lacking in detail and expressed in general terms. Despite their vagueness, these statements can still provide valuable insights into the power relations and ideologies present within an organisation.

Researchers have examined these types of statements and have uncovered their implicit power structures and ideologies (Fairclough, 1993; Efe and Ozer, 2015; Teo and Ren, 2015). Researchers can analyse the ways in which language is used to construct and convey power and ideology, even within brief and seemingly innocuous statements. The lack of detail in these statements often leads to the inclusion of implicit meanings and omissions that are not immediately apparent. CDA provides a means of revealing these hidden messages and how they reinforce or challenge existing power structures. As noted by Morphew and Hartley (2006), such mission statements may be vague or overly aspirational. Nevertheless, CDA enables researchers to gain a more nuanced understanding of the complex relationships between language, society and power, as well as how they shape meaning and reinforce existing power structures.

The discourse of departmental statements can be differentiated according to their socio-political, cultural, historical and academic setting. For example, the mission statements of a university in the KSA may vary, relatively speaking, from a university in the UK due to differences in socioeconomic and political circumstances (e.g. SV2030 and Brexit). Likewise, a Saudi English departmental text is unlike an academic text produced by a mathematics department due to its scientific and goal-related differences. Namely, the departmental and academic discourse of KSA's higher education mission and vision statements, in general, can have different discursive features and linguistic characteristics. Nonetheless, they generally can be described as similar in the marketisation discourse (Fairclough, 1993). The discourse of departments within public and private universities can also differ, and the two groups may employ different language use, strategies, beliefs and suggestions (Efe and Ozer, 2015). This may be because the public university is more closely linked to the needs of the local government and people than the private institution. Moreover, the departments can be affected by their context and produce different values and ideologies according to their cultural and social principles on multiple levels, such as political, economic and educational. A department at an Islamic nation or university can follow and be affected by and produce Islamic values. Consequently, the mission and vision producers can employ other texts or discourses (i.e. intertextuality and interdiscursivity) that are linked to their ideological setting. For example, an analysis of the reference to SV2030 in the English institutional discourse is examined in this study. From a discursive perspective, thus, the SV2030 document represents the political discourse, whilst the English language departmental statements represent the institutional discourse in this study.

3.2. SV2030: Previous studies

As discussed before, since SV2030 is a crucial to the Saudis, several studies related to SV2030 in different areas such as economy, education and English have been conducted. Though relatively few studies to date have examined the language in the SV2030 document, this literature review evaluates the recent studies that have done so. The dearth of relevant studies is perhaps because the SV2030 programme was launched only recently (i.e. 2016). As for English and linguistic studies, the SV2030 document does not refer to English but to Arabic language. Table 1 shows and summarises some of these studies.

Researcher(s)	Target(s)	Method	Conclusion
1) Nurunnabi (2017)	Examining the issues related to Saudi Arabia's transformation from an oil-reliant economy to a knowledge economy in the context of SV2030.	Documentary analysis	Saudi Arabia needs to emphasise the six pillars of a knowledge economy: human capital, innovation, information and communications technology, the economy, education and employment. There are challenges concerning human capital development and unemployment among educated women. Economic diversification through the knowledge sector is emphasised by the government.
2) Elyas et al. (2020)	Delving into the role of English in Saudi Arabia after the 9/11 events; the relevance of English in terms of SV2030; the intertwined influences of religion, culture and language on Saudi English; and the distinct translanguaging features present in contemporary Saudi English.	Sociocultural and linguistic analysis	While SV2030 may not explicitly emphasise English, the language's importance is implicitly recognised. Therefore, for the KSA to achieve its ambitious goals, it should acknowledge the teaching and use of English.
3) Bunaiyan (2019)	Examining reforms to address inequities across Saudi educational sectors. A focus is placed on policies that encourage English proficiency to align with the SV2030 goal of a globally competitive Saudi workforce.	Comparative analysis	For educational equity and transformation, the KSA should employ transformative leadership. By emphasizing clear Islamic principles, transparency in teacher training and consistent educational standards, the country can better prioritise bilingual education and inclusivity. These changes are key to achieving SV2030.
4) Allmnakrah and Evers (2020)	Exploring the achievement of SV2030 and its connection to in-service and preservice teachers needing essential critical teaching methods.	Literature review	Emphasis is placed on the significance of teaching critical thinking in education to align with the SV2030 programme, fostering a generation of critically-minded students.
5) Alshuwaikhat and Mohammed (2017)	Examining the alignment of SV2030 and the 2020 National Transformation Program with sustainability principles.	Analytical review	SV2030 corresponds to some of the Sustainable Society Index. Its aims reflect Saudi Arabian needs, aspirations and contexts. The achievement of SV2030 relies on stakeholder involvement at all levels and the development of comprehensive assessment mechanisms to measure progress towards sustainability.

Table 1. Literature review of SV2030 studies

For example, Nurunnabi (2017) evaluated SV2030 from an economic perspective, through which he believed that the KSA, known historically for its oil-based economy since its discovery (oil currently provides about 90% of the nation's governmental revenue), is shifting towards a knowledge-based economy. Referencing multiple global and local sources, Nurunnabi (2017) pinpointed six main areas that would aid this knowledge economy shift: human capital, innovation, information and communications technology, the overall economy, education and job opportunities. Granted, challenges exist in human capital development, research initiatives and addressing unemployment among educated women, but Saudi government initiatives, such as SV2030, highlight economic diversification. The insights from Nurunnabi's (2017) study can guide policymakers in this transition. Salameh (2016) and Alshuwaikhat and Mohammed (2017) argued that to fulfil the goals of SV2030, the diversification of the modern Saudi economy is critical. Therefore, further studies are encouraged to understand the broader Middle Eastern context in general and the Saudi context in particular. The present study seeks to understand the SV2030 programme in the first phase, focusing on its potential contexts and relationship with English. In the second phase, the study examines the direct role of EGL and ELT in achieving SV2030, as detailed in the subsequent chapters of this thesis.

In this regard, Bunaiyan (2019) began her investigation by reviewing current literature on the Saudi educational system, disputes over English language instruction and the importance of English for economic prospects. Using transformative leadership, she examined educational policy documents from Saudi Arabia and Bahrain. The research recommended that the Saudi government and the Ministry of Education implement reforms comparable to those implemented in Bahrain's education system. The findings emphasised the importance of a clear policy language combining Islamic values and beliefs, better general language instruction and strong planning for integrating feedback and instructor support into the Saudi educational system. Bunaiyan (2019) also highlighted the significance of transformative leadership in evaluating educational strategies and working in line with the SV2030 programme. The researcher claimed that achieving SV2030 goals would necessitate an educational system that would prepare future generations to exceed even the loftiest ambitions. Insights for future studies on utilising English education to generate large-scale economic transformations were also offered. Even though Bunaiyan's (2019) research focused on policies that advocate for improvement in English proficiency in line with the objectives of SV2030, such as supporting the workforce by analysing policies, she did not

include the SV2030 document itself. In contrast, the current research included the SV2030 document as a fundamental text in the two phases.

In another research performed by Elyas et al. (2021). A notable aspect of the study was its examination of English in light of SV2030. As the KSA strives to become more globally integrated and boost areas such as tourism, entertainment and foreign investment, English as a medium of communication becomes increasingly important. According to the study, the socioeconomic changes proposed in the SV2030 document could influence the intricacies and qualities of 'Saudi English' (Elyas et al., 2021:220) and may alter it to coincide with the country's modern goals and global relations. This kind of evolution in an increasingly globalised world highlights the dynamic link between language, socioeconomic programmes and cultural identity in general and the Saudi setting in particular. Furthermore, Elyas et al. (2021) highlighted that even though the SV2030 programme is viewed as embracing openness and global interactions, the official SV2030 document itself does not mention English. Instead, it explicitly aims to maintain and promote Arabic, the KSA's official language. The current thesis considers this issue and empirically and analytically investigates it.

Alshuwaikhat and Mohammed (2017) highlighted the crucial role of sustainability in SV2030. The KSA has embarked on an ambitious journey of national development, and this research delves into how sustainability principles are woven into the fabric of SV2030. Recognising that a sustainable society benefits everyone, this article delved into the complexities of what sustainability involves in the context of Saudi socioeconomic and developmental goals, specifically within the framework of SV2030. Still, Alshuwaikhat and Mohammed (2017) conducted a socioeconomic investigation, whereas the current study investigates SV2030 from linguistic and discursive perspectives.

Allmnakrah and Evers (2020) underlined the critical importance of educational reforms in Saudi Arabia in achieving SV2030 objectives. The KSA seeks to diversify its economy beyond oil, making the education system critical in providing citizens with the skills and knowledge required for a knowledge-based economy. While the King Abdullah Education Development Project established an educational reform package, Allmnakrah and Evers (2020) suggested that additional extensive reforms are required. Policies should prioritise creative teacher training for both in-service and pre-service teachers as well as improve teaching approaches and link educational achievements to the nation's larger economic and

development goals. Allmnakrah and Evers' (2020) article focused on educational aspects, aiming to support and attain the aims of SV2030, while the current thesis investigates the educational aspect in general and the English educational perspective in particular, i.e. ELT.

As presented, the literature includes several studies about SV2030 from the perspectives of the economy, education and English. However, no research has directly focused on or analysed the SV2030 document from an applied linguistic perspective or the perspective of English departments in Saudi universities, as this thesis does. Table 2 summarises the two phases of the current research.

Analysis phase of the current research	Method	Aim(s)	Main outcome(s)	Limitation(s) of analysis
Phase 1	Content analysis	Identifying themes of each SV2030 topic and identifying English departmental themes to compare with SV2030 themes to reach an overarching theme	The content analysis produced several themes and settings for each SV2030 topic, expressed both directly and indirectly in the document	The researcher was the only coder and analyst.
Phase 2	Critical discourse analysis	Uncovering the potential role of English (i.e. EGL and ELT) in achieving the SV2030 programme by analysing the SV2030 document and English departmental statements.	CDA suggests agreements between the two discourses at both the educational and international levels such as the match between the educational outcomes and the Saudi labour market, seeking internationalisation and promoting EGL by Saudi English departments.	The researcher employed the CDA approach in only the official English version of the document, regardless of any differences with the official Arabic text.

Table 2. Comparison of the two phases of the current study

3.3. Conclusion

This chapter explores the concepts of discourse, ideology, and political and institutional discourse and their interrelationships. The chapter provides insights into the ways that language can reinforce or challenge dominant power structures and ideologies in society. The focus then shifts to the studies of SV2030 and its relationship with English and discourse. It highlights the significance of CDA as a tool for analysing and understanding the discourse surrounding the development of SV2030 and its impact on the representation of social identities, power dynamics and ideological positions. Finally, the chapter displays a comparison between the current study and other analyses of the SV2030 document in the literature.

The following chapter outlines a content analysis approach to directly focus on the content of the SV2030 document and specified English departmental statements to understand what themes and settings of SV2030 in which English can play a role.

Chapter 4. Content Analysis

The investigations described in prior chapters pertain to the examination of the SV2030 document within the context of English language and the critical analysis of the discourse surrounding it. In addition, several university English departments in the KSA have mentioned SV2030 in statements that are also examined. Therefore, since English is a key element of the current study, along with SV2030, this phase was guided by the following questions:

1. What are the key contents outlined in the SV2030 document and the Saudi University English department's statements? What potential themes can connect these two texts?

2. What is the overarching theme of both texts, if any?

The first question explores the potential connections and themes between the SV2030 document and the statements from KSA University English departments. The second investigates the overarching theme linking both texts, emphasising how English, specifically ELT and EGL, could support achieving the SV2030 objectives.

To answer these questions, the SV2030 document and various statements issued by Saudi university English departments were analysed to understand the relationship between the two. Key themes were identified and areas in which English can have an impact were explored through the content analysis of the SV2030 document. This approach was taken not only to understand the document itself but also to facilitate a systematic connection between the document and the empirical study rather than relying on assumptions. Additionally, several Saudi university English departments have officially declared their intention to contribute to realising SV2030. This issue is analysed in this chapter to understand the themes and goals of these departments in relation to SV2030. The themes from the SV2030 document and the English departmental statements are then systematically linked to identify any connections and comprehend the setting where English can play in achieving SV2030 in different domains, such as education and the economy.

The discussion in the following section focuses on the content analysis approach, with NVivo used to facilitate the analysis. Following that, the analysis of both the SV2030 and the departmental texts is presented. Then, based on the overarching analysis and literature gaps identified, research questions are asked to guide the CDA empirical study that constitutes the second phase of this research.

4.1. Background

A major goal of qualitative research is to acquire insight into and comprehension of a specific social phenomenon (Mays and Pope, 1995). Although it can be supported by quantitative evidence, content analysis requires a predominantly qualitative approach that primarily examines language as a tool of communication, while also paying attention to the context of the text (Benz et al., 2018). In this regard, Weber (1990) presented a word-counting approach aimed at enhancing understanding of subject matter by systematically coding and categorising texts to find themes. As a commonly employed method used in qualitative research (Hsieh and Shannon, 2005), the fundamental aim of content analysis is to find 'the underlying meaning of text through quantification of the meaning of spoken or written language' (Renz et al., 2018:825). Therefore, content analysis can be employed quantitatively and qualitatively depending on the research objective.

Content analysis involves organising information or words via condensing, reducing and summarising data into thematic categories to make finding language context and substance easier (Stemler, 2001; Weber, 1990). Technology and software can assist with this by analysing word frequency and supporting qualitative analysis. Renz et al. (2018:825) pointed out that conducting content analysis without technology is 'time-consuming'. However, while 'computer-assisted technology' hastens the process, notably, it does not 'analyze the data per se, but rather [makes] the data more manageable and easier to handle' (Renz et al., 2018:824). In the current content analysis, NVivo, a comprehensive software programme that codes and analyses both qualitative and quantitative data (Breakwell et al., 2020), was used.

4.2. Quantitative and qualitative approaches in content analysis

There is an ongoing scholarly debate regarding whether content analysis should be classified as quantitative or qualitative (Hsieh and Shannon, 2005; Neuendorf, 2017). Content analysis is distinguished by its reflexivity (Schreier, 2012). Therefore, depending on the research question, data and goal of the analysis, the analysis process can employ one or several different qualitative or quantitative approaches, such as conventional analysis and summative analysis, respectively. In conventional analysis, for example, researchers are immersed and engaged in texts to discover or understand the content and its main goals and subjects; hence, scholars refrain from using prior categorisations (Kondracki et al., 2002). Another method depends on previous studies that have addressed a phenomenon, yet their explanations are

either inadequate or could benefit from more extensive elaboration (Hsieh and Shannon, 2005). The goal in this case is to either confirm or build on a theoretical framework. Thus, using existing theories and prior studies may help refine the research enquiry (Potter and Levine-Donnerstein, 1999). In summative analysis, content analysis, although mainly qualitative, depends primarily on a quantitative process; researchers begin by quantifying words in a text to understand what and how words are used, as well as their prominence in the content (Shannon and Hsieh, 2005). This gives the researcher a general but comprehensive picture of a text by highlighting the dominant words in the content. This aspect of quantitative analysis can be described as manifest analysis (Potter and Levine-Donnerstein, 1999). However, because content analysis is mainly qualitative, it goes beyond manifest analysis to find the underlying meaning of the content by rereading, highlighting and categorising. In the current content analysis, for instance, the themes of 'Internationalisation', 'Globalisation and the Foreign World' and 'New Trends' are not directly mentioned or explained in the SV2030 text as separate subjects. Nevertheless, they were identified as the main themes and orientations. Using a quantitative approach reveals the frequency of words in the text and helps researchers examine the contexts in which the words are found (Hsieh and Shannon, 2005). Thus, each context contributes to the analysis by generating different themes as will be illustrated below.

Since content analysis has a quantitative element, research begins with a computer-assisted search for words with high frequency and occurrence (Hsieh and Shannon, 2005). When using specialised software (e.g. NVivo), the coding process involves condensing extensive amounts of text into a limited set of categories or themes (Weber, 1990). When a quantitative approach is involved, keywords can be identified either before or during content analysis (Hsieh and Shannon, 2005). Software helps manage and analyse large amounts of data by identifying key themes and ideas in certain texts (Bond et al., 2019). Additionally, using a computer programme can reduce the potential for human bias (Krippendorff, 2013). The utilisation of software when coding and analysing content may be more effective and reliable, especially when processing large texts in a digital format (Lacy et al., 2015). In the current study, predominant keywords were chosen during the analysis, which helped identify specific themes and patterns as will be shown. By utilising computers to automatically generate lists of words (i.e. quantitatively) and by manually coding and highlighting sections of text to generate themes (i.e. qualitatively), the current content analysis aimed to evaluate the

contents of the SV2030 document and English department statements to find themes that link the texts and issues.

4.3. Content analysis of SV2030 and Saudi university English departmental texts: Methodology and analysis

Zhang and Wildemuth (2009) proposed a qualitative content analysis model that can be supported with quantitative software. The model comprises eight steps: 1) prepare the data, 2) define the unit of analysis, 3) develop categories and the coding scheme, 4) test the coding scheme on sample text, 5) code all text, 6) assess coding consistency, 7) draw conclusions from the coded data and 8) report the methods and findings. Each of these steps was followed in terms of the current study.

1. Preparing the Data: Samples and Data Collection

The study's data included the official SV2030 document written in English and statements (e.g. mission, vision and dean's message) from six Saudi universities' English departments referring to SV2030. All documents were downloaded onto a computer and uploaded to NVivo. The researcher first collected and read English department statements to identify those that explicitly and directly referred to SV2030 because the present content analysis sought to find and evaluate the relationship between English language (i.e. EGL and ELT) and the SV2030 national project. Only six statements explicitly mentioned SV2030. These were analysed with the assistance of NVivo.

Zhang and Wildemuth (2009) emphasised that researchers justify their choice of documents. In this research, the SV2030 document and the English departmental statements were examined using content analysis for the following three reasons:

- At present, the literature does not include applied linguistic research that has empirically investigated the possible and realistic role of English in SV2030 from the perspectives of SV2030 and Saudi universities' English departments. This study examined official texts using content analysis to identify themes and present new findings. Uncovering themes in the SV2030 text created a comprehensive picture of the document, summarised its topics and identified where and how English can be considered a tool for achieving SV2030.

- The identified SV2030 themes could be compared to the themes of the English departmental statements to find common themes and investigate relations.

- Such an approach helped to identify an overarching theme by identifying similar ideas reflected in both texts.

2) Defining Units of Analysis: Nouns and Adjectives

In the present analysis, pronouns and functional words were not considered (e.g. you and we), as the analysis focused on terms with semantic/lexical meanings that allowed for determining and analysing contexts. Therefore, nouns and adjectives were included. Using NVivo software, the researcher specified that the vocabulary appear in, for example, the word frequency list. Take the word 'education' as an example. It appears in both SV2030 and English department texts and has an effective role in the content of both. Therefore, the word affects the themes of the current content analysis. The list of word frequencies in the SV2030 document is given below to show an overall picture of the document and to prevent researcher bias. Similar tables will be presented for each individual topic of the SV2030 document (i.e. 'A Vibrant Society', 'A Thriving Economy' and 'An Ambitious Nation').

3. Developing Categories and the Coding Scheme

Each topic in the SV2030 document represents a general concept (e.g. 'A Thriving Economy'), which allowed the researcher to develop categories and 'assign a code to a text chunk of any size, as long as that chunk [represented] a single theme or issue of relevance' (Zhang and Wildemuth, 2009:310). This was the first step in the content analysis itself. For example, the document contains a section on 'A Vibrant Society' and contains several social, historical and tourist plans. Therefore, a category was created – 'National Identity: Arab, Arabic Language, Islam and Saudi' – that contained terms related to the Saudi national identity (e.g. 'Saudi', 'Islam', 'Islamic', 'Arab', 'Arabic' and 'national'). This category choice was supported by word frequency; such words were among the top terms in that section of the text. Coding is classifying a term or terms based on a particular criterion (Schamber, 2000). Hence, by highlighting or coding national terms, the underlying category 'National Identity: Arab, Arabic Language, Islam and Saudi' was created. Each term had its own context and was coded separately. This is a fundamental reason why content analysis was employed specifically for the current research. Illustrations and examples are given below regarding employing NVivo for content analysis, such as Figure 5 for this example.

4. Testing the Coding Scheme on a Sample Text

After testing the coding scheme on a sample of the text, researchers can begin coding all required text to investigate word frequencies, create categories and generate themes. Researchers must revise their coding several times because mistakes can be made during the coding process, such as coding the same idea in multiple categories, coding the same sentence twice under the same theme, miscoding text or coding inconsistently.
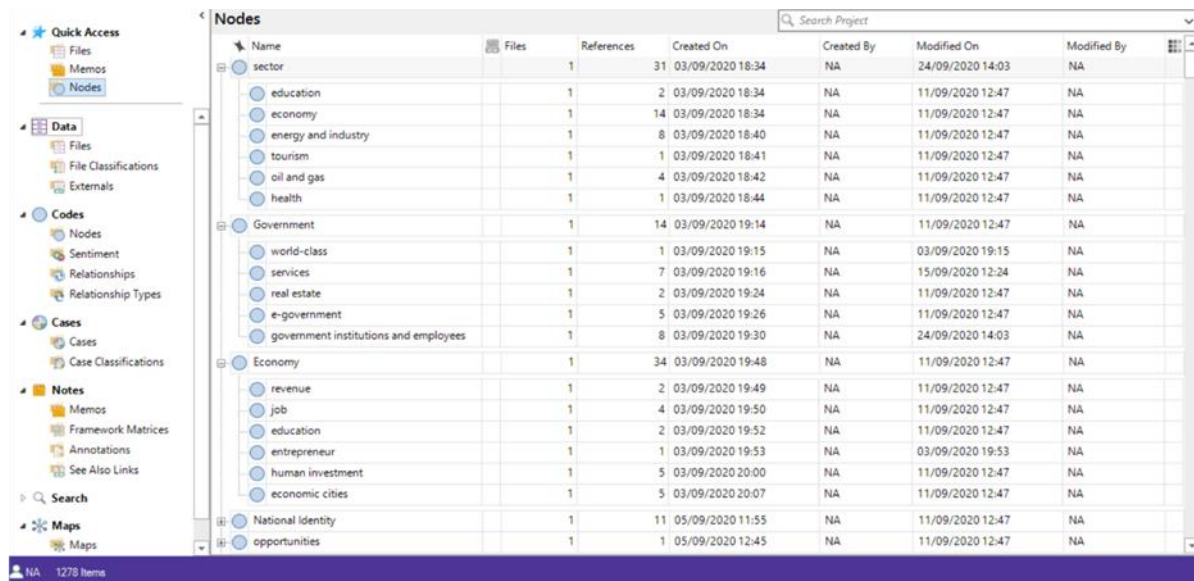
In the current analysis, a theme ('Families, Children and Education') was found in the 'A Thriving Society' topic in the SV2030 document during testing. The researcher checked the frequency of words in the topic (e.g. a quantitative step) to determine which terms were predominant. One word was 'children'. Associated with the word 'children' (i.e. a node) were concepts and terms such as 'Education: Engagement of Parents', 'Future', 'Talent' and 'Moral' (i.e. sub-nodes). However, this category resembles others produced from two terms at the top of the frequent words list: 'Education' and 'Families'. That is, if the node is 'Education', then the sub-node is 'Children and Families'; and if the node is 'Families', then the sub-nodes are 'Care Systems', 'Education', 'Homes' and 'Support'. These categories are similar to each other. Therefore, to avoid recoding the same sentences and ideas and generating similar themes from these three categories, a more comprehensive theme of 'Families, Children and Education' was generated and supported. To be more specific, the researcher highlighted related terms to create the theme (i.e. a qualitative step); for example,

- The *education* that builds our *children's* fundamental character.

- Promote cultural, social, volunteering and athletic activities through empowering our *educational, cultural and entertainment institutions*.

- More prominent role for *families* in the *education* of their *children*.

Italicised words and phrases were used to manually create the final themes. With computer assistance, the qualitative stage is the final main stage of coding and generating themes. Numerous examples, including tables and figures, are presented in the analysis and discussion section.

5. Coding All Texts

After testing and refining the coding scheme, the complete texts were analysed and coded using NVivo (Figure 2). The SV2030 document contains three main topics: 'A Vibrant Society', 'A Thriving Economy' and 'An Ambitious Nation'. A separate project was created for each, which facilitated familiarity with the data and helped ensure that the analysis and coding were accurate.

Figure 2. NVivo screenshot of the SV2030 document nodes

6. Assessing Coding Consistency

Because testing one sample of text is not enough to ensure consistency (Zhang and Wildemuth, 2009), several samples were tested and coded before initiating the analysis. The researcher employed both quantitative and qualitative approaches to ensure the coding of the main keywords and to generate related categories of text. Moreover, before coding, it is crucial to have clear and specific coding steps that define what each code represents and provide examples for clarity. As mentioned, the researcher supported his analysis using both quantitative and qualitative approaches. However, one limitation of this is that the researcher was the only coder. Once coding consistency was established, the researcher moved on to the next stages of the content analysis, e.g. creating themes.

7. Drawing Conclusions from the Coded Data

After coding, analysts conclude their analyses by presenting the meanings and patterns of the data, which are the primary outcomes. The final step – showing and interpreting the findings – is the most important. Themes and patterns need to be evaluated and presented critically, and while employing direct quotations is a common way to deliver content analysis findings, analysts can also present results in graphs, charts and figures (Zhang and Wildemuth, 2009).

Analysing the results of the analysis entailed combining coded data to answer research questions, uncover repeating trends and extract important insights. It was also critical to evaluate the codes and categories used, considering their frequency. The researcher also examined the coded data to identify recurrent patterns, prevalent themes and noticeable trends, as well as differences in coding across different sections of text. It was critical to situate the findings within the larger framework of data collection, as will be shown in the analysis and findings section of this chapter. This entailed assessing how well the conclusions agreed with the overall research question.

8. Reporting the Methods and Findings

Findings must be reported fully and clearly to facilitate easy understanding (Patton, 2002). In the case of this analysis, the findings section contains tables, figures, descriptions and critical analysis relating to each topic, category and theme. Additionally, a section below, details the use of NVivo as well as the analysis of the English departmental statements. They were not mentioned as much in this section because the SV2030 document is larger and more important than they are – in this phase, at least.

4.4. Content analysis of the SV2030 document

The Saudi government published an 86-page document to describe SV2030 and to introduce its plans and goals related to various topics. Two official versions were written and published: one in Arabic, the official language of Saudi Arabia and its target audience, and one in English for non-Arabic-speaking audiences. The latter was analysed regardless of differences from the Arabic text. Future studies may benefit from analysing and comparing both versions of the document (e.g. a translation and ideology study). As previously discussed, NVivo was employed to facilitate the content analysis. Bazeley (2007) provided steps to support and assist researchers using NVivo, depending on their analysis and data

(Figure 3). Because the current study's analysis, though largely qualitative, included an initial quantitative stage, it is considered a combination of both (Breakwell et al., 2020).
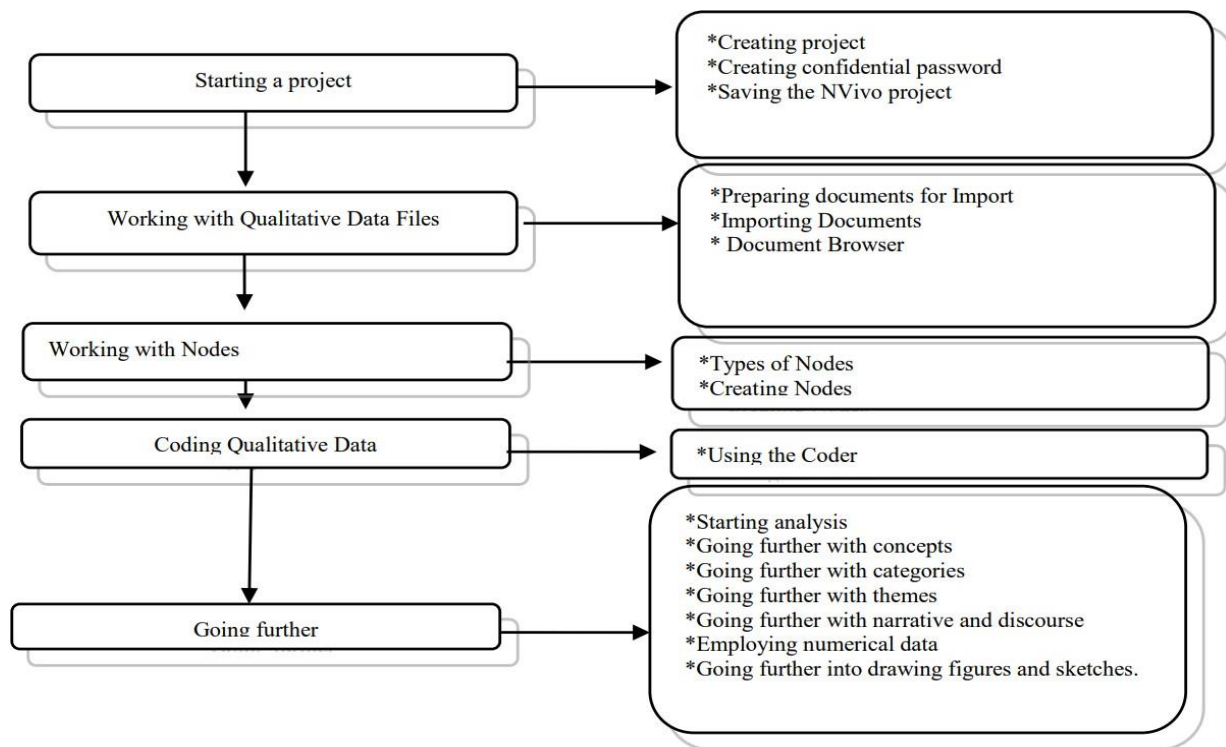
Figure 3. NVivo for content analysis, adapted from Bazeley (2007, cited in Hilal and Alabri, 2013)

The SV2030 text contains over 11,000 words and is divided according to three topics: 'A Vibrant Society', 'A Thriving Economy' and 'An Ambitious Nation'. However, the subjects addressed in the SV2030 document are not exhaustively detailed. For example, the SV2030 text refers to the goal of seeing Saudi universities ranked among the 200 best universities in the world, but no supporting details are provided.

Each of the three topics that shape the document's body was considered separately to facilitate analysis and organise the results. Thus, themes were identified and outcomes are presented for each topic, extending from the words that appear most often to those found least often, with examples that illustrate the contexts in which the words appear to support the detailed data analysis. Words that already appeared in the context of words above them (e.g. a collocation) are not presented or were coded separately. For instance, the word 'agencies' appeared as the sixth most frequently used word in the 'An Ambitious Nation' section, but it was linked to the word 'government', which was at the top of the frequent words list for that topic. After importing the document to NVivo at the quantitative content analysis stage, a word frequency query was conducted that showed each word, its length, the number of times

it appeared, and its weighted percentage. This query helped identify the predominant terms that contributed to understanding the document content. NVivo provides for variations within word searches that produce exact matches, words with the same stem, synonyms, specialisations and generalisations.

Table 3 displays the 15 most frequently mentioned words in the document, excluding functional words and pronouns. Therefore, the table shows the big picture, and it differentiates between word frequency and word predominance in the entire document, as well as for each topic. For each of the three main topics, words were coded to investigate their contexts. Through writing memos and creating nodes to generate themes, NVivo found 1,170 codes with 2,067 references. A node represents the data that exemplifies a general subject, and sub-nodes represent the specific context. These are made by highlighting the required word and its context and then creating and naming the node or sub-node. For instance, the term 'sector' is mentioned at different times in different contexts. Therefore, a node was made with several sub-nodes based on the contexts in which the word was used, such as the economy, education and tourism.

Word	Length	Count	Weighted Percentage (%)
Sector	6	49	1.03
Government	10	48	1.01
Economic	8	38	0.80
Economy	7	32	0.67
Saudi	5	31	0.65
National	8	30	0.63
Services	8	30	0.63
Investments	10	29	0.61
Opportunities	13	27	0.57
Kingdom	7	25	0.53
Sectors	7	25	0.53
Increase	8	23	0.48
Development	11	22	0.46
Program	7	22	0.46
International	13	20	0.42

Table 3. Word frequencies of the SV2030 document

45

The following sections present tables listing the first 15 words for each topic of the SV2030 document that appear in NVivo and their frequency, but they are not necessarily the only words coded. The contexts were investigated, and examples are provided to illustrate how the themes in the SV2030 document emerged using the framework. Next, the links between the SV2030 themes and the English departmental statements' themes are described. Providing a few quotes may not be sufficient to produce a theme, especially when dozens of pages are involved (Bazeley, 2009). Therefore, tables were created listing the most predominant terms for each topic, accompanied by several representative examples from the document, to show the coding framework for each theme using detailed data. Additionally, the top terms themselves are noted along with the example, and any related words (e.g. synonyms) and words relevant to other themes are *italicised*. This presentation provides comprehensive data and identifies the words that dominate the particular topic discussions and the document in general. In the following sections, each topic of the SV2030 document is presented as a section and its themes as subsections, followed by the frequency of the related words and a figure outlining the nodes, along with an interpretation and description of how and why the themes emerged.

Regarding the English departmental statements specifically, since they comprise less data than the SV2030 text, each university's department's statements were analysed separately. Then, the analyses were combined into one project to identify common themes (Figure 4). For example, the University of Jeddah conducted its own analysis. Six cases (departmental texts) were collected because they mentioned SV2030 differently. The data of the departmental statements were limited and little compared with the data and analysis process of the SV2030 text. The common issues among the departments represent themes (e.g. SV2030). Therefore, a matrix was employed to summarise and show the results. Descriptions and interpretations are provided for clarification.

Figure 4. An NVivo screenshot of the English department statement nodes

The last section shows the common themes found in both the SV2030 document and English departmental statements; examples and quotes are provided for clarification, where needed. These common themes are significant in generating one overarching theme that links the texts, links EGL and ELT with certain aspects of the SV2030 programme and answers the research question.

4.4.1. A Thriving Society

The first topic highlighted in the SV2030 document is 'A Thriving Society'. Table 4 displays the word frequency for the most common terms in the text in the section on this topic, while Figure 5 shows how the nodes for this topic were created through its top terms and aspects.

Word	Length	Count	Weighted Percentage (%)
Cultural	8	20	1.34
Islamic	7	15	1.00
Citizens	8	14	0.94
Quality	7	13	0.87
Entertainment	13	12	0.80
Social	6	12	0.80
Society	7	11	0.74
Visitors	8	11	0.74
Children	8	10	0.67
National	8	10	0.67
Families	8	9	0.60
Private	7	9	0.60
Sector	6	9	0.60
Services	8	9	0.60
Activities	10	8	0.54

Table 4. Word frequencies for 'Thriving Society' topic

Nodes	Sub-nodes	References	Nodes	Sub-nodes	References
Children	Education: Engagement of Parents Future Moral Talents	3 1 1 2	Education	Children and Families	5
Citizens	Aspiration Entertainment Happiness Needs Safe Support	1 1 1 3 1 2	Entertainment	Activities Institutions International Project Promoting	4 1 1 1 5
Cultural	Activities Clubs Events Experience Institutions Knowledge and Self-Awareness Legacy Projects Richness and Diversity Sites Venues	5 1 3 2 1 1 1 1 1 1 2	Families	Care Systems Education Homes Support	1 3 1 3
National	Values and Principles Unity Program Network Identity	2 1 1 2 1	Increase	Care Entertainment Exercising Homes Life Expectancy *Umrah*	1 1 1 1 1 1

Nodes	Sub-nodes	References	Nodes	Sub-nodes	References
Private sector	Build Houses Organise	1 1	Islamic	Civilisation Duties Faith Heritage Museum Principles Sites Society Values Worlds	1 1 2 1 2 2 1 1 3 2
Quality	Cultural Activities and Entertainment Life Services	1 5 4	The National Identity: Arab, Arabic Language, Islam and Saudi	Arab: Heritage The Core Values	1 1 2
				Arabic Language	1
				Islam: Heart of Islam History Makkah Teachings	1 1 1 3
				Saudi: Saudi Families' Homes	1
Services	Health Pilgrims Quality *Umrah*	2 2 2 1	Visitors	Holy Sites Museums *Umrah*	2 2 6

Nodes	Sub-nodes	References	Nodes	Sub-nodes	References
Social	Activities	1	Society	Empowering	3
	Care Systems	3		Islamic	1
	Clubs	2		Vibrant	1
	Development	2			
	Skills	1		Saudi:	
	Well-Being	1		Saudi Families' Homes	1
Services	Health	2	Visitors	Holy Sites	2
	Pilgrims	2		Museums	2
	Quality	2		*Umrah*	6
	Umrah	1			
Social	Activities	1	Society	Empowering	3
	Care Systems	3		Islamic	1
	Clubs	2		Vibrant	1
	Development	2			
	Skills	1			
	Well-Being	1			

Figure 5. Nodes in 'Thriving Society' topic section

4.4.1.1. Theme 1: Entertainment and Tourism

The term 'cultural' appears at the top of the word frequency list in the 'Thriving Society' topic of SV2030 (Table 4). It is used in the context of developing the Kingdom's cultural richness, activities, entertainment projects, experiences and sites. Such cultural subjects are highlighted to establish the KSA as a destination for tourism and entertainment, as these industries can provide non-oil revenue, grow the Saudi economy and provide a high quality of life for citizens. This objective, which simultaneously combines economic and cultural development, ranks among the top aims of SV2030. For example, SV2030 mentions as an objective the establishment of museums and cultural events to attract citizens and tourists. It states that there will be 'new tourist and historical sites and cultural venues, cultural events and world-class museums' (SV2030, 2016:17). It also aims to establish the KSA as host to regional and global sporting events. Such new initiatives are intended to entice 'modern, local, regional and international brands' (SV2030, 2016:57).

Since entertainment is part of SV2030, many global projects and events, such as the Neum, the Red Sea project and the Alqedya entertainment project, are being launched to attract people from around the world, elevating the importance of ELT because English is the current lingua franca. English has been a common language in the KSA and an important language in the Saudi economic setting (Mahboob and Elyas, 2014). Employing foreign names generally, and English specifically, in business contexts can positively affect the economy, which imparts speciality, reliability and quality due to the prestige associated with English (Crystal, 2010).

Along those lines, since the SV2030 programme was declared, some entertainment events have been held in Saudi Arabia, specifically in Riyadh, and some of them employ English. For example, English is already used for some Saudi Arabian events related to SV2030, such as 'Oasis Riyadh', which the official Saudi chairperson of the General Entertainment Authority recently announced. While many of these events were presented in English, the marketing efforts for the season events were in Arabic and English. The main goal of such tourism marketing is to grow the economy and attract international brands. Language is critical for communicating in both economic and marketing contexts. Any linguistic barrier can cause communication difficulties and, in turn, may represent an economic and business barrier (Jonsen et al, 2011). However, English as an international language is a valid tool for ensuring effective communication in the context of international tourism, brands and business. Hence, English might assist in supporting successful economic progress as part of SV2030. The

cultural and foreign setting of SV2030 may be a prolific setting for English, specifically, for EGL.

SV2030 also points to a new programme called 'Daem', meaning 'supporter' in English, that aims to create a Saudi network of clubs to facilitate the exchange of cultural ideas and promote awareness of the value of cultural and economic entertainment and leisure. This programme supports over 400 clubs providing diverse cultural and entertainment events. Furthermore, as home to Makkah, the holy city to Muslims, Saudi Arabia intends to develop the holy city visit experience and increase the number of non-Saudi Muslims who visit the country for 'Umrah', an Islamic pilgrimage to the city. This is a form of Islamic tourism that increases Saudi's economic and cultural reputation. Table 5 depicts textual examples of this theme.

Words	Examples
Cultural	• Establish more *museums*, prepare *new tourist and historical sites and cultural venues*, and improve the *pilgrimage experience.* • Pride in *the historical and cultural legacy* of our *Saudi, Arab, and Islamic heritage.* • Given our society the *cultural richness and diversity.*
Islamic	• Makkah, the birthplace of *Islam*. Medina is where the first *Islamic society* was born. • Build *an Islamic museum* in accordance with the highest global standards. • *The museum* will take an immersive journey through the different ages of *Islamic civilisation.*
Entertainment	• *Attracting local and international investors*, creating partnerships with *international entertainment corporations.* • Land suitable for *cultural and entertainment projects* will be provided. • Organised amateur *clubs providing a variety of cultural activities and entertainment events.*
Visitors	• Will attract *visitors* from near and far. • Led to a tripling in the number of *foreign Umrah visitors.* • *Visitors* to the museum will take an immersive journey.

Table 5. Coding framework for 'Entertainment and Tourism' theme

4.4.1.2. Theme 2: Families, Children and Education

'Families' (9 times) and their 'children' (10) are also fundamental elements of this topic, especially in the educational setting. The document highlights the importance of engaging parents in their children's education and increasing Saudi children's skills, knowledge and

talents. For instance, the SV2030 document states that an educational programme called 'Irtiqaa', meaning 'enhancement' in English, will be launched to measure how effectively schools involve parents in their children's education. SV2030 (2016:82) notes, for example, '[w]e will provide our families with all the necessary support to take care of their children and develop their talents and abilities'.

Additionally, the document identifies one SV2030 educational goal as reshaping the Saudi national educational system's curriculum for children. In this regard, the Ministry of Education has announced that English is taught as a subject in Saudi schools starting in the first grade, which may be a part of the reshaping. This abrupt educational transformation regarding English as a subject may imply its significance to the country, especially in the SV2030 period, as English can play a role in educational settings. However, the document does not delve into academic plans and partnerships. Therefore, this research assessed it in the context of ELT in universities. Table 6 shows additional textual examples that support the current educational theme.

Words	Examples
Families	• *Schools*, working with *families*, will reinforce the fabric of society by providing *students* with the compassion, *knowledge*, and behaviours. • More prominent role for *families* in the *education* of their *children*.
Children	• To embed positive moral beliefs in our *children's* character from an early age by reshaping our *academic and educational system*. • The engagement of *parents* in their *children's education* is one of the main principles of success. • *Parents* to be engaged in *school* activities and the learning process of their *children*.
Education	• The *education* that builds our *children's* fundamental character. • Offer innovative *educational programs* and events that can improve this *academic partnership*. • Promote cultural, social, volunteering and athletic activities through empowering our *educational, cultural and entertainment institutions*.

Table 6. Coding framework for 'Families, Children and Education' theme

4.4.1.3. Theme 3: The National Identity: Saudi, Islam, Arab and Arabic Language

The document contains several words used multiple times to refer to the national identity of Saudi Arabia, with examples including 'national' (10 times), 'Islam' (6), 'Arab' (5), 'Saudi'(5) and 'Arabic language' (1).

The word 'Islamic' appears in different national contexts, such as about Islamic values, principles, faith, worlds and sites. The SV2030 text indicates that Islam is the primary source of the principles that guide Saudi citizens. The SV2030 (2016:16) document explicitly expresses that Islam is the way of Saudi life; therefore, 'Islam will be the driving force for us to realise our Vision'. SV2030 seems keen to maintain Saudi's national identity, particularly its mother tongue. The document asserts that the country will 'preserve and highlight our national identity' and 'uphold the Arabic language' (SV2030, 2016:17).

On the one hand, the promotion of Arabic as a linguistic standard contradicts the suggestion in the academic literature that English should be encouraged as a means of achieving SV2030. Notably, SV2030 does not seek the promotion of English, instead focusing on the preservation of Arabic as the national language. On the other hand, this upholding of Arabic contradicts the new governmental decision to teach English starting in first grade in Saudi schools, as language planning between Arabic and English is questioned. Table 7 displays the coding framework of the national theme and textual examples.

Words	Examples
National	• Our *Islamic faith* and our *national unity*. • Keeping true to our *national values and principles.* • Endeavour to strengthen, preserve and highlight our *national identity*.
Islam	• *Islam and its teachings* are our way of life. • Principles of *Islam* will be the driving force for us. • They will learn about the *history of Islam*.
Saudi	• *Saudi Arabia* has assumed a prominent place in the world and has become synonymous with hospitality and a warm welcome to all *Muslims*. • To more than double the number of *Saudi heritage* sites registered with UNESCO (United Nations Educational, Scientific and Cultural Organization). • Pride in the historical and cultural legacy of our *Saudi, Arab, and Islamic* heritage.
Arab	• Our nation is the core of *the Arab and Islamic worlds*. • Work on the restoration of *national, Arab, Islamic* and *ancient cultural* sites.
Arabic Language	• Upholding *the Arabic language*.

Table 7. Coding framework for 'The National Identity: Saudi, Islam, Arab and Arabic Language' theme

4.4.1.4. Theme 4: High Quality of Life and High-Quality Services for Citizens

The last theme for 'A Thriving Society' focuses on providing a high quality of life for Saudi citizens. For example, the SV2030 (2016:22) document states that for a high quality of life,

'[w]e intend to encourage widespread and regular participation in sports and athletic activities, working in partnership with the private sector to establish additional dedicated facilities'.

Moreover, the SV2030 (2016:29) text indicates that '[w]e are determined to optimize and better utilize the capacity of our hospitals and health care centers, and enhance the quality of our preventive and therapeutic health care services'. SV2030 intends to empower Saudi society by providing subsidies for electricity, fuel and water. SV2030 also focuses on providing health services and medical benefits, such as private consultations and shorter waiting times for medical appointments. Further, the document emphasises that the government will continue to 'ensure high quality services such as water, electricity, public transport and roads are properly provided' (SV2030, 2016:23). Aa high quality of life for citizens is a must, and this includes culture and entertainment activities, for which English can be employed as a lingua franca. Table 8 details the final theme for the 'Thriving Society' topic.

Word	Examples
Citizens	• *Encouraging citizens* to make use of primary care. • Our country and *citizens are safe and secure*. • The *happiness and fulfilment of citizens*. • Meet *the needs and requirements* of our *citizens*.
Quality	• A *society* in which all enjoy *a good quality of life*. • Preservation is also our responsibility to future generations and essential to *the quality of our daily lives*. • Consider culture and entertainment indispensable to our *quality of life*.
Services	• Continue to ensure *high quality services*, such as *water, electricity, public transport and roads*, are properly provided. • Enhance the *quality* of our *preventive and therapeutic health care services*. • We will not rest until our nation is a leader in providing opportunities for all through education and training and *high-quality services*.

Table 8. Coding framework for 'A High Quality of Life and High-Quality Services for Citizens' theme

4.4.2. A Thriving Economy

The SV2030 document features 'A Thriving Economy' as the topic of its second section. Data on the frequency of the most commonly mentioned words associated with this topic are presented in Table 9, while Figure 6 demonstrates the development of the topic nodes through the examination of its prominent terms and elements.

Word	Length	Count	Weighted Percentage (%)
Sector	6	32	1.32
Economic	8	25	1.03
Economy	7	22	0.91
Investment	10	19	0.78
Increase	8	17	0.70
International	13	17	0.70
Market	6	17	0.70
Opportunities	13	17	0.70
Private	7	17	0.70
Sectors	7	17	0.70
Saudi	5	15	0.62
Education	9	14	0.58
Services	8	14	0.58
Energy	6	13	0.54
Kingdom	7	13	0.54

Table 9. Word frequencies for 'A Thriving Economy' topic

Nodes	Sub-nodes	References	Nodes	Sub-nodes	References
Economy	Cities	4	Opportunities	Companies	1
	Development and Growth	8		Economy	3
	Education	2		Enterprise	1
	Jobs	3		Jobs	7
	Sector	6		Marketing	1
	Skills	1		Scholarship	1
				Skills	1
Education	Development	3	Sector	Competitiveness	1
	International	1		Education	3
	Jobs	3		Industrial	1
	Market	3		Localisation	2
	Quality	1		Manufacturing	1
	Sector	1		Mining	2
				Non-Profit	1
				Oil and Gas	1
				Private	8
				Renewable Energy	3
				Retail	4
International, Global and Foreign	International	16	Services	Government	7
	Global	8		Logistics	1
	Foreign	6		Sector	1
				SME	1
Investment	Foreign Investment	3	Market	Education	3
	Opportunities	1		International	2
	Private	1		Investment	4
	Public	7		Renewable Energy	3
				Retail	1
				SME	1

Figure 6. 'A Thriving Economy' topic NVivo nodes

4.4.2.1. Theme 1: Economy, Investments and the Private Sector

SV2030 is an economic project generally and within this topic specifically. The economy is the predominant subject in this topic. As Table 9 reveals, the term 'sector' is at the top. It collocates with the word 'private' (8 times) in the following contexts: 'we will open up investment opportunities, facilitate investment, encourage innovation and competition and remove all obstacles' and 'increase private sector contribution by encouraging investments, both local and international' (SV2030, 2016:45). Words such as 'renewable energy', 'retail' and 'competitiveness' appear in the sector context also but less frequently. In the economic context, growing the economy is the most prominent concern. For example, the text in this section indicates that the KSA 'will also expand vocational training in order to drive forward economic development' (SV2030, 2016:36) and will 'move from our current position as the 19th largest economy in the world into the top 15' (SV2030, 2016:47).

Next, the word 'economy' appears together with the top word in contexts such as '[w]e will support promising sectors and foster their success so that they become new pillars of our economy' (SV2030, 2016:42) and 'contribute towards developing entirely new economic sectors and establishing durable national corporations' (SV2030, 2016:42). The word 'investment', the fourth most frequently mentioned term, also supports the economic predominance of this part of the SV2030 document. The term often refers to public investments, which the SV2030 text mentions in contexts such as the public investment fund, e.g. to transfer Aramco to a public investment fund and to increase the public investment fund assets. 'Investment' also appears in the context of foreign investments. English, including both ELT and EGL, has played an effective role in the current global economy (Phillipson, 2008). English has been instrumental in attracting more overseas investments. This highlights that the economic setting can be fitting for the use of English in achieving SV2030.

Table 10 presents additional examples of these most common terms and their contexts and collocations.

Word	Examples
Sector	• In the manufacturing *sector*, we will work towards localising *renewable energy and industrial equipment sectors*. • Improve and reform our regulations, paving the way for investors and *the private sector* to acquire and deliver *services*. • To *increase the private sector's contribution* from 40% to 65% of [the] GDP.
Economy	• Reinforce the ability of our *economy*. • *Small and medium-sized enterprises (SMEs)* are among the most important agents *of economic growth*; they create *jobs*. • Achieving our desired rate of *economic growth* will require an environment that attracts the necessary *skills and capabilities*.
Investment	• *The Public Investment Fund* will not compete with *the private sector*. • We become *market makers* in selected *sectors*, as well as a leader in competitively managing assets, *funding and investments*. • To *increase foreign direct investments* from 3.8% to the *international* level of 5.7% of [the] GDP.

Table 10. Coding framework for 'To Increase and Develop Economy, Investments and Private Sector' theme

4.4.2.2. Theme 2: Internationalisation, Globalisation and the Foreign World

Although the national identity is referenced, the SV2030 document also refers to the non-local context, using terms indicating the outside world, such as 'international' (16 times), 'global' (8) and 'foreign' (6). These terms are mentioned in different contexts because SV2030 is strongly linked to the outside world and seeks to create a more prominent global presence for Saudi. The words appear in multiple settings generally and in the economic setting specifically. For instance, SV2030 aims to attract 'global talents and qualifications' (2016:37) and 'global leadership and expertise in oil and petrochemicals' (2016:44). Such texts indicate the country will utilise its strategic location to play a significant role in 'international trade and to connect three continents: Africa, Asia and Europe' (2016:58). It also plans to attract 'international investors', 'international stakeholders' (SV2030, 2016:40), 'foreign minds' and 'foreign investments' (SV2030, 2016:37). Regarding international communication in the economic context, again, whether inside or outside the KSA, English can be a prominent language and can be employed as a lingua franca.

For the other contexts, education also has a share in the international setting. For example, the document briefly states that '[o]ur scholarship opportunities will be steered towards prestigious

international universities and be awarded in the fields that serve our national priorities' and '[w]e shall help our students achieve results above international averages in global education indicators' (SV2030, 2016:40). In addition, the Ministry of Education announced a scholarship programme at 19 'Elite Universities' for Saudi students, of which 17 are in English-speaking countries, namely, the USA and the UK. Further, the SV2030 text proposes that some Saudi universities will sit atop global rankings, stating that '[i]n the year 2030, we aim to have at least five Saudi universities among the top 200 universities in international rankings' (2016:40). Still, this framing is only general, as the document does not detail how such rankings can be achieved, does not indicate the specific global ranking sought and does not name specific Saudi universities. Such a scholarship, similar to the King Abdullah Scholarship Programme, can gradually become involved in English status and language planning in Saudi Arabia. EGL is a communication tool for use in the global setting. Therefore, the international theme or setting focused on the role of EGL in achieving SV2030 seems significant in this study.

Table 11 presents various textual examples in which non-local terms are deployed.

Word	Examples
International	• Create attractions that are of the highest *international* standards. • Apply *international* legal and commercial regulations strictly and create a business environment conducive to long-term *investment*.
Global	• Make use of our *global* leadership and expertise in oil and petrochemicals to invest in the development of adjacent and supporting sectors. • Seek to support Saudis with promising growth opportunities so they develop into new regional and *global* leaders. • Raise our *global ranking* in the Logistics Performance Index from 49 to 25 and ensure the Kingdom is a regional leader.
Foreign	• Attract and retain the finest Saudi and *foreign minds*. • Their presence in the Kingdom will contribute to economic *development* and attract additional *foreign investment*. • Create an environment attractive to both local and *foreign investors*.

Table 11. Coding framework for 'Internationalisation, Globalisation and the Foreign World' theme

4.4.2.3. Theme: Education in Line with the Requirements of the Labour Market

The term 'education' appears at the top of the most frequent words (14 times), which demonstrates its significance to SV2030. This theme links two subjects (i.e. education and the labour market), which the document hints at in the title of two short subsections: 'An Education That Contributes to Economic Growth' (SV2030, 2016:40) and 'Learning for Work' (SV2030, 2016:36). The SV2030 document indicates that the KSA will invest in education to provide job opportunities and pursue more activities designed to align educational outcomes with the needs of the Saudi labour market.

For instance, the word 'skills' is a crucial thematic element, as observed in the context of helping everyone acquire required skills and determining the skills required in various employment sectors. The SV2030 (2016:37) document states that '[o]ne of our most significant assets is our lively and vibrant youth. We will guarantee their skills are developed and properly deployed'. The document asserts that the Saudi government has settled on the National Labour Gateway to support employment, explaining that 'we plan to establish sector councils that will precisely determine the skills and knowledge required by each socio-economic sector' (SV2030, 2016:36). On the educational level, in particular, this aspect is expressed through objectives to 'close the gap between the outputs of higher education and the requirements of the job market', to 'help our students make careful career decisions', to 'work closely with the private sector to ensure higher education outcomes are in line with the requirements of job market' (SV2030, 2016:40) and to 'continue investing in education and training so that our young men and women are equipped for the jobs of the future' (SV2030, 2016:36).

Linking education and the economy in such a setting can point to a knowledge-based economy. For instance, SV2030 (2016:51) declares that '[f]ree market prices shall, in the long term, stimulate productivity and competitiveness'. This view on freeing markets can be seen as indicative of a neoliberal perspective. ELT, in this sense, can also play a role in achieving SV2030, as ELT and neoliberalism are connected in the contemporary globalised world (Block et al., 2012). However, the SV2030 document lacks details on this issue. Also, explicit real-life initiatives related to work on the relationship between educational outcomes and the market do not exist, nor have many studies been published in the English linguistic context specifically.

Table 12 displays more examples of this educational and economic theme.

Word	Examples
Market	• To ensure *that the outcomes of our education system are in line with market needs*. • Become *market makers* in selected *sectors*, as well as a leader in competitively managing assets, funding and *investments*. • *Free market* prices shall, in the long term, stimulate productivity and competitiveness.
Opportunities	• Reinforce the ability of our *economy* to generate *diverse job opportunities*. • Our *economy* will provide *opportunities* for everyone. • Families now enjoy vast *marketing opportunities* through social media and digital platforms.
Education	• To ensure that *the outcomes of our education system are in line with market needs*. • Want *Saudi children*, wherever they live, to enjoy *higher quality*, multi-faceted *education*. • Developing the *job specifications* of every *education field*.

Table 12. Coding framework for 'Education in Line with Requirements of Labour Market' theme

4.4.2.4. Theme 4: Government Services

'Government Services' is the final and least represented theme for the 'Thriving Economy' component of the SV2030 document. The word 'services' is included because it appears most often in this section (14 times), and the word 'government' collocates with it most often (7). For example, 'services' appears in the context of privatising government services, providing new services like healthcare and education, enhancing the quality and reliability of government services and diversifying government revenue. Also, 'services' collocates with other terms, such as 'SME', 'sector' and 'logistics', indicating that '[w]e will also support SMEs in marketing and help export their products and services' (SV2030, 2016:41), we will 'seek to increase private sector contribution by encouraging investments, both local and international, in healthcare, municipal services, housing, [and] finance' (SV2030, 2016:45) and we will work 'to effectively link with other countries in the region, through enhanced logistics services and cross-border infrastructure projects' (SV2030, 2016:58).

Although this theme may not link directly to English, 'the link with other countries' is an indirect subject and setting. This link can point to EGL as the lingua franca for SV2030. Table 13 displays more examples.

Word	Examples
Services	• To diversify the economy, unleash the capabilities of our promising *economic sectors and privatise some government services*. • Build an integrated *national network of services* and supporting industries that will improve our self-sufficiency and strengthen our defence exports, both regionally and internationally. • To increase *the quality and reliability of our services*.

Table 13. Coding framework for 'Government Services' theme

4.4.3. An Ambitious Nation

The SV2030 document addresses 'An Ambitious Nation' as its third and final topic. The frequencies of words utilised within the text related to this topic are presented in Table 16, while Figure 7 demonstrates the development of the topic's nodes through a representation of its prominent terms and elements.

Word	Length	Count	Weighted Percentage (%)
Government	10	34	2.23
Program	7	22	1.44
Profit	6	16	1.05
Agencies	8	14	0.92
New	3	13	0.85
Performance	11	13	0.85
Services	8	13	0.85
Programs	8	12	0.79
Development	11	9	0.59
Management	10	9	0.59
National	8	9	0.59
Social	6	9	0.59
Work	4	9	0.59
Human	5	8	0.53
Online	6	8	0.53

Table 14. Word frequencies of 'Ambitious Nation' topic

Nodes	Sub-nodes	References	Nodes	Sub-nodes	References
Government	Agencies	9	Performance	Government	3
	Effectiveness	1		Indicators	4
	E-government	6		Management	3
	Human Capital	3		Measurement	1
	Program	4			
	Revenue	1			
	Services	2			
New	Approach	1	Program	Human Capital Development	1
	Assets	1		Performance Measurement Program	1
	Challenges	2		'Qawam' Program	2
	Departments	1		Fiscal Balance	1
	Experience	1		National Transformation Program	1
	Laws	1		Privatization Program	1
	Measures	1		Strengthening Public Sector Governance	1
	Programs	1		Project Management Program	1
	Revenue	1		Public Investment Fund Restructuring	1
	Roles	1		Regulations Review	1
	Skills	1		Saudi Aramco Strategic Transformation	1
	Strategic Partnerships	1		Strategic Directions Program	1
				Strategic Partnerships	1
Profit	Non-Profit Sectors	13	Services	Government	1
				Online	7
				Shared Services	4

Figure 7. 'Thriving Economy' topic NVivo nodes

4.4.3.1. Theme 1: Effective Performance of Government Agencies

To build an ambitious nation, SV2030 endeavours to create government agencies that offer optimal performance and embrace the best practices to meet the needs of Saudis. 'Government', referenced 34 times, is the primary focus in the 'Ambitious Nation' topic segment of the document.

The term 'government' appears along with other terms, such as 'agencies' (9 times). For example, the document notes that '[w]e are working towards shared services across our government agencies' (SV2030, 2016:69). The document also indicates that every government agency will undergo a thorough review of financial regulations. The term 'performance' (13 times) also appears under this theme, relating to the context of government performance, agency performance and programme performance, as well as the performance of dashboards, management, measurements and indicators. The words 'agencies' and 'performance' simultaneously collocate with the word 'government'. For instance, the KSA 'adopted the principle of performance measurement, and made sure it is properly used in our evaluation of all government agencies, their programs, initiatives and executives' (SV2030, 2016:81). Further, the government 'established the Center for Performance Management of Government Agencies' (SV2030, 2016:81).

Thus far in the analysis of this theme for the 'Ambitious Nation' segment of the document, no connection has been apparent between English, either EGL or ELT and SV2030. Focus is placed on the institutes' best practices and services, which is a general goal of governments today.

Table 15 presents additional textual examples.

Word	Examples
Government	• Working towards *shared services* across our *government agencies*. • Support the wider use of *online applications* in *government agencies*. • Raise our ranking in *the Government Effectiveness Index*. • All *ministries and government institutions* will be required to adopt best practices.
Performance	• Tracking both our *performance* and that of the *government* overall. • Continuously review and assess our *performance*. • Detailing specific initiatives that have clear *performance indicators*.

Table 15. Coding framework for 'Effective Performance of Government Agencies' theme

4.4.3.2. Theme 2: To Establish Programmes and Empower the Non-Profit Sector

Establishing new programmes and enhancing the non-profit sector are fundamental objectives of SV2030. Thus, 'program' is the second most frequently mentioned term in the 'Ambitious Nation' topic section. As SV2030 seeks to create a transformation, it launches new programmes. For instance, the SV2030 (2016:69) document indicates that the 'King Salman Program for Human Capital Development' will provide training for government employees, such as online courses, to teach them how to adopt best practices in the development of human capital. In addition, the programme 'Qawam', meaning 'subsistence' in English, aims to review the financial regulations of government agencies. Regarding the Saudi Aramco Strategic Transformation Program, the document states '[w]e believe that Saudi Aramco has the ability to lead the world in other sectors besides oil, and it has worked on a sweeping transformative program that will position it as a leader in more than one sector' (SV2030, 2016:82), among other such as privatisation and partnership programmes (Table 16). At the same time, SV2030 (2016:77) seeks to develop and support an impactful non-profit sector through collaboration with government agencies to 'help the non-profit sector become more institutionalized, formalized and more efficient'. To accomplish this, the government intends to promote a culture of volunteering and encourage Saudi citizens to volunteer in the non-profit sector to enable non-profits to play a 'more efficient role in critical sectors such as health care, education, housing, research, and cultural and social programs' (SV2030, 2016:77).

The oil industry and the Aramco corporation have had a significant impact on both the economic and linguistic landscape of the GCC nations, with a particular emphasis on the KSA. Given the significant role that the economy, and Aramco specifically, play in the implementation of SV2030 initiatives, potential exists for promoting the English language status in the nation. SV2030 seeks to implement a privatisation programme, which may include the privatisation of certain public institutions, such as universities in Saudi Arabia. This privatisation is interconnected with economic transformation efforts. The initiative's programme for international partnerships presents an opportunity for EGL to serve as the common language of communication with non-Arabic speaking countries.

Additional textual examples are presented in Table 16.

Word	Examples
Program	• Strategic partnership *program.* • Strategic directions *program.* • Privatization *program.* • Government restructuring *program.* • Fiscal balance *program.*
Non-Profit Sector	• Set up a regulatory framework that empowers *the non-profit sector.* • Develop regulations necessary to empower *non-profit organizations* • Encourage corporations and high net worth families to establish *non-profit organizations.* • Raise *the non-profit sector's contribution* to GDP from less than 1% to 5%.

Table 16. Coding framework for 'To Establish Programmes and Empower Non-Profit Sector' theme

4.4.3.3. Theme 3: Expand Online Services and Improve e-Government

Work, learning and serving online are generally notable subjects for the current era of COVID-19 and the post-COVID-19 period.

The text mentions that the KSA has made progress by having already developed effective Saudi e-government services (i.e. electronic and online government services), including virtual learning, electronic passports, employment programmes and other components. Building upon these initiatives, SV2030 (2016:71) aims to further develop the existing e-services to encompass more aspects, such as 'geographic information, health care and education'. It seeks to encourage agencies to employ online applications (e.g. online data storage and sharing platforms). Finally, under this topic, e-government is emphasised, with the document declaring that 'transparency will be boosted and delays reduced by expanding online services and improving their governance standards, with the aim of becoming a global leader in e-government' (SV2030, 2016:65).

COVID-19 has already forced the provision of some online activities, such as online learning, online services and online communication. Neither ELT nor EGL can play a clear and direct role in this setting. Table 17 presents additional examples.

Word	Examples
Online Services	• Strengthen the *governance of online services* within the government itself. • Raise our ranking on *the e-Government Survey Index.* • In the UN *e-Government Index*, for instance, we ranked 36 in 2014.

Table 17. Coding framework for 'Expand Online Services and Improve e-Government' theme

4.4.3.4. Theme 4: New Trends

SV2030 is a new project that links to various plans, issues and trends. As such, the word 'new' is associated with multiple aspects of SV2030, such as challenges, revenue sources, skills, experiences, measures, laws, assets, partnerships and programmes. The SV2030 document reports that several laws will be revised and that new rules are required to address new challenges. The SV2030 (2016:72) text states that Saudis 'will work to become independent and active members of society, developing new skills in the process' and that the government 'plan[s] to continue diversifying our nonoil revenues in the coming years, by introducing new measures' (2016:81), as well as referring to other new trends (Table 18).

The section does not refer to new aims, but the adjective 'new' ranks fifth on the list of the most frequently mentioned words, which reflects the name of the topic, 'An Ambitious Nation'. However, these new trends are only referenced in general terms. The SV2030 plans are promises that lack details, at least in the document itself. Further, the document highlights new skills but, again, in a general manner, without specifying the skills, so English skills may be one of them. This section points to new non-oil revenues for economic growth; this can imply a knowledge-based economy, such as utilising ELT to support the labour market.

Word	Examples
New	• *New* strategic partnerships. • *New* revenue. • *New* laws. • *New* experiences. • *New* departments.

Table 18. Coding framework for 'New Trends' theme

4.4.4. Summary of themes of the SV2030 document

The themes that emerged from the SV2030 document are presented in Table 19. The content analysis of the document resulted in the identification of themes and an examination of potential connections between the role of English in achieving SV2030 and various aspects of it, such as the economy and education. The subsequent section of the analysis focuses on the content of the Saudi university English departmental statements that reference SV2030 to explore the points of convergence between the themes of the English departmental statements and the SV2030 document.

The SV2030 Document		
Thriving Society	Thriving Economy	Ambitious Nation
- Entertainment and tourism - Families, children and education - The national identity: Saudi, Islam, Arab and Arabic language - High quality of life and high-quality services for citizens	- Increase and develop the economy, investments and the private sector - Globalisation, internationalisation and the foreign world - Education in line with the requirements of the labour market	- Effective performance of government agencies - Establish programmes and empower the non-profit sector - Expand online services and improve e-government - New trends

Table 19. Summary of SV2030 document themes

4.5. Content analysis of Saudi university English departmental statements

SV2030 has become a fundamental national ambition for Saudi administrative institutions; many of these have incorporated elements of SV2030 into their plans to help the country achieve its goals. Most, if not all, Saudi universities refer to SV2030 as an essential initiative in which they intend to participate. More specifically, some Saudi university English departments have either conveyed a desire to contribute to the successful realisation of SV2030 or referred to it in other contexts as necessary to their programmes. Therefore, to understand and link the English departmental statements to SV2030, six English departmental website publications were analysed to identify their main themes and then link them to SV2030 themes. These publications were collected because they refer to SV2030 explicitly. In this process, NVivo was used to facilitate the analysis and discuss the steps. The English departmental publications were considered different cases: in NVivo, cases can be people, sites or organisations (QSR, 2016). In this research, cases included the English institutes at Najran

University, Taif University, Prince Sultan University, University of Jeddah, Shaqra University and King Abdelaziz University. The departments from Shaqra University and King Abdelaziz University produced short statements that contained little data to analyse, but they were produced by an official English language entity and mentioned SV2030. Therefore, they are only shown in the display matrix. As a general depiction of the linguistic content, the English statements within SV2030 are not comprehensive and are comparatively brief, consisting of only a few paragraphs or a single page. As such, they were analysed separately.

4.5.1. Najran University

The English language department at Najran University has published two statements, one from the dean and one from the vice dean.

The dean of the English Institute at Najran University (2020) starts his statement by employing an Islamic discourse, mentioning a verse from the Quran and a prophetic statement. Then he states that 'Allah has created people of several and different nations, and our religion tells us that this diversity should enrich life with knowledge, acquaintance and harmony'. The dean then indicates that the English department offers knowledge about and highlights the importance of English globally, asserting that the department plays a significant role because it 'teaches one of the most important languages in the world—English' (Najran University, 2020). The dean promotes the significance of teaching English as a so-called global language or EGL. His statement also highlights two English language programmes, English Language and English Translation, and their importance in preparing students who can serve the Saudi nation. Finally, the dean concludes his statement with the claim that the department was keen to design those programmes 'to ensure the fulfilment of the ambition of the homeland and its leaders in a way that makes the Kingdom Vision 2030 a possible and tangible reality' (Najran University, 2020). This statement confirms that this English department is aligned with SV2030, and both SV2030 and the English institute at Najran University appreciate the importance of knowledge and education.

Universities can play an entrepreneurial role (Holborow, 2012). For instance, the vice dean begins the second Najran University statement by emphasising both the general importance of language learning, describing it as 'safety', and the particular significance of English, indicating that it is 'a requirement in all sectors because of the ease that it offers in dealing with the outside world' and that 'it is the language spoken by nearly 375 million people around the

world' (Najran University, 2020), thereby alluding to EGL. As the SV2030 document analysis illustrates, linking education with the labour market is a prominent theme, suggesting that SV2030 seeks to achieve both educational and economic development. The SV2030 document generally points to job opportunities, the Saudi labour market and the educational and skills context. For instance, under one heading, 'An Education That Contributes to Economic Growth' (SV2030, 2016:40), the SV2030 text reflects a desire to close the gap between the outcomes of university education and the requirements of the Saudi labour market and to help students determine suitable jobs.

The vice dean then indicates that the department at Najran University (2020) aims 'to provide a distinguished education and training [programme] to develop the academic, research and intellectual skills [of students] through a contemporary curriculum based on international standards'. The vice dean then employs a metaphor to address English language students, stating, 'you are the future; you are the vision of 2030; you are the ones who will lead the country forward' (Najran University, 2020). This reflects the importance the department placed on SV2030 by linking it with the future, the country and the English department students. Moreover, it echoes the SV2030 text by mentioning skills and educational curricula based on global standards.

SV2030 highlights how Saudi Arabia will invest in 'refining our national curriculum and training our teachers and educational leaders' (SV2030, 2016:36) so that several Saudi universities are ranked at the top of global rankings and help students achieve outcomes aligned with international education indicators. However, neither Najran University's statement illustrates why SV2030 is important to the English department nor how the university intends to align its efforts with the SV2030 goals. Additionally, sector and jobs are mentioned, but only generally, and such a reference to the labour market is perhaps because ELT is 'a crucial element of an international business class structure' (Ives, 2006:136–137).

4.5.2. Prince Sultan University

The Prince Sultan University English departmental statement first mentions that the university offers a high-quality educational experience that provides the required language skills and knowledge. The SV2030 document similarly refers to plans to equip employees, youth and children with the skills they need. For instance, the document declares that, for economic growth, the governors guarantee the skills of the Saudi youth to be 'developed and properly

deployed', which will 'require an environment that attracts the necessary skills and capabilities' (SV2030, 2016:37), and that it is necessary to 'determine the skills and knowledge required by each socio-economic sector' (SV2030, 2016:36). The departmental statement notes that all department language programmes are accredited by the National Commission for Academic Accreditation and Assessment, an organisation that evaluates academia and accreditation in Saudi higher education institutions.

The English institute at Prince Sultan University (2020) also addresses the labour market, stating that '[w]ith strong links with businesses and public sector bodies, the faculty provides practical real-world learning that prepares students to become the change-makers of tomorrow'. It also claims that, due to the high quality of its ELT and research, its 'graduates are some of the highly sought candidates by employers in the Kingdom' (Prince Sultan University, 2020). The publication mentions SV2030 in the labour market context as well, explaining that its students have job opportunities in different public and private sectors noted within the SV2030 document, such as 'education, business and investment, media and journalism, and tourism and culture' (Prince Sultan University, 2020). Overall, this publication is more detailed than the Najran University publications regarding job opportunities and SV2030 in the Saudi labour market context.

4.5.3. Taif University

The English department at Taif University presents what it provides for students: the basic skills for communicating in the English language, linguistics, translation and literature. The statement claims the university effectively prepares graduates to meet Saudi labour market requirements in translation, education and tourism. It also notes that the institution contributes towards achieving SV2030 by serving the community, conducting research and providing students with high-quality ELT. Since language is linked with the economy, Language education ought to be viewed as an integral component of SV2030. Similar to the Prince Sultan University publication, this document specifies job areas in which alumni can work. However, Taif University determines how to help achieve SV2030 in general, such as through ELT, in line with the labour market.

4.5.4. University of Jeddah

The University of Jeddah English department statement reports that the university seeks to develop ELT for higher quality educational outcomes to meet its strategic goals and also seeks

to improve students' English language knowledge and skills for future jobs. The University of Jeddah (2019) publication further states that the university follows international educational standards that align with SV2030 by 'building a productive educational environment that contributes to developing human linguistic capital to reach the requirements of the labour market'. In the same vein, the SV2030 (2016) text highlights how Saudi Arabia will invest in curriculum and teacher training. Like the department at Najran University, this department mentions international standards, although it does so without explaining how those standards are followed, and like the SV2030 document, the department statement reflects the significance of education in line with the Saudi labour market. Gaps between education and the labour market may create potential obstacles for students and the community and for achieving SV2030, with job opportunities reviving the economy and vice versa. Education is associated with economic growth challenges due to the modern approach of assessing how education aids in addressing community issues.

The matrix display of the statement patterns presented in Figure 8 helps to summarise the content analysis data (Bazeley, 2009; Schreier, 2012).

English Language Departments ↓	Themes ➡	SV2030	Education and teaching	English language skills and knowledge	Sectors and labour market	English as a global language	Educational international standards
Najran University		2	3	1	1	3	1
Prince Sultan University		1	1	1	4	-	-
Taif University		1	2	1	1	-	-
University of Jeddah		1	3	1	2	-	1
King Abdelaziz University		1	-	-	-	-	-
Shaqra University		1	1	-	-	-	-

Figure 8. Matrix display of English departmental text analyses data patterns and themes

4.5.5. *Overarching theme of the SV2030 document and English departmental statements*

The SV2030 document and English departmental publications' textual content analysis produced both different and similar themes. However, most of the departmental statement themes converged with SV2030 themes. For example, three SV2030 themes fell under the topic 'Thriving Economy' and coincided with themes from the department publications: 'to

74

increase and develop the economy, investments and the private sector', 'globalisation, internationalisation and the foreign world' and 'education in line with requirements of the labour market'.

Those themes corresponded to five themes in the English department statements. The first was sectors and the labour market; both texts acknowledge the importance of the labour market and job opportunities. Education (i.e. teaching, educational outcomes, curriculum and international standards) was the second common theme. The analysis illustrated that education is important to English departments as academic institutions and to SV2030, albeit generally, and in line with the labour market. Third, both agree on the importance of skills and knowledge: general knowledge and skills in the SV2030 document and English language knowledge and skills in the department texts. The final common theme is globalisation and internationalisation, which the writer of the SV2030 text mentions in different settings (e.g. the economy and education).

In contrast, the English departmental theme references these in the context of global English and international educational standards. Despite these similarities, English is absent from the SV2030 document. Accordingly, the role of English in achieving SV2030 is questioned in the second phase of this research. An analysis of the common themes produced the following overarching theme: EGL and ELT in line with SV2030 (Table 20).

Common Themes in the SV2030 Document and English Departmental Statements	
SV2030 Themes	English Departmental Statement Themes
• To increase and develop the economy, investments and the private sector • Globalisation, internationalisation and the foreign world • Education in line with the requirements of the labour market	• Education: Teaching, educational outcomes, curriculum and international standards • English language skills and knowledge • English as a global language • Sectors and the labour market
Overarching theme: EGL and ELT in line with SV2030	

Table 20. Common themes of the SV2030 and English departmental texts

To illustrate the overarching theme, the SV2030 document common themes included the economy, internationalisation and education in line with the needs of the Saudi labour market, and the English departmental common themes included English education or ELT, EGL and the importance of linking ELT outcomes with the Saudi labour market. Consequently,

internationalisation is a general concept, while EGL is a specific concept to the English departments. Likewise, education is a general concept, while ELT is a specific concept. The economy and the labour market, which appeared several times in both texts as a prominent theme, together are linked with education in both texts – with education in general and with ELT in particular in the SV2030 document and the English department messages, respectively. At the same time, the economy is linked with internationalisation and globalisation, as the content analysis results showed. These connections are discussed in more depth in relation to the CDA phase. The proposed overarching theme of phase 1 is directly connecting the themes with English, EGL and ELT, in line with SV2030.

Based on the findings and themes of the current content analysis, ELT and EGL might be able to play roles in both educational and international contexts. This is supported by the SV2030 document's numerous mentions of education in multiple contexts and the English department texts' identification of major themes related to ELT and EGL. Specifically, ELT contributes to economic growth (Phillipson, 2008) and has been essential in drawing greater international investments. Moreover, the SV2030 document suggests that its educational framework might be suitable for English in the context of achieving the goals of SV2030.

The content analysis, for example, revealed themes of 'internationalisation, globalisation, and the foreign world' in the SV2030 text, as well as an overarching theme. Specifically, the fundamental goal of tourism marketing is to stimulate the economy and attract businesses worldwide. In both the economic and marketing sectors, language plays an important role in communication. EGL is a crucial tool in ensuring efficient communication in the context of international tourism, branding and business. Therefore, as discussed in the analysis and its findings, English may play a vital role in SV2030's successful economic growth. Thus, the international aspect is an outstanding context for the use of English, particularly EGL.

In the findings of this analysis, both the educational (e.g. ELT) and international (e.g. global economy) contexts were shown to agree with previous assumptions and suggestions made in the literature about where and how English can participate in achieving SV2030. However, because of the nature of both texts, i.e. general and undetailed language, and because the current content analysis does not investigate beyond the text, a critical, more specific and in-depth analysis must be conducted regarding the overarching theme and the two fundamental settings found in the content analysis.

These connections are presented in more depth in relation to the CDA phase. The proposed overarching theme of phase 1 directly connects the themes with English, EGL and ELT, in line with SV2030

4.6. Conclusion

This chapter showed the content analysis and its methodology for Phase 1 of this thesis. As a result of the content analysis that revealed the various themes of the SV2030 document and of some English departmental statements, the overarching theme of alignment of EGL and ELT with SV2030 emerged. In Phase 2, CDA will be utilised to reveal and explicate the implicit role of English in achieving SV2030. The CDA stage involved the analysis of the selected settings of the SV2030 document, specifically, the international and educational contexts as a result of this content analysis, where the significance of English is emphasised. Regarding English departmental messages, CDA will also be conducted on the Saudi university English institutional statements. In contrast to the content analysis stage, in which only some English institutional statements were collected for analysis, this stage involved a comprehensive examination of all statements from English departments at Saudi universities. These departments serve as official resources for developing English skills and knowledge and are the producers of Saudi English teachers, making ELT a crucial aspect of this CDA. The following chapter outlines the methodology of CDA, including the research questions.

Chapter 5. Methodology: Critical Discourse Analysis

5.1. Research question

After exploring the overarching theme of the SV2030 and English departmental content, the CDA approach was employed to analyse the discourse of SV2030, particularly its educational and international settings as will be illustrated in this chapter, in addition to analysing all publications produced by the Saudi university English departments. Before embarking on a description of CDA, the central research questions of the study are articulated and explained. CDA in this research was intended to uncover the potential role of English – specifically, ELT and EGL – in realising the national SV2030 programme by answering the following research question:

1. How do both the political SV2030 and English institutional discourses represent the term and concept of education (e.g. educational agenda)?

The concept of education is addressed in both the SV2030 and departmental texts. Here, the concept is indicated by the term 'education'. The concept and the elements that comprise it, such as 'skills' and 'knowledge' and other educational terms, are discussed in the Textual Analysis Chapter. Because education and ELT are essential to this study, the research question inquires as to the way both discourses view education and the educational goals they promote. Most important here is uncovering the role that ELT can play in achieving SV2030, as even though English is not explicitly mentioned in the SV2030 document, several university English departments indicate English and ELT can play a role in realising SV2030. Therefore, education and its related terms were systematically investigated.

2. How do both the political SV2030 and English institutional discourses employ global and international terms in various contexts (e.g. economy)?

As noted previously, because the themes in general and the overarching theme specifically encompassed internationalisation in general and EGL in particular, and because the SV2030 text included international, global and foreign contexts and plans, the analysis included global and international aspects and terms. However, although SV2030 depends on different global agendas, it does not explicitly refer to using a global lingua franca, such as EGL, to communicate with an international audience. Nevertheless, Saudi university English departments promoted EGL in the Saudi context.

3. What hidden ideologies may lie beyond the texts in the educational and international contexts (e.g. EGL)?

By employing CDA to investigate the salient linguistic and discursive features used in the political discourse (i.e. SV2030) and the institutional discourse (i.e. English department statements), any ideologies and hegemonies that may lie beyond both discourses could be uncovered. This, possibly, would help to reveal how these ideologies can be either beneficial in facilitating the use of English to realise SV2030 or detrimental in serving as obstacles to limiting English from being incorporated into this national programme.

5.2. CDA: The method

CDA as a theory was discussed in the Discourse, English and SV2030 Chapter. In this chapter, CDA is discussed as a method. CDA is an effective tool for critically examining discourse in different contexts, seeking to understand more than just the literal meanings and explicit intentions of the words. It also goes beyond the text to analyse the social and cultural factors that shape the discourse. CDA is an analytical instrument used to investigate how the power and hegemony of one over another dominate the context of certain social settings. In other words, CDA ultimately treats a text or a language as a 'social practice' (Fairclough and Wodak, 1997:258), i.e. to investigate language use in a social context. However, investigating the linguistic and textual level is a crucial stage that moves the whole analysis towards its eventual objective: understanding a social practice. For instance, investigating any potential role of ELT in the SV2030 educational context and EGL in the SV2030 global setting in the absence of the explicit mention of English in the texts required a critical analysis to unveil the role of English on the social level (e.g. education and the economy).

CDA examines how people use language to deliver and explain themselves as individuals, to explain their relationships with others in society and to explain the world around them and its issues. Therefore, analysts may not seek to examine thoughts, feelings or identities out of context; instead, they analyse such issues within the interplay of contextual communications (Nikander, 2008). Hence, CDA is a linguistic and social method that can be used to understand real-life social problems. The concept of social herein indicates all social aspects and elements in a human being's life (Fairclough, 2009), such as culture, politics, economics and education. Thus, CDA examines the way language is used to attain a social purpose and to effect social change (Bloor and Bloor, 2007), such as the change that some in the political context seek to

facilitate for political and ideological proposes. Some examples include George Bush's speech after 9/11 (Fairclough, 2006) and Al Ghaddafi's speech during the Libyan revolution (Alwash et al., 2021). For this reason, the CDA process can be more complex than other linguistic analysis methods (Wodak and Meyer, 2009), such as content analysis. CDA may be more complicated because this method uncovers the identity, relationships and interactions in a discourse at the word level to reach and understand the discursive social levels and processes, including changes and problems. The language may contain meanings and values that do not appear on the surface, that are hidden from addressees, intentionally or unintentionally, by the producer. Employing CDA helps unveil and clarify these ideologies and hidden agendas in spoken and written texts (Wodak and Meyer, 2009). In some contexts, people can be motivated by ideologies; language can reflect different goals or meanings, and those meanings can reflect power. Therefore, texts written by different producers in different settings can be interesting for discourse analysts (Martin and Rose, 2007).

As noted, CDA as a method does not merely examine the explicit and manifest meanings and ideas present in the texts; it also investigates the power and ideologies that extend beyond them. To be more specific, investigating more targeted educational discourses is helpful to comprehend the correspondences among fields of study and practice in educational and social settings (Fairclough, 2009; Mullet, 2018). This has been used, for instance, to study the marketisation of public discourse at British universities (Fairclough, 1993), to ascertain how Australian and New Zealand universities placed students as global citizens on their public web pages (Borkovic et al., 2020) and the marketisation discourse in Chinese universities (Han, 2014). Moreover, CDA has been performed on university presidents' messages at Chinese universities (Teo and Ren, 2019) and on corpus-based vision and mission statements at Turkish universities (Efe and Ozer, 2015). In such discourse studies, CDA examines how discourses transform from academic to marketing to recruit and persuade students or lecturers by employing marketing persuasion strategies.

For the current CDA, texts from the SV2030 document and Saudi university English department statements were examined to identify the implicit role of English in achieving SV2030. CDA was employed to understand how and where both discourses intersect. The producers of texts and policymakers may also find understanding the contextual discourse useful for the greater social good. For instance, linking and investigating two separate discourses (e.g. political and institutional discourses) can suggest new agendas that a producer

may not purposely point to or work for (e.g. English and SV2030). In this regard, Fairclough (2009) proposed that the function of CDA is not only to find negative aspects and judgments (e.g. discrimination and oppression) in texts; it can also contribute to overcoming challenges by providing understanding and suggestions related to specific social matters.

In addition, CDA may concentrate on 'the strategies of social agents', which are the aims and plans these agents seek to achieve (Fairclough, 2009:165). For example, on the one hand, this CDA seeks to understand the potential role of ELT and EGL in achieving the SV2030 project, although the given document does not mention such a role, and instead explicitly urges the promotion of Arabic language. On the other hand, several English departmental publications refer to SV2030, stating that the department will work in line with and contribute to achieving the goals. Therefore, CDA is pertinent to the current study because a critical analysis of the departmental and SV2030 texts can uncover their implicit meanings. Specifically, this CDA was intended to illuminate and compare any ideologies (e.g. educational, economic and linguistic) within the two texts on the social, political and economic levels related to educational and global settings.

5.3. CDA: The Faircloughian approach

Fairclough's three-dimensional approach provides an influential work on CDA (Swann et al., 2004). Fairclough's (2001) framework was employed to analyse the SV2030 document and English departmental statements. This approach was suitable for analysing these texts because it primarily aims to investigate and reveal what messages exist beyond the surface meaning of a text. In this way, CDA primarily aims to connect 'linguistic analysis to social analysis' (Wood and Kroger, 2000:206). Hence, it does not solely depend on the descriptive and textual levels of the texts; it also analyses the discursive and social levels. For this reason, Fairclough (1989) established the three dimensions of textual, discursive and social aspects (Figure 9). These dimensions are complementary stages that are indispensable.
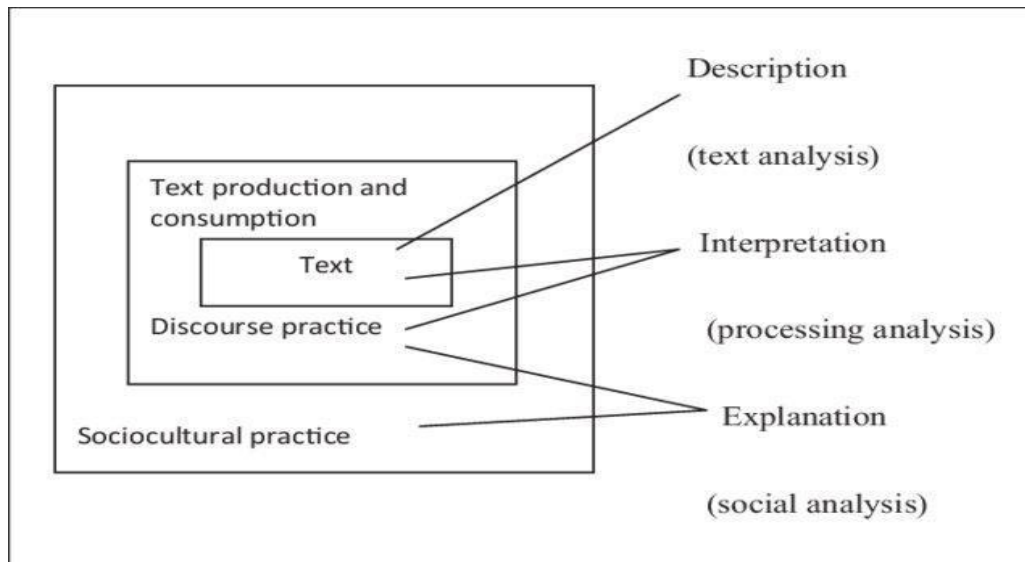
Figure 9. Fairclough's (1989) three-dimensional model for the CDA

Importantly, Fairclough's model is flexible; it is 'systematic' but not 'formulaic' (Brooks, 2011:7), i.e. organised process but with different patterns. According to Fairclough (2001:92), his model is a 'guide' but not a 'holy' manuscript or a 'blueprint'. For example, some researchers analyse the content of interviews, speeches, newspapers, policy documents, books, advertisements and other publications (Machin and Mayr, 2012). Due to the differences in the nature and structure of such texts, researchers examine the text and present their findings differently. However, they share a similar systematic approach (e.g. Fairclough's model), as long as the same academic methodology is employed. In this regard, van Dijk (1993) asserted that CDA models share similarities, despite the lack of a single method and form. Analysts shape their framework depending on the texts and data they possess (Jørgensen and Phillips, 2002). Fairclough (2009:166) highlighted multiple ways to apply his approach and emphasised that no one 'right' procedure existed. Thus, researchers adapt Fairclough's model to suit their data, research questions and objects related to CDA.

Accordingly, the texts in the current analysis were dissimilar in form and structure. More specifically, the SV2030 document addresses a variety of topics. For example, because the educational and international settings are the focus settings in the present study, the researcher extracted educational and international topics and texts from the SV2030 document. On the other hand, the English language departmental statements were compiled from different organisational sections via multiple sources. The constituent parts differed in length and provided a greater overall word count than the SV2030 text. These differences required focused

analysis and presentation techniques. At the start of each analysis dimension or chapter, an additional illustration is provided to remind and link readers to each aspect directly.

5.4. Three-dimensional Faircloughian approach

5.4.1. Textual analysis: Description

The power of discourse can be perceived by analysing how language is used at the textual level (van Dijk, 1993). In CDA, a text is not merely a collection of written or spoken words but also includes all semiotic objects, such as images, sounds, colours and symbols (Fairclough, 1992). That is, text in CDA represents the producer's thoughts and opinions, regardless of whether they were produced as images or words through different tools, stages, or media, such as documents or television. The text in the present study consists of written words in an official document (i.e. the SV2030 document) and on official websites (i.e. university websites).

At the textual level, descriptive analysis is a primary goal. According to Fairclough (2001:21), the analyst investigates the 'formal properties of the text' during the description stage. Therefore, the fundamental purpose of the textual analysis dimension is to investigate the language form and meaning in a certain context. For example, this dimension is oriented towards pronouns and their use and their impact in the textual context, as well as the reasons for using one pronoun instead of another (e.g. 'I' vs. 'we'). The pronoun 'I' can indicate various and different identities in the context of society, politics and institutions and, unlike the pronoun 'we', points to an individualist identity. In contrast, the pronoun 'we' can indicate a collectivist identity. At the same time, the pronoun 'we' in a presidential speech to the public (Wang, 2010) may not carry precisely the same meaning as when it is used in a climate summit speech (Suryaningsih, 2021). In the current CDA, analysing personal pronouns, such as the inclusive 'we', in the SV2030 text is socially relevant because it represents a collectivist Islamic and Arab identity that arouses the Saudi audience's confidence towards the national SV2030 programme and its governmental producer by promising to preserve and uphold the national identity. This may affect the role of any foreign language and culture (e.g. English).

Modality is another important textual feature that can reflect a degree of certainty (Paltridge, 2012). The modal verb 'will' implies an explicit intention in the discourse, as opposed to the modal verb 'might', which shows an uncertain aim or does less to commit the producer. Hence, the analysis of their usage may suggest agendas and intentions not directly mentioned in the

text. For instance, the modal verbs employed by the writers of the English departmental texts regarding their participation in realising SV2030 can reflect their certainty. The certainty of the producer's agenda can be discovered by analysing the use of hedging modal verbs, such as 'might' and 'shall'. Such an analysis can uncover the intentions represented in both texts and the extent to which they intersect.

Furthermore, vocabulary and its context are significant linguistic features of discourse. Employing a term can play different effective roles compared to other similar semantic features, and the meaning of a term could vary across different contexts (e.g. political and institutional contexts). For example, the word 'straight' may not be preferred in the so-called LGBTQIA+ discourse, whereas the adjective 'heterosexual' may be more acceptable. Additionally, loaded terms like 'ideology' and 'propaganda' can trigger various sensitivities and attitudes among readers and listeners. Such reactions may differ from those triggered by the use of terms like 'idea' and 'promotion'. Similarly, the employment of euphemistic words can uncover underlying values and ideologies. Moreover, the metaphor is an important aspect of the CDA, as its use can reveal how the producer views certain concepts, visualisations and knowledge (Lakoff and Johnson, 2003). For instance, a Saudi university English departmental statement views English language students as the future of SV2030; this metaphoric language signifies a relationship between the English department and SV2030 for the producer. As mentioned, vocabulary is fundamental to textual analysis. Hence, some words, such as 'education' and 'knowledge', were analysed in both texts to discover their semantic and ideological contexts.

During this stage, discourse analysts also examine the combinations of vocabulary, clauses and other grammatical elements found in the text. For example, sentences and clauses contain words that, explicitly or implicitly, signify attitudes. Analysts can investigate the agent or the subject of the clause and the cohesion of and linkage between the sentences, in which the producer may use the passive voice to omit mention of the agent for undisclosed reasons. Some institutional producers (e.g. English institutes) may use nominalisation instead of personalising (e.g. 'we') or impersonalising (e.g. 'the department') when they express their objectives (e.g. participating in SV2030), which may imply serve to distance them.

5.4.2. Discursive analysis: Interpretation

Employing a textual analysis on its own is not enough to complete a CDA (Fairclough, 2003). Therefore, this next stage examines the production, distribution and consumption of the texts by the discourse participants, including the interpretation of the words, based on which discourses are produced and consumed differently. This dimension overall refers to 'the socio-cognitive aspects of text production and text interpretation' (Fairclough, 1993:134). The textual and discursive practices can overlap in this approach and analysis in general (Dahl et al., 2013) and in the pronoun analysis in particular (e.g. 'I', 'we', 'you') as they can refer to participants in the discourse. Through language, people not only communicate but also adopt different 'socially significant identities' (Gee, 2011:2).

CDA here was designed to analyse the styles of the producers, which reflect their identities, or as Fairclough (2009:164) described, their 'ways of being'. Governors' power can affect their discourse and the way they produce and present it. This also can be distinguished by the use of discursive and linguistic strategies, such as modal verbs, which are descriptively analysed in the textual dimension and can be interpreted as discursive strategies. The audience, likewise, can receive the discourse differently, depending on the producer's power and legitimisation. For example, a piece of information, promise, order or even a joke coming from a monarchy may be more effective in reaching an audience than one uttered by the general populace.

Therefore, an objective of the discursive dimension is to analyse the identities of the participants (i.e. producer and audience) and find the relationship between them and their influence on and attitude towards the discourse. On the one hand, the identity of the producers (e.g. persons or institutions) and their positions in the social context can be identified, and their effects on the production of the discourse can be determined. On the other hand, the identity of the audience and its discursive locations can be identified, and the effect of the discourse can be assessed based on that position. The analyst studies how the producers of discourse represent themselves through language, language use and genre (e.g. self-promotion) in a particular situation or setting and how identities are invoked during the discourse and for what reasons. For this CDA context, both political and institutional producers may be able to legitimise the utilisation of EGL in the institutional setting and the incorporation of ELT in the educational setting. For example, the discourse of Saudi university English departments promotes EGL and points to their intent to participate in the national SV2030 project, whilst the discourse of the

SV2030 document highlights upholding Arabic language, which may reveal a contradiction and question about the role of English in realising SV2030.

Two key variables to be investigated along this dimension were 'intertextuality' (Fairclough, 1992:269) and 'interdiscursivity' (Koskela, 2013:390). Intertextuality investigates the correlation between discourse texts and their utilisation (Swann et al., 2004), which occurs when the writer or speaker juxtaposes one or more texts from a different producer's utterances. In other words, texts are partly formed and affected 'by elements of other texts' (Fairclough, 1992:102). Intertextuality also occurs when a producer leverages text elements from prior literature as a text within a text. This discursive practice also can be called 'recontextualization' (Reisigl and Wodak, 2009:90), as producers can employ a poetic text or religious verse in their statements and context. For example, both discourses in the present study employed an Islamic discourse in their texts: the SV2030 text utilises a prophetic speech, while an English department statement quoted a Quranic verse. The intertextuality of Islamic national texts might reflect the producers' national identity and their ideologies, which, in turn, questions the role of a foreign language (e.g. English) in such a national context.

Interdiscursivity describes an occasion when a discourse producer employs attributes and characteristics from previous discourses, genres or literature (Bhatia, 2010; Fairclough, 2003). The differentiation between intertextuality and interdiscursivity can be tricky: it is 'same, same, but different' (Koskela, 2013:389). However, an essential feature or difference between them is that the latter usually occurs without direct citation; the content appears as features embedded in the text itself. In other words, interdiscursivity occurs when the writer or speaker seeks to obtain 'private intentions within the framework of socially recognized purposes' (Bhatia, 2010:36). For example, elected American speakers may utter the phrase 'make America great again' in their speeches. This phrase is popular in the USA, especially during elections, and does not belong to one producer only. Meanwhile, other producers can employ it in their speeches indirectly as if it is being mentioned for the first time, without referring to prior resources (i.e. not as a direct quote). This is why intertextuality and interdiscursivity are convergent. Fairclough (1992:117), in this sense, described interdiscursivity as a 'constitutive intertextuality'. The discursive analysis of the current discourse examined interdiscursivity to identify any relationships that existed between the discourse of the university English departments and the SV2030 document, which, in turn, might contribute to answering the research questions guiding this CDA.

Therefore, this discursive practice dimension examined the relationship between the addresser and the publisher of the texts (i.e. the producers of the SV2030 document and the English departmental statements) and the potential audiences (e.g. Saudi people, students and non-Arabic speakers). This configuration can directly affect the discourse and its language. For instance, the inclusive and exclusive '*we*' was analysed and interpreted to explain its impact on the relationship between producer and audience in both political and institutional discourses, including its influence in the educational context. This analysis sought to find the core values, meanings and aims of the text. It also investigated the discursive or linguistic strategies that the producer employed to persuade and affect the readership (e.g. modal verbs). Furthermore, it explored how the text represents the world, how it relates to real-world people and the practices represented – in other words, to interpret the coherence or the connection between the text and the real world (Fairclough, 2001).

5.4.3. Social analysis: Explanation

Here, the discourse analyst evaluates the relevant sociocultural, historical and political background, culture and knowledge to understand how it can be used to control, dominate or otherwise affect the process of discourse production and reception. This social dimension elevates the discourse as part of the social practice. The analyst, in other words, studies the social, ideological and historical conditions that affect the discursive process and uncovers thoughts, ideologies, powers and hegemonies that exist beyond the texts, such as perspectives of inequality, discrimination, bias, political agendas and socioeconomic stances (Fairclough, 2015). This dimension is not found at the word level; it transcends the words and text and relies on the ideological goals and perspectives of the producer. This level is tantamount to a social event or practice within the social structure in a certain context. As explained previously, as 'language is a material form of ideology, and language is invested by ideology' (Fairclough, 2010:59), language can be used to create social relations, social identities and social practices. Therefore, power is involved. At the same time, discourse can be used to wield power driven by ideologies, depending on the social context. Language is an essential part of society and communicating is a typical social practice. Hence, the role of language is crucial because it pertains to the social practices applied. Furthermore, discourse is affected by society and vice versa. A certain reality influenced by a certain ideology can form a social discourse, or a powerful discourse can affect society and form or recontextualise an ideology. To give an example, feminism can be dominant in a certain society because of its promotion by a powerful

producer, whilst feminism can influence or change a discourse because it is already applied, perhaps forcefully, in real life in a certain society, so the discourse is affected gradually. Therefore, 'dialectical relations' exist between the two (Fairclough, 2009:169). The current dimension can utilise data from the prior stages to arrive at a suitable explanation for the big picture and the high-level notions and ideologies held by the producer as sent to the receivers.

Such practices can explain the potential role of English in realising SV2030, such as reflected in the international and educational practices and ideologies of the present texts. The objectives of the SV2030 and departmental texts from the global and educational context were investigated as a social practice within the two discourses. The political discourse views some of the international and educational agenda of the government using a general language, while multiple departmental publications highlight the departments' academic goals from an ELT perspective and sometimes claim to work in line with SV2030. Therefore, analysing the social practice of both texts can suggest where and how they meet on an ideological level, which may represent prominent long-term aims in international and educational settings, which may be unclear, implicit and indirect.

5.5. Data collection criteria: The SV2030 and English departmental texts

5.5.1. *The SV2030 document: Educational and international settings of the SV2030 document*

The CDA framework employed represents a comprehensive and adaptable approach, enabling researchers to analyse specific passages of a text or the text as a whole, following their research objectives (Mullet, 2018). Researchers may also select particular texts, categorise subjects and collect relevant supplementary materials during an investigation (Wodak and Meyer, 2009). In this study, the researcher comprehensively identified the educational and international concerns apparent in the SV2030 document by reviewing its content, thoroughly examining the text and extracting relevant educational and international issues, as elaborated in the following section.

5.5.1.1. *The educational setting of the SV2030 document*

The SV2030 document contains numerous mentions of the term and subject of education within multiple contexts, as revealed by the content analysis. To determine the scope of the educational component of the SV2030 document and its underlying rationale, the content was

divided into two categories: a) 'explicit educational topics', which directly and explicitly address educational issues, and b) 'non-explicit educational topics', which primarily address other issues but may allude to certain educational issues, directly or indirectly.

a) 'Explicit educational topics' in the SV2030 document

The SV2030 document addresses several educational topics, referring to text that fundamentally pertains to educational issues and addresses plans using terms such as 'student', 'talent', 'language', 'university' and 'curriculum'. A comprehensive list of the terms that fall under 'education' is presented in the Textual Analysis Chapter. Figure 10, as an example, presents a page of the document that contains, on the left, direct educational content.

"IRTIQAA"
A MORE PROMINENT ROLE
FOR FAMILIES IN THE
EDUCATION OF THEIR
CHILDREN

The engagement of parents in their children's education is one of the main principles of success. Our goal by 2020 is for 80 percent of parents to be engaged in school activities and the learning process of their children.
We will launch the "Irtiqaa" program, which will measure how effectively schools are engaging parents in their children's education. We will establish parent-led boards in schools, to open discussion forums and further engage with parents. Teachers will receive training to raise their awareness of the importance of communicating with parents and equip them with effective methods to do so successfully. We will also collaborate with private and non-profit sectors to offer innovative educational programs and events that can improve this academic partnership.

CORPORATIZATION:
EFFICIENT AND HIGH
QUALITY HEALTH CARE

Our goal is to enhance the standard and quality of health care services. Our aim is a health care sector that promotes competition and transparency among providers. This will enhance the capability, efficiency and productivity of care and treatment and increase the options available to our citizens.
To achieve this goal, we will introduce corporatization into the sector by transferring the responsibility for health care provision to a network of public companies that compete both against each other and against the private sector. This will provide our citizens with the highest quality of health care while, at the same time, allowing the government to focus on its legislative, regulatory and supervisory roles. Corporatization shall also promote and prioritize specialization in health care services and enable citizens to choose their preferred service provider.

Figure 10. Example of text related to an educational topic from the SV2030 document

Another example, at the beginning of the section featuring the second main topic of the SV2030 document, presents the educational subject, 'Learning for Working' (SV2030, 2016:36). This subject is discussed in two paragraphs about general education and related market needs.

> *We will continue investing in education and training so that our young men and women are equipped for the jobs of the future. We want Saudi children, wherever they live, to enjoy higher quality, multi-faceted education. We will invest particularly in developing early childhood education, refining our national curriculum and training our teachers and educational leaders. (SV2030, 2016:36)*

This paragraph was collected from and for the SV2030 educational context. This particular educational passage from the SV2030 corpus is direct, clear and unambiguous with respect to education. In addition, an educational programme called 'Irtqaa', which means 'promotion' in English, is explained in the section titled '"IRTIQAA" A More Prominent Role for Families in the Education of Their Children' (SV2030, 2016:33), which together with a section titled 'An Education That Contributes to Economic Growth' (SV2030, 2016:40) constitute two explicit references to educational subjects in the SV2030 document. Such explicit educational topics were extracted from the SV2030 document and added to the corpus. However, the researcher can address other content in the SV2030 document that is not included in the collected corpus when necessary and relevant.

b) 'Non-explicit educational topics' in the SV2030 document

Some terms can be indirectly related to the educational context, such as 'language' and 'skills'. Thus, the researcher read through the document and its settings again to extract the issues that qualified as 'non-explicit educational' subjects. The following is an example:

> *We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic language. (SV2030, 2016:16)*

Figure 11 displays the highlighted text of this paragraph because it points to 'the Arabic language' (SV2030, 2016:16), yet it is part of a non-explicit reference to an educational topic (i.e. national identity) that was extracted as representative of a linguistic issue for the current study in the educational context. As a result, the highlighted paragraph in blue was selected to preserve the contextual integrity and meaning of the text.

TAKING PRIDE IN OUR NATIONAL IDENTITY

and holy sites. We have reinforced the network of our transport system to facilitate access and help pilgrims perform their visits with greater ease and convenience.

At the same time, we will enrich pilgrims' spiritual journeys and cultural experiences while in the Kingdom. We will establish more museums, prepare new tourist and historical sites and cultural venues, and improve the pilgrimage experience within the Kingdom.

We take immense pride in the historical and cultural legacy of our Saudi, Arab, and Islamic heritage. Our land was, and continues to be, known for its ancient civilizations and trade routes at the crossroads of global trade. This heritage has given our society the cultural richness and diversity it is known for today. We recognize the importance of preserving this sophisticated heritage in order to promote national unity and consolidate true Islamic and Arab values. We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic language. We will continue to work on the restoration of national, Arab, Islamic and ancient cultural sites and strive to have them registered internationally to make them accessible to everyone and, in the process, create cultural events and build world-class museums which will attract visitors from near and far. This will create a living witness to our ancient heritage, showcasing our prominent place in history and on the map of civilizations.

Figure 11. Example of a non-explicit educational topic reference from the SV2030 document

In addition, 'education' may be directly mentioned but in a non-explicit educational context. The document, for example, refers to one of the main services to be leveraged to fulfil SV2030 as allowing investors and the private sector to provide, as the public sector does, 'education' services.

> *We will continue to improve and reform our regulations, paving the way for investors and the private sector to acquire and deliver services—such as health care and education—that are currently provided by the public sector. (SV2030, 2016:45)*

This example pertains to the non-educational topic 'Privatising Our Government Services' (SV2030, 2016:45); however, it contains a straightforward mention of the term 'education'. A similar example can be found in the introduction of the document, which is provided by the Crown Prince:

> *Therefore, we will not rest until our nation is a leader in providing opportunities for all through education and training, and high-quality services such as employment initiatives, health, housing, and entertainment. (SV2030, 2016:7)*

The document mentions terms that indirectly reflect an educational context as they can be linked to the academic contexts noted previously. For example, the document refers to Saudi

females' empowerment under the topic 'Providing Equal Opportunities' (SV2030, 2016:37). At the same time, academic terms such as 'university' are referenced. However, the criteria do not depend only on the terms themselves because they can be used in different settings. They also depend on the larger context in which readers can recognise the educational issue, such as in the following example:

> *Saudi women are yet another great asset. With over 50 per cent of our university graduates being female, we will continue to develop their talents, invest in their productive capabilities and enable them to strengthen their future and contribute to the development of our society and economy. (SV2030, 2016:37)*

Similarly, the following example falls under the subject 'The Human Capital Program' (SV2030, 2016:82). It is included in the educational SV2030 context as it refers to terms that can be linked with academic settings, such as 'talent' and 'studies'. Such human capital programmes and studies usually focus on university graduates, as mentioned in the academic departmental discourse. The SV2030 passage reads:

> *Because human capital is a crucial factor in the success of any substantial project, we aim to launch a thorough program for nurturing our human talent. This program will measure, assess and analyze the efficiency of our civil service. It will also support our government agencies with staff, studies, consultations and strategic partnerships related to human capital. (SV2030, 2016:82)*

In contrast, some texts include education-related terms, but their contexts are neither educational nor academic. Moreover, the terms can be employed in different settings to mean different things. Therefore, such texts are excluded from the educational SV2030 corpus. An example is provided below:

> *We have approved the strategic directions determined by our government agencies. Existing roles have been reviewed to align with our future economic and social needs. Decisions are based on detailed studies and benchmarks, as well as comprehensive analysis of each agency's programs, plans and relevant performance indicators. (SV2030, 2016:79)*

The words 'studies' and 'analysis' are academic terms, but they do not appear in an educational setting; they refer to a strategic context within 'The Strategic Direction Program' discussion (SV2030, 2016:79).

Thus, the researcher has read and collected the educational texts from the SV2030 corpus to build upon them according to the criteria given. By following these criteria, all educational subjects and materials, whether direct or indirect, are collected. To summarise, the method here was to collect:

1. The explicit-educational contexts and subjects of the document (e.g. 'An Education That Contributes to Economic Growth').

2. The non-explicit educational contexts and subjects (e.g. 'Taking Pride in Our National Identity'), although some of its main content can be related indirectly to education in general, such as references to the Arabic language.

3. The non-explicit educational contexts and subjects (e.g. 'Privatising Our Government Services') where this directly refers to 'education' as a term in general, such as education in the setting of specific sectors.

5.5.1.2. *The international setting of the SV2030 document*

The content analysis revealed the 'internationalisation, globalisation and the foreign world' theme in the SV2030 text and the overarching theme 'EGL and ELT in line with SV2030' for both texts. Therefore, this CDA framework included the international setting as a fundamental part of the current research. Therefore, the international contexts of the SV2030 text were extracted from the document. Unlike the subjects in the educational setting, the SV2030 document does not contain dependent, explicit and direct international subjects for their own sake. However, the content analysis explored and found the international context as a separate theme.

To decide what falls under the international aspect in the SV2030 document and why, the terms 'international', 'global', 'foreign' and 'world', for this CDA, point to the international setting considered. In other words, any international issues addressed in the different subjects in the SV2030 document were collected for the SV2030 corpus. The SV2030 document includes several topics that appear in the global setting, meaning that they essentially are connected to

the outside world. Again, the researcher read through the document and its themes and settings to extract the international settings related to several subjects. Figure 12, for example, presents a highlighted paragraph that shows an international context for an economic subject that was extracted as a linguistic issue that the present study analyses in the international setting. Accordingly, the entire blue highlighted paragraph was chosen so as not to decontextualise the text and its meaning.

A BIGGER ROLE FOR SMALL AND MEDIUM-SIZED ENTERPRISES

we will build a centralized student database tracking students from early childhood through to K-12 and beyond into tertiary education (higher and vocational) in order to improve education planning, monitoring, evaluation, and outcomes.

Small and medium-sized enterprises (SMEs) contribute only 20 percent of our GDP whereas, in advanced economies, this contribution can reach up to 70 percent. Despite the efforts made to improve the business environment in the Kingdom, SMEs can still endure unnecessarily slow and complex legal and administrative procedures. They also struggle to attract the necessary skills, capabilities and funding with financial institutions providing no more than 5 percent of the overall funding - a far lower percentage than the global average. We will strive to facilitate enhanced access to funding and to encourage our financial institutions to allocate up to 20 percent of overall funding to SMEs by 2030.
The recently established SME Authority plans to review laws and regulations thoroughly, remove obstacles, facilitate access to funding, and enable youth and entrepreneurs to market their ideas and products. At the same time, we will establish additional new business incubators, specialized training institutions and venture capital funds. These will aid entrepreneurs in developing their skills and networks. We will also support SMEs in marketing and help export their products and services, by leveraging e-commerce and collaborating with international stakeholders.

Figure 12. Example of an international setting from the SV2030 document

As shown in Figure 12, the paragraph states the following: 'We will also support SMEs in marketing and help export their products and services, by leveraging e-commerce and collaborating with international stakeholders' (SV2030, 2016:41). The international setting is part of the economic subject 'A Bigger Role for Small and Medium-Sized Enterprises' (SV2030, 2016:41). Nevertheless, this paragraph was added to SV2030 as an international setting. CDA investigates the paragraph, for instance, to determine what language the Saudi government, in line with SV2030, would employ to communicate with 'international stakeholders' and to uncover why the document does not explicitly name a lingua franca (e.g. EGL) for doing so. Another example follows:

> *Our goal is to attract and retain the finest Saudi and foreign minds, and provide them with all they need. Their presence in the Kingdom will contribute to economic development and attract additional foreign investment. (SV2030, 2016:37)*

In this example, the SV2030 producer aims to attract talented foreign investors who can develop the Saudi local economy. Similar to the previous example, the topic of a lingua franca for SV2030 is raised. Finally, this method and criteria are applied to all international terms in this research to investigate internationalisation, globalisation and the international settings in the SV2030 document.

5.5.2. English departmental statements

The Saudi university English departmental statements refer to the department's mission, vision, message and goals. Both public and private universities can be found in the KSA, most of which include an English language department. These departments represent the same English and linguistic studies, although some use different names for the department, such as the English Department, English and Linguistics Department, and English Language and Translation Department. The current study analyses the statements of the English departments from both public and private universities, which represent the second corpus along with the SV2030 corpus.

In contrast to the content analysis phase, in this CDA, regardless of whether the departmental statement referred to SV2030, all the Saudi English institutional statements were collected to investigate any relationship between English and the SV2030 programme. Five such statements were written in Arabic, which were translated by the researcher and then reviewed by a professional translator. The English departmental corpus contains 30 statements from 30 universities; nine universities did not provide an English department statement or did not include an English department. The English department publications were obtained from the official department websites. Similar to the SV2030 document, these statements were public, and no private information was collected or exposed. The corpus of departmental statements comprised 11,775 words. The English statements in the corpus differ in length and content. For example, some only include the mission of the department, whereas others include the mission, vision and other messages (e.g. the Dean's message). Figure 13 presents an example of an English statement from the official department website.
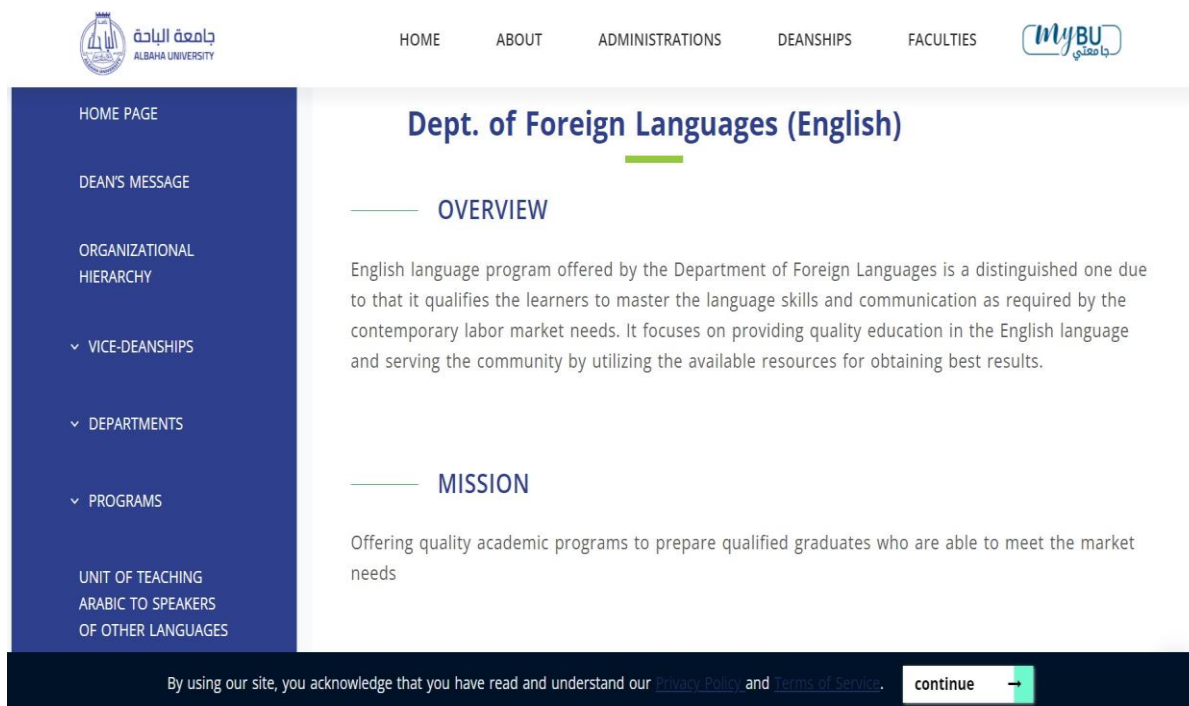
Figure 13. The English departmental statement of Al-Baha University (2020)

King Saud University and King Abdulaziz University are prominent public universities, whereas Open University is a private university in the KSA. There is also a special case, Naif Arab University for Security Sciences, which is a university for security, diplomatic and military personnel and contains an English institute.

5.5.3. Comparison between the corpora of the SV2030 document and the Saudi university English department texts

The SV2030 document contains educational and international issues as key topics related to SV2030. These educational and international aspects were investigated in conjunction with the English departmental statements that comprise educational, academic and social missions from the ELT perspective (e.g. teaching, researching and serving the community). Both texts were analysed together under the Faircloughian three-dimensional CDA approach to answer the research questions and uncover in what areas and in what capacity EGL and ELT can participate in achieving SV2030.

Notably, both corpora contain different numbers of words, hence data from both texts were normalised. For example, the pronoun *we* appears 60 times within 2,838 words in the SV2030 text, while it appears 35 times in the 11,775 words in the English statement corpus. Hence, comparing them would be difficult without normalisation. To normalise the data, the total

number of occurrences of the pronoun 'we' in the English statement corpus was divided by the total of its corpus words, then multiplied by 1,000, resulting in 35 / 11,775 x 1,000 = 2.97. Table 21 shows information about both corpora.

Text	Discourse	Source	Language	Word Count
SV2030 document	Political discourse	Official website of SV2030	English version	2,838 words
Saudi university English departmental statements	Institutional discourse	Official websites of the Saudi universities	English and five Arabic statements translated into English	11,775 words

Table 21. Corpora information

Table 21 shows that both texts were taken from publicly available official websites, as indicated in the list of references. Both texts were uploaded to the Sketch Engine tool. This corpus website helps researchers to create multiple corpora. Such corpora have become useful tools employed in CDA studies (Stubbs, 1994) and are becoming more prominent in discourse studies (Baker et al., 2008). Such tools can be utilised for CDA to find multiple linguistic aspects and characteristics, such as 'probabilities, trends, patterns, co-occurrences of elements, features or groupings of features' (Teubert and Krishnamurthy, 2007:6). For example, the current research employed corpora only to detect some required linguistic items and their contexts, as well as to ease and assist the analysis by arranging the two separate corpora using Sketch Engine, as the current CDA study investigated two different texts with different sizes. The corpora here are used, for instance, to find the contexts and phrases in which the word 'global' was employed in both texts (Figure 14). This process was also applied to other linguistic items, such as pronouns and modal verbs.
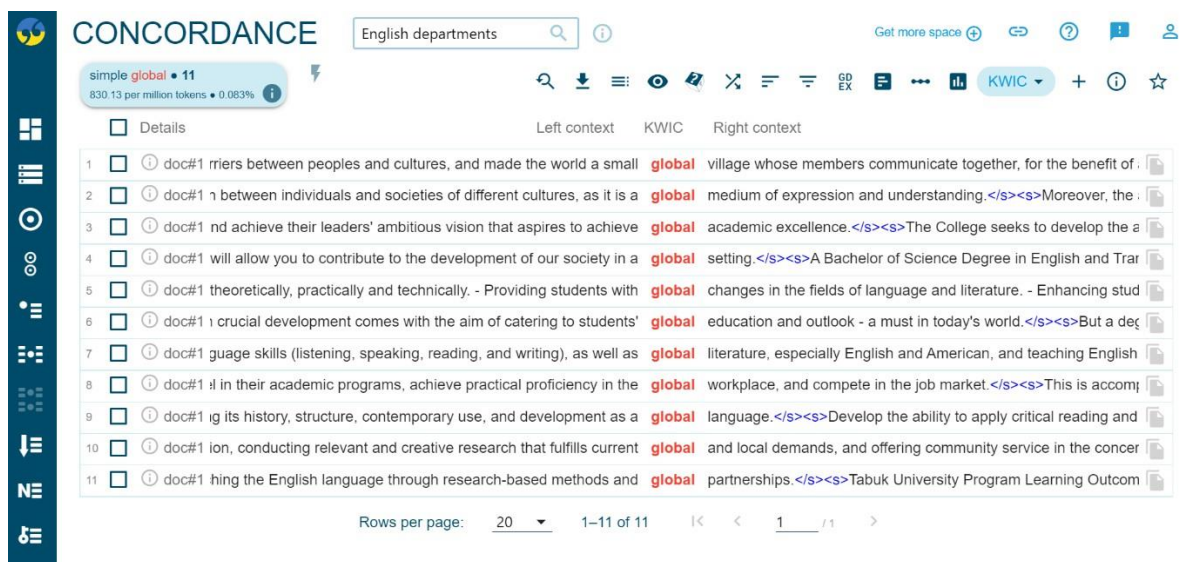
Figure 14. The word 'global' in the context of Saudi university English departmental texts

5.6. Conclusion

This chapter discusses CDA as a method for investigating the socio-political implications of the educational and global settings of the SV2030 document and the Saudi university English departmental publications as a methodological tool for uncovering hidden ideologies and power relations in discourse. The CDA research questions were grounded in Fairclough's three-dimensional approach, which allowed for a comprehensive examination of these texts' discursive practices and power relations. The data collection criteria for both the SV2030 and the English departmental publications were presented. The comparison of the SV2030 document and English departmental texts revealed several differences. Hence, in the following chapter, each linguistic item from both discourses is shown in different examples in several tables.

Chapter 6. The Textual Analysis Dimension: Description

6.1. The textual analysis stage

The textual analysis dimension represents the first part of the Faircloughian CDA approach. It is a word-based and descriptive analysis that explores, describes and examines the linguistic features of texts (Fairclough, 2001).

6.1.1. Pronouns

Interpersonal relations are significant since they can form a discourse and its identity in different ways. The analysis of pronouns is essential in CDA (Fairclough, 2001), as the meaning of a statement could be understood differently depending on the actor or producer and their context. For example, third-person pronouns can be employed in discourse to separate or distinguish the producers (e.g. we) from others (e.g. they). Therefore, the sections below analyse the first-person, second-person and third-person pronouns that appear in both the SV2030 and English departmental texts.

6.1.1.1. The first-person pronouns: We and I

Pronouns	The SV2030 document	Normalised	The English departmental statements	Normalised
We	81	28.54	35	2.97
I	0	0	7	0.59

Table 22. Frequency of the first-person pronouns *We* and *I*

- *The pronoun We*:

The SV2030 document	The English departmental statements
<u>We</u> will strengthen our families, provide the education that builds our children's fundamental characters (SV2030, 2016:28).	<u>We</u> prepare students to acquire proficiency in English and enhance their effective communication, creativity, critical thinking, and interpersonal skills, as well as their understanding of their own Arabic language (The Northern Border University, 2021).
<u>We</u> will also promote cultural, social, volunteering and athletic activities through empowering our educational, cultural and entertainment institutions (SV2030, 2016:28).	To attain this goal, <u>we</u> invest heavily in our distinguished faculty members, revise and improve our programs and study plans regularly, and adopt up-to-date teaching methods and aids and assessment strategies and tools (Taif University, 2020).
<u>We</u> will launch the "Irtiqaa" program, which will measure how effectively schools are engaging parents in their children's education (SV2030, 2016:33).	<u>We</u> pride ourselves on our successful alumni who are equipped with the entrepreneurial, creative, and agile mindset needed in today's dynamic workplace (Prince Sultan University, 2020).
<u>We</u> will also collaborate with private and non-profit sectors to offer innovative educational programs and events that can improve this academic partnership (SV2030, 2016:33).	<u>We</u> aspire for the center to become a leading English language institute that continues to realize its vision and mission, expanding them in line with the ambitious vision and mission of the university (Umm Al-Qura University, 2021).

Table 23. Examples of the pronoun *We* in the text(s)

As Tables 22 and 23 show, both types of text employ the pronoun *we*. Using the first-person pronouns, *I* or *we*, means the sentence in discourse is active, suggesting that the producers do not need to hide behind a passive voice for any reason. The pronoun *we* can be used in discourse for several purposes, for example, to separate *us* from *them*, i.e. *us vs them* (van Dijk, 1998). It is employed to create a collective identity or to refer to group membership and represents the collectivist identity of the producer.

SV2030 likely employs the first-person pronoun *we* to represent all participants, addressers and addressees, to refer simultaneously to the governors, the government and the people, making the pronoun a collectivist discourse to engage Saudis in contributing to achieving SV2030. Thus, *we* in SV2030 is 'inclusive', as it includes the audience as participants in the discourse (Mayr, 2008:143) in several cases. Utilising *we* in political discourse is also a 'linguistic strategy' that aims to show the politeness of the sender by involving the populace as a persuasive tactic (Dou, 2019:987). For example, the SV2030 document includes the texts '[*w*]*e* will endeavor to strengthen, preserve and highlight our national identity' (SV2030, 2016:17),

'[*w*]e shall help our students achieve results above international averages' (SV2030, 2016:40), '*we* will develop ourselves and will work to become independent and active members of society, developing new skills in the process' (SV2030, 2016:72) and '[*w*]e are each personally responsible for our own futures' (SV2030, 2016:72). In these examples, governors and the public share the pronoun *we*, as is also suggested in the following terms: 'national identity', 'students', 'ourselves' and 'own future'.

To give a specific example, saying 'our students' does not point to the governors' or monarchy's students, but the students of a Saudi audience, thus supporting the inclusion of the population in *we*. This type of language can be used in a political setting to make the audience feel responsible and that they are an essential part of a governmental project. In other words, using *we* in SV2030 implies that SV2030 is a national mission that pertains to both the governors and the people. The inclusive *we* is usually employed in a political context when producers want the audience to share accountability and when the goal, plan or decision may not be completely certain, thus helping the producer avoid taking full responsibility (Beard, 2000). Fairclough (2001:148) described the relation value of this political inclusive *we* as ensuring that both senders and receivers of discourse are 'in the same boat'.

The pronoun *we* in SV2030 can be used as the *royal we,* which equates to the pronoun *I*. This is possible, especially in the SV2030 text since it is a political discourse. However, this case cannot be generalised throughout the entire text, as the King used the pronoun 'I' in the introduction to his speech (SV2030, 2016:5) and the Crown Prince the singular 'My' in his speech (SV2030, 2016:6). The SV2030 document contains short speeches introduced by the King and the Crown Prince. In the phrase '[*w*]e will strengthen our families […] our children's fundamental characters' (SV2030, 2016:28–29), for instance, the 'families' and 'children' are not only those of the rulers in general or the King but of the Saudi people, who are the main audience. The possessive determiner *our*, used in the SV2030 document, has the same function as the pronoun *we* in the current context. Therefore, the pronoun *we* refers to both Saudi governors and the Saudi public in general and in the cases mentioned.

The pronoun *we* could also be employed in a political setting for a particular political purpose: to persuade citizens, who may not have a decision-making role in a project, that they all have an essential role which is equal to the governors'. The aim of doing so is to ensure the goal is achieved and that citizens feel they are an important part of the country's future or even that they occupy the same level as the rulers and social elite. Furthermore, the inclusive *we* could

be a means of emotive coercion in discourse and an attempt by the writer or speaker to use language to change the receivers' thoughts and emotions and persuade them to agree with the producer (Hart, 2010). Therefore, the SV2030 document, which uses the inclusive *we* 81 times, in the educational and international contexts only, likely does so deliberately to oblige the audience by telling them that *you* are part of *us*, and this is *our* national vision: *we* all agree on it. This use of language could encourage Saudi institutes (e.g. English language institutions) to attempt to contribute to realising SV2030. However, promoting the national collectivist identity could be a barrier to English as a foreign language participating in such a national project.

For English department texts, which represent the institutional discourse, some departments, instead of impersonalising themselves as 'the department' of an institution, personalise themselves by using the pronoun *we* and possessive *our* (Machin and Mayr, 2012). These pronouns refer to the addressers only, that is, to the English department and its faculty members, but not to the students. This is due to the nature of the academic and educational setting in which the employees or teachers in the department are the ones who 'teach', 'provide', 'offer' and 'prepare' their services (e.g. ELT) to their addressees, the students. The consistent pattern of the examples below shows that an exclusive *we* is used, referring to the department staff and the subject, whilst the noun 'students' is the targeted object in phrases such as '[*w*]*e* prepare students to acquire proficiency in English and enhance their effective communication, creativity, critical thinking, and interpersonal skills' (Northern Border University, 2021), '*[w]e* provide English language instruction, academic preparation, cross-cultural orientation, and professional development training in ways that empower participants to become engaged students' (Al Yamamah University, 2020), '[*w*]*e* are always thrilled to meet new bright students every semester' (Prince Sultan University, 2020), '[*w*]*e* are pleased to welcome you to Department of the English, hoping that you will find what you want to know about the Department, its mission, goals, values and programs' (Al Mustaqbal University, 2021), '[*w*]*e* strive to prepare the beneficiaries – both students and Arab security leaders and personnel – of our English language programs to excel in their academic programs' (Naif Arab University for Security, 2021) and '*we* have been working on developing the programme, giving students a more solid background in language and offering them more options' (The Arab Open University, 2020). In such cases, using *we* can mean that the department or university is pursuing the construction of a 'corporate identity' (Mayr, 2008:32).

The students, however, can also be made part of 'the enterprise' if the possessive *our* is employed before the word 'students' (Mayr, 2008:32), as in '[*o*]*ur students'* career prospects are limitless as more opportunities continue to emerge within both the public and private sectors under Vision 2030' (Prince Sultan University, 2020), '[*o*]*ur alumni* are well prepared to meet the requirements of the job market in Saudi Arabia and can hence work in areas such as education, translation, tourism, and a number of other value-added areas' (Taif University, 2020), we '[f]oster a sense of service, commitment, professionalism, and ethics in *our student*' (King Khalid University, 2019) and '[w]ith top-notch skills in languages, communications, and research, *our graduates* are some of the highly sought candidates by employers in the Kingdom' (Prince Sultan University, 2020). This usage seeks to persuade the receivers, usually future students, that they can be among the students who have 'career prospects [that] are limitless', who are 'well prepared to meet the requirements of the job market', who will have 'a sense of service, commitment, professionalism, and ethics' and who 'are some of the highly sought candidates by employers in the Kingdom'. In this usage of the pronoun of *we* as 'the enterprise's corporate identity, the institutional producer represents themselves as the source of English in the country who can provide their English linguistic service to students, then provide society with their English students, whether in general or through SV2030. This could be the reason that institutional producers do not include students when using *we*, as they need the dominance of distance to be able to provide their English students to the community. The departments endeavour to perceive students and their knowledge as commodities, reflecting a neoliberal agenda (Mayr, 2008) within the linguistic context.

- The pronoun *I*

The English departmental statements
I believe that all faculty members of the department are dedicated to the highest quality of education by using modern methodologies and techniques (Prince Sattam Bin Abdulaziz University, 2021).
I hope that the students of this department will be serving the nation as Community Contributors in this competitive world that is fueled by knowledge-based human capital (Prince Sattam Bin Abdulaziz University, 2021).
We are always thrilled to meet new bright students every semester, and *I* look forward to welcoming you aboard (Prince Sultan University, 2020).
Welcome to the visitors of Department of English website. *I* hope they will find [it] useful and enjoyable (Al Mustaqbal University, 2021).
I wish the students and the faculty members, all the best in their lives (Prince Sattam Bin Abdulaziz University, 2021).
I would like to welcome all the visitors of the English Language Center website, and *I* am pleased to give you a quick glimpse of the center, its activities, and aspirations (Umm Al-Qura University, 2021).

Table 24. Examples of the pronoun *I* in the text(s)

Tables 22 and 24 show that the pronoun *I* is mentioned only seven times in the text of the English departmental discourse. It does not appear in the international and educational settings of the SV2030 text, except in the introduction to the document by the King and his Crown Prince. The pronoun *I* can show the authority of the writer. However, the pronoun *I* in political discourse is sometimes avoided because of the problem of subjectivity (Pennycook, 1993), so *we* is usually employed instead.

The pronoun *I* in English departmental texts refers to the person who heads the department, such as the dean, the vice-dean or the departmental head. The producer promotes themselves as the head of the entity, which is an example of self-promotion in institutional discourse (Fairclough, 1993). It can be seen that, in all the examples above, the pronoun *I* is followed by a mention of staff, students or visitors: '*I* hope they' (Al Mustaqbal University, 2021), '*I* hope that the students' (Prince Sattam Bin Abdulaziz University, 2021), '*I* look forward to welcoming you' (Prince Sultan University, 2020), '*I* believe that all faculty members' (Prince Sattam Bin Abdulaziz University, 2021), '*I* would like to welcome all the visitors' (Umm Al-Qura University, 2021) and '*I* wish the students and the faculty members' (Prince Sattam Bin Abdulaziz University, 2021). This can indicate the power of the producer, who feels they are the leader or even the owner of the department. Therefore, they 'hope', 'believe', 'wish',

'would like' and 'look forward' to seeing their staff and students, who are considered below the head in this institutional hierarchy. In other words, this use of language can show the power dynamic between the departmental heads and the others, students and staff, for whom the producers feel responsible. This dynamic can be found in other contexts, such as between a teacher and their students, parents and their children and a boss and their employees. *I* is a pronominal choice employed by producers to show their confidence and capability to hold their position in such discourse. In short, using *I* implies the possessiveness, subjectivity and responsibility of the producer, which could make them strongly accountable for the department achieving its goals, such as ELT.

Regarding SV2030, the personal individualistic pronoun *I* is not employed to avoid contradicting the collectivist personal pronoun *we*, especially as the document is a national plan with national values. In political discourse, the pronoun *I* can be used to point to an individual politician, such as a leader who delivers a political speech (Kranert, 2017). Since first-person pronouns can be employed in political discourse to form leadership and identities (Fetzer, 2014), as discussed before, the King used the pronoun 'I' in the introduction to his speech (SV2030, 2016:5), and the Crown Prince used the singular possessive pronoun 'my' in his speech (SV2030, 2016:6). In this case, the pronoun *I* serves to show the hierarchy of the participants in the political and national discourse; the King and the Crown Prince appear at the top of the hierarchy in general and of the hierarchy of the national and political SV2030 discourse in particular. Using the pronoun *I* solely in the introduction, yet never in the SV2030 plans or agendas (e.g. in the international and educational aims), can imply two things. First, employing the personal pronoun *I* in the introduction is an important strategy to show 'the persona of the leader' and evince their leadership's attributes (Kranert, 2017:185). Second, the goal is to stress the responsibility of the collective group (Kranert, 2017) by using the personal inclusive pronoun we in the context of the new national plan—for the leaders as well as the Saudi people. Therefore, the inclusive pronoun *we* dominates the SV2030 discourse to motivate the populace to achieve these agendas after using *I* to present the leaders' and producers' identities, which are included in *we*. This strategy is a type of shift of footing (Goffman, 1981) or 'a shift in positioning' (Wai and Yap, 2018:696) that occurs when a writer or speaker shifts between pronouns to exclude (using *I*) or include (using *we*) the audience, depending on the circumstances and the producer's interest. This analysis considers the contextual nuances of political discourse and the strategic intentions of the author in fostering a collective identity.

6.1.1.2. The second-person pronoun: You

Pronoun	The SV2030 document	Normalised	The departmental English statements	Normalised
You	0	0	26	2.12

Table 25. Frequency of the second-person pronoun *You*

The English departmental statements
Dear students, *you* are the future, *you* are the vision of 2030, and *you* are the ones who will lead the country forward (Najran University, 2021).
Praise be to Allah, Lord of the Worlds, who said, "And We made *you* into peoples and tribes so that *you* may know one another" (Najran University, 2021).
The BSc English and Translation Degree at Effat University will provide *you* with expertise in the main theories, concepts and tools of translation and interpreting studies (Effat University, 2021).
A Bachelor of Science Degree in English and Translation will prepare *you* for a career in areas such as school teaching, professional translation and interpretation, and in industries such as journalism, editing and copywriting, or other professions which require high levels of English (Effat University, 2021).
We are always thrilled to meet new bright students every semester, and I look forward to welcoming *you* aboard (Prince Sultan University, 2020).
We look forward with added enthusiasm to seeing *you* and helping *you* contribute significantly to our local and regional communities and build knowledge society (Taif University, 2020).

Table 26. Examples of the pronoun *You* in the text(s)

Using the pronoun *you* in the institutional context (e.g. an English department) can function to attract readers (e.g. potential students) and build a relationship between the producer and the audience. As seen in Table 25 and 26, the pronoun *you* is mentioned 26 times in the English departmental texts. For example, the referents are the department's students and potential students. In such discourse and context, the addressees can also be described as 'potential customers' when the institution refers to them by using the pronoun *you* in an entrepreneurial discourse (Mayr, 2008:32), such as '[w]e hope that *you* find what helps *you* better understand the English Language and Translation Department, its vision, objectives, programs, and faculty' (King Saud University, 2021), '[w]e look forward with added enthusiasm to seeing *you* and helping *you* contribute significantly to our local and regional communities' (Taif University, 2020) and '[d]ear students, *you* are the future' (Najran University, 2021). Employing the pronoun *you* aims to mark readers and students personally, which contributes to building a relationship and relational value (Fairclough, 2015) between

the department and the students, especially in terms of entrepreneurial and advertising language (Mayr, 2008; Kaur et al., 2013). Najran University (2001), for example, uses the pronoun *you* to address students directly and motivate them by emphasising their importance and potential role in shaping the future (e.g. achieving SV2030).

Employing the pronoun *you* alongside the pronoun *we* in the previous statements points to promotional and advertising discourse (Fairclough, 1993). For instance, the pronoun *you* is mentioned nine times by the English department of Effat University alone, possibly because, as it is a private university, its discourse is advertising (Cook, 2001; Kaur et al., 2013). For example, it states that '[t]he curriculum for this BSc Degree in English and Translation shall set *you* up with the skills to critically evaluate translated texts', 'show *you* how to recognize speech sounds in a variety of languages' and 'provide *you* with sound knowledge and comprehension of the subjects [that] the program covers', so that '*[y]ou* shall be armed with analytical and evaluative insight, gathered from the combination of study within the areas of linguistics' (Effat University, 2021). This use of language includes and conveys relational values that seek to create relationships between the participants in the discourse and is described by Fairclough (2001:160) as 'synthetic personalization'. Thus, it is an advertising language in which the sender attempts to persuade the receiver to accept their ELT offer.

The pronoun you also appears in the Islamic discourse that the writers employ. It refers to human beings in a Quranic verse—'[w]e made you into peoples and tribes so that *you* may know one another' (Najran University, 2020)—and in a prophetic speech—'[i]ndeed, Allah the Almighty loves that when anyone of you does something, he perfects it' (Najran University, 2020). In The Discursive Analysis Chapter, such quotes will be interpreted as intertextuality.

The writer of the SV2030 document seeks to build a collective identity by using the inclusive *we*. Hence, the exclusive pronoun *you* is not used in the context of the SV2030 plans generally. Therefore, the absence of the pronoun *you* in the educational and international SV2030 contexts could suggests that the use of the pronoun *we* promotes the collective national identity of the producer. English departments can employ the pronoun *you* for entrepreneurial and advertising aims, which may be linked to the view of ELT as part of an economic agenda. Such a perspective on ELT resonates with the goals of SV2030, which seeks to leverage education to foster economic growth within the KSA.

The third-person pronouns: He, She and They

Pronouns	The SV2030 document	Normalised	The English departmental statements	Normalised
He	0	0	4	0.33
She	0	0	0	0
They	9	3.17	13	1.10

Table 27. Frequency of the third-person pronouns *He*, *She* and *They*

- The pronoun *He*

The English departmental statements
"Indeed, Allah the Almighty loves that when anyone of you does something, <u>he</u> perfects it" (Najran University, 2020).
However, this citizen will not be able to perform his role in the way hoped for by his kingdom and his rulers unless <u>he </u>complies with command of the Messenger (PBUH) for perfecting duties (Najran University, 2020).
<u>He</u> said, "And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors." (Najran University, 2020).
The applicant expressed his desire to join the department, the student enrolls in the first year of the joint, where <u>he </u>studies over two semesters intensive English language (Saudi Electronic University, 2021).

Table 28. Examples of the pronoun *He* in the text(s)

The pronoun *he* only appears in the departmental texts (Table 27). The pronoun *he* represents different cases, such as referents, context, intertextuality and omission. It is critical due to its use as a 'neutral' pronominal choice in some times, contexts and cultures for both male and female genders (Pennycook, 1994:175).

First, the referents of *he* in the English departmental texts in Table 28 are different. The first is taken from the Islamic discourse and is a quote from an Islamic prophetic speech, and the pronoun *he* refers to the Muslim, whether male or female. This is because in Islamic discourse, which was produced in Arabic, the pronoun *he* is employed in the general context to refer to both genders, in contrast with feminist language theory, which could seek to equalise the use of pronouns. This language use may affect Arabic speakers and writers, as can be seen in the other examples in Table 28 in which *he* refers to the Saudi citizen and means both genders. The third *he* refers to Allah, as indicated by the capital *H* in *He* and *His*. The statement is a verse from the Quran that refers to the diversity of people and their tongues (i.e. languages) as a sign

108

of the power of Allah. Again, the pronoun *he* dominates the discourse, even when referring to God. The quotes from the Quran and prophetic Hadith (i.e. a statement by the prophet Mohammed) are examples of intertextuality and loans from Islamic discourse. In the final example of *he*, the pronoun refers to the students, which is expected since the statement is an academic departmental text. The pronoun *he* here refers to both genders, as most Saudi universities and English departments include male and female students but in segregated buildings or classes.

The pronoun *she* is never mentioned in either departmental texts or SV2030. However, there are only two universities for female students, one of which, Princess Nourah University (2022), mentions the word *women* three times to refer to its female students. The other female university, Effat University (2021), does not utilise any female linguistic features. The department likely seeks to normalise female students, graduates and employees as English teachers and translators. In other words, this discourse perhaps shows that the female department seeks to feel equal to male departments, which do not usually use masculine salient linguistic features, such as 'men' or 'boys', as they are regarded as the norm.

The question remains of why the SV2030 document employs neither *he* nor *she* pronouns. As previously discussed, the pronoun *we* is the predominant word in the document in general and its educational context in particular. The discourse is inclusive and collectivist and does not need to refer to individuals generally. Moreover, the producer does not wish to refer to the audience as an outsider but as a part of SV2030 and the country. Nevertheless, the document contains the pronoun *they*, as discussed in the next section. Also, analysing the pronoun *he* revealed the use of Islamic quotes by an English institution to show the readership that the department will perform its academic duty (e.g. ELT) and to support and justify the promotion of the diversity of languages (e.g. English). Again, demonstrating a national collective identity may impede the inclusion of English as a foreign language in achieving a given national project. However, the incorporation of Islamic discourse by an English department may suggest that the use of English is not incompatible with an Islamic and national identity. Therefore, English may serve as the lingua franca for the national SV2030 plan.

The SV2030 document	The English departmental statements
We want Saudi children, wherever <u>*they*</u> live, to enjoy higher quality, multi-faceted education (SV2030, 2016:36).	Therefore, it devotes its efforts to supporting them in their scientific career and helping them reach the desired ambition so that <u>*they*</u> can best serve their country (Najran University, 2020).
Our economy will provide opportunities for everyone - men and women, young and old - so <u>*they*</u> may contribute to the best of their abilities (SV2030, 2016:37).	The students in the department are given a solid foundation in English, which <u>*they*</u> are then able to use to bridge the gap between local and English language based cultures (Imam Abdulrahman Bin Faisal University, 2021).
<u>*They*</u> will be provided with all the facilities and tools required to put them on the path to commercial success (SV2030, 2016:37).	<u>*They*</u> are capable of preparing future generation for personal and professional success so that <u>*they*</u> can smoothly navigate the world of tomorrow (Prince Sattam Bin Abdulaziz University, 2021).
Our goal is to attract and retain the finest Saudi and foreign minds, and provide them with all <u>*they*</u> need (SV2030, 2016:37).	<u>*They*</u> are genuinely dedicated to making their students' learning experience magnificently constructive and fruitful (Taif University, 2020).

Table 29. Examples of the third pronoun *They* in the text(s)

The pronoun *they* is usually used to separate the producer and their group from 'others', for example, to exclude the latter from the exclusive *we*. In political discourse, using *they* usually means that the members excluded by the producers are opponents or enemies (Wirth-Koliba, 2016). However, this is not always the case. In the institutional discourse, third-person pronouns in general and the pronoun *they* in particular can be employed to imply the authority of a head over their subordinates (Dou, 2019).

In the departmental statements, as shown in Table 29, the pronoun *they* refers to different people, namely the students, lecturers and administrators of English departments and visitors to English department websites. However, critically analysing the pronoun *they* within its different contexts and referents reveals different views. For instance, *they* refers to the students seven times in the text, and interestingly the exclusive first-person pronoun *we,* as previously analysed, is used in the same context. That is, instead of saying the 'department' or the 'college', which refers to *we* formally as a collective organisation (Mayr, 2008), one website says that 'it devotes its efforts to supporting them in their scientific career and helping them reach the desired ambition so that *they* can best serve their country' (Najran University, 2020), another that '[t]he major mission of the department is to promote the higher education of Saudi

students by offering them an opportunity through which *they* can attain proficiency in English' (Taibah University, 2021) and a third that '[…] *They* will be awarded two degrees' (The Arab Open University, 2020). Again, this pattern supports the idea that the first pronoun *we* in the departmental discourse is an exclusive one, that is, it refers to the institutional hierarchy. In contrast, when *they* refers to lecturers and visitors, the first pronoun *I* appears in this context instead of *we*. For example, some statements read: '*I* believe that all faculty members […] *They* are capable of preparing future generation for personal and professional success […] *they* can smoothly navigate the world of tomorrow' (Prince Sattam University, 2021), '*I* would like to welcome you … *They* are genuinely dedicated to making their students' learning experience magnificently constructive and fruitful' (Taif University, 2020) and, for visitors, '*I* hope *they* will find [it] useful and enjoyable' (Al Mustaqbal University, 2021). The use of *I* with *they* in such a context supports the prior analysis of *I* that indicates that its use by heads means that they feel responsible for the institution; similarly, heads use *they* to support this authority.

The final *they* refers to the administrators of the department and says that '[o]ur administrators are clear that *they* lead best by serving and serve best by meeting participants' needs' (Al Yamamah University, 2020). This is the only time the word 'administrator' appears in the departmental texts. The fact it appears in a collectivist style, after the possessive *our*, could indicate that the producer is above the employees of the department. The university is private, so the producer could view them as departmental employees who enable students to register and pay their tuition fees. These administrators are 'clear' and capable of meeting the 'needs' of students, who can be described as customers of this entrepreneurial department if ELT is viewed as part of the economic growth, e.g. a knowledge-based economy (Block et al., 2014).

In the SV2030 text, the pronoun *they* appears seven times, referring to Saudi people in general (once), Saudi children in particular (twice), Saudi and foreign minds (once), Saudi people with disabilities (once), individuals (once) and small-and medium-sized enterprises (SMEs; once). Although SV2030 uses *we* as an inclusive pronoun, it refers to the Saudi people once as *they*, as if they are not included but excluded. Examination of this phrase, however, reveals that the text does not name 'Saudi people' as outsiders, but says that '[o]ur economy will provide opportunities for everyone – men and women, young and old – so *they* may contribute to the best of their abilities' (SV2030, 2016:36). It does not use the pronoun *you* as 'for [you]' or 'for every one of [you]', which supports the argument that the pronoun *we* is an inclusive one used

by the producer as an attempt to show an important part of their national identity, namely collectivism.

Second, the text refers twice to Saudi children, pointing out that since *they* are children, they are unable to participate in achieving SV2030, but that *they* are a part of the success of the project itself. It says '[w]e want Saudi children, wherever *they* live, to enjoy higher quality, multi-faceted education' (SV2030, 2016:36). The phrase in general and the clause 'wherever *they* live' can imply that the quality of education in the KSA is not high; it could be lower in certain locations, such as rural areas, which is an injustice for those children who live there. Therefore, SV2030 seeks the development of education for all Saudi children, 'wherever *they* live'.

One development in terms of ELT is that the status of English as a subject in Saudi schools has risen, offering an effective role for ELT in achieving SV2030. A similar attitude is demonstrated towards people with disabilities, as the text mentions: '[w]e will also enable those of our people with disabilities to receive the education and job opportunities that will ensure their independence and integration as effective members of society. *They* will be provided with all the facilities and tools required to put them on the path to commercial success' (SV2030, 2016:37). This statement implies that Saudi people with disabilities will be enabled; thus, enabling them is part of the SV2030 plan itself. Hence, this use of *they*, like that concerning children, suggests they are not a part of the inclusive *we* in SV2030.

For Saudi and foreign people, the paragraph says '[o]ur goal is to attract and retain the finest Saudi and foreign minds, and provide them with all *they* need. Their presence in the Kingdom will contribute to economic development and attract additional foreign investment' (SV2030, 2016:37). One possible analysis of this text is that it mainly refers to non-Saudi Arabians. The word 'attract' in this context likely means engaging someone from the outside world because the word 'presence' after the possessive form *their* only refers to foreign people, as they are not currently present. The last sentence, 'attract additional foreign investment', supports this analysis in that it contains the words 'attract' and 'foreign' in the same context. In addition, the text states that '[w]e will continue to hire individuals according to merit and work towards building a broad talent base, so *they* may become leaders of the future' (SV2030, 2016:69). The referent of the pronoun *they*, 'individuals', is vague because the text does not say what specific adjectives or features will be sought in hiring, but only refers to a generic character (Channell, 1994). In such a political setting, the producer could be hesitant to describe the

features of individuals and thus 'plays it safe' by not defining conditions such as the nationality (e.g. Saudi or foreign) of those who 'may' become future leaders. The reference to foreign people in the text could support the role of EGL as the lingua franca in SV2030.

Finally, the pronoun *they* in 'SMEs can still endure unnecessarily slow and complex legal and administrative procedures. *They* also struggle to attract the necessary skills, capabilities and funding' (SV2030, 2016:41) refers to SMEs. As noted, the pronoun *they* often refers to those who are excluded from the inclusive pronoun *we*. This example points to the role of SMEs in the educational context of SV2030, which concerns linking knowledge and skills with enterprises in the KSA. English could be a significant skill for SV2030, yet the text does not name any of the 'skills' it mentions.

Overall, the pronoun *we* in the SV2030 text is used inclusively, whilst it is exclusive in the departmental setting, and it is, through the possessive *our* form, used for some enterprise purposes. The heads of departments use the pronoun *I* to self-promote themselves by creating a distance between themselves and their staff and students. The omission of *I* in the SV2030 setting is to avoid creating an individualistic identity, which contradicts the collectivist Islamic and national identity formed by the inclusive pronoun *we* for different political and persuasive purposes. Therefore, such promoting of the Saudi national identity (i.e. Islamic and Arabic) could be a barrier to using English to achieve SV2030.

The English departmental texts probably attempt to turn students into customers and consumers by employing *you* within an entrepreneurial and advertising genre, whilst the SV2030 text attempts not to use it to avoid creating distance between producer and audience. This is to view SV2030 as a national programme, for all, and all Saudis as responsible at the individual, societal and institutional level. The pronoun *you* in the English departmental statements also appears in the Islamic context, which could imply that Islamic and English contexts are not necessarily opposite, so English could play a role in achieving SV2030.

The pronoun *he* is only utilised in departmental texts in an Islamic discourse referring to Allah and Muslims. It refers to citizens and students as well. The pronoun *he* is not applied in the SV2030 document because this text already employs the inclusive *we*. As regards the analysis of the pronoun *they* in the two discourses, on the one hand, the institutional discourse of departmental texts employs it fundamentally to show the authority of the producer. On the other hand, its use in the SV2030 document supports both the inclusive *we* for Saudi people generally

and the exclusive *we* for Saudi children, Saudi people with disabilities, foreign people and SMEs. Foreign people and investment require a lingua franca such as EGL.

Table 30 summarises the results.

Pronouns	The educational SV2030 context	The English departmental statements
We	Inclusive	Exclusive
I	-	Self-promotion
You	-	Entrepreneurial and advertising genre
He	-	Student and intertextuality
She	-	-
They	Exclusiveness of groups	Authority

Table 30. Summary of pronoun use across all texts

6.1.2. Modality

It is useful to analyse modal verbs in CDA (Fairclough, 2001) since it can uncover both the verbs and the modal verbs before the intended verb, which can change and affect the action and the meaning of the language in the discourse. It also explores the various functions of hedging in different discourses. Table 31 shows the modal verbs in the texts.

Modal verbs	The SV2030 document	Normalised	The English departmental statements	Normalised
Will	93	32.76	36	3.05
Can	6	2.11	16	1.35
Could	0	0	1	0.08
Should	0	0	2	0.16
Must	0	0	2	0.16
Have to	0	0	4	0.33
Would	1	0.35	2	0.08
Shall	1	0.35	3	0.25
May	2	0.70	1	0.08

Table 31. Frequency of the modal verbs in the text(s)

-       The modal verb *Will*

The SV2030 document	The English departmental statements
We <u>will</u> strengthen our families, provide the education that builds our children's fundamental characters (SV2030, 2016:28).	Dear students, you are the future, you are the vision of 2030, and you are the ones who <u>will</u> lead the country forward (Najran University, 2020).
We <u>will</u> also promote cultural, social, volunteering and athletic activities through empowering our educational, cultural and entertainment institutions (SV2030, 2016:28).	A Bachelor of Science Degree in English and Translation <u>will</u> prepare you for a career in areas such as school teaching, professional translation and interpretation, and in industries such as journalism, editing and copywriting, or other professions which require high levels of English (Effat University, 2021).
We <u>will</u> launch the "Irtiqaa" program, which <u>will</u> measure how effectively schools are engaging parents in their children's education (SV2030, 2016:28).	Later in advanced levels, students <u>will</u> be able choose the appropriate strategy and tactic to translate texts in a variety of fields (Princess Nourah University, 2021).
We <u>will</u> also collaborate with private and non-profit sectors to offer innovative educational programs and events that can improve this academic partnership (SV2030, 2016:33).	I hope that the students of this department <u>will</u> be serving the nation as Community Contributors in this competitive world that is fueled by knowledge-based human capital (Prince Sattam Bin Abdulaziz University, 2021).

Table 32. Examples of the modal verb *Will* in the text(s)

In general, most modal verbs, as shown in Table 31, appear in the departmental discourse more than in the SV2030 text; however, there are twice as many instances of the modal verb *will* in the SV2030 text as in the departmental texts. This is reasonable because the modal verb *will* is often used in political discourse, specifically due to its effectiveness in delivering promises to the audience and persuading them to support the producer's agenda.

In Table 32, the verb that comes after *will* is merely an intention in the future that may not happen and become an action, or it is what the producer hopes to achieve. In the SV2030 text, the verb or phrase after *will* is positive, such as '*will* launch' (SV2030, 2016:28), '*will* also help our students' (SV2030, 2016:40), '*will* guarantee' (SV2030, 2016:37), '*will* close the gap' (SV2030, 2016:40) and '*will* prepare a modern curriculum' (SV2030, 2016:40). These are examples of the expressive values that some words have, and the producer could use them deliberately and persuasively (Fairclough, 2001). The modal verb *will* is employed extensively in political discourse in its different genres since it creates hope for the audience that causes

them to become attached to the producers and their promises. Using *will* can also make producers more secure, as it can refer to a known planned future. The SV2030 document employs it 291 times generally, and 72 times in the international and educational settings in particular. Instead of saying, for instance, *we are preparing*, *helping* or *empowering*, in which the present continuous can mean that the plans or goals are taking place or, at least, will be taking place shortly, the verb *will* is used. Moreover, the producer uses *we* as the subject of the action that follows the modal verb *will*, personalising themselves instead of naming the institution or ministry responsible for realising these promises (Machin and Mayr, 2012). This personalisation might represent a responsibility that can be seen in several concordances between *we* and *will*. Such concordance appears 61 times in the corpus of SV2030, as in '*we will* build a centralized student database tracking students from early childhood through to K-12 and beyond into tertiary education' (SV2030, 2016:41) and '[*w*]*e will* work to raise the productivity of employees to the highest levels possible, by implementing proper performance management standards, providing continuous training for professional development, and sharing knowledge' (SV2030, 2016:69). The modal verb *will* in the SV2030 document can be described as a means of making a promise. This utilisation of the modal verb *will* can allow the producer to show the readership their high certainty that they will work towards and attain their international and educational agenda.

In the English departmental statements, a positive future *will* is rare: across a corpus of 11,775 words, *will* only appears 26 times. This may be because the departments' discourse is not political, and they are entities that meet their goals and offer their services, such as teaching and researching, in the present. Therefore, departments tend to use the present simple instead of the future *will*, for example '*[i]t offers* distinguished and high-quality educational programmes' (Imam Muhammad bin Saud University, 2021), '*it seeks* to provide distinguished education and training' (Najran University, 2021) and '*it works* to provide high educational quality for its students' (University of Hail, 2021). The present continuous also emerges, for example 'our department *is offering* a Bachelor's Degree' (Prince Sattam Bin Abdulaziz University, 2021), '*[o]ffering* distinguished academic instructions in English Language' (Prince Sattam Bin Abdulaziz University, 2021), '*[p]roviding* students with the necessary skills' (Al Mustaqbal University, 2021) and '*[t]eaching* language skills theoretically, practically and technically' (Shaqra University, 2020).

Notwithstanding, the departmental texts employ *will* to express some academic obligations, such as '*will* ensure the quality of the learning experience provided to students' (Jouf University, 2021), '[b]y the time of graduation, students *will* have a deep understanding of the major branches of Applied Linguistics and its applications' (Princess Nourah University, 2022) and '[t]hey also *will* be able to establish a comparison between texts written in the Arabic and English language in terms of differences in the grammatical structure, style, and metaphorical uses' (Princess Nourah University, 2022). This use of *will* in institutional texts seeks to mark a 'high level of commitment' (Fairclough, 1995:146). Thus, English departments express their goals as commitments rather than promises; otherwise, these institutes represent nothing.

In some contexts, the discourse becomes political. For example, the English department at Taif University (2020) says it aspires 'to offer quality education to students, conduct academic research and serve the local community. And this *will* definitely help to achieve the Kingdom's Vision 2030 for sustainable development'. In this case, the department refers to SV2030, causing it to utilise a political language that agrees with SV2030 and in which *will* addresses the producers of SV2030, claiming it will 'definitely' help them to achieve SV2030 through offering education, research and serving the community, which are basic pillars for universities generally. Moreover, most English departments are part of public universities; thus, students can enrol for free, and the genre is therefore neither advertising nor political. The departmental discourse does not seek to deliver strong persuasive language to students to attract enrolment. For private universities, in contrast, the genre can be one of advertising. For example, the English department at Effat University (2021) writes that it '*will* provide you with expertise', '*will* introduce you', '*will* allow you to contribute to the development of our society' and '*will* prepare you for a career' and that 'you'*ll* be ready for careers and opportunities'. Therefore, *will* appears five times in this private university statement alone. Employing words to follow the modal verbs *will* such as 'provide', 'prepare', 'career' and 'opportunities' can be described as an attempt to persuade students to register in the department.

- The modal verbs *can* and *could*

Modality does not merely indicate obligations, but can also convey possibilities and likelihoods (Halliday, 1994). The modal verbs *can* and *could* are considered to examine some of the writers' claims of the possibilities, abilities and obligations they intended to carry out or show. These two modal verbs can indicate the knowledge concepts and dynamic meanings expressed

by the producer (Ademilokun, 2019). This textual analysis aspect is performed to uncover the meanings of the two texts and how the possibilities and obligations they express could contribute to understanding the role of EGL and ELT in SV2030.

The SV2030 document	The English departmental statements
We will also promote cultural, social, volunteering and athletic activities through empowering our educational, cultural and entertainment institutions, we want to deepen the participation of parents in the education process, to help them develop their children's characters and talents so that they _can_ contribute fully to society (SV2030, 2016:28).	The college seeks to develop the academic, research and intellectual skills of its students through contemporary curricula designed in the light of approved standards and to apply the best modern educational practices that _can_ meet the requirements of the local labor market and its needs for specialists, translators and researchers in the fields of English language and translation (Najran University, 2021).
We will also collaborate with private and non-profit sectors to offer innovative educational programs and events that _can_ improve this academic partnership (SV2030, 2016:33).	We _cannot_ achieve this in light of the isolation and seclusion that prevent us from learning about the abundant sciences and knowledge of the world around us. Because of the frantic economic competition between nations, there is no way for us but to learn the languages of the economies of the leading countries so that we _can_ establish effective economic partnerships, open investment areas whose returns contribute to the well-being of our citizens, and enhance the capacity of our national economy (Qassim University, 2017).
Small and medium-sized enterprises (SMEs) contribute only 20 percent of our GDP whereas, in advanced economies, this contribution _can_ reach up to 70 percent. Despite the efforts made to improve the business environment in the Kingdom, SMEs _can_ still endure unnecessarily slow and complex legal and administrative procedures. (SV2030, 2016:41).	We _can_ no longer afford to continue to teach and learn in traditional, old-fashioned ways. The world we live in, which has changed dramatically in the past two decades, offers so much potential and so many new tools and variables (Arab Open University, 2020).
We will endeavor to strengthen, preserve and highlight our national identity so that it _can_ guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic language (SV2030, 2016:17).	Providing students with broad theoretical and practical knowledge and deep understanding of English language, literature, and linguistics with which students _could_ develop in them the confidence required for leadership in different fields (Jazan University, 2020).
Shared services _can_ be applied globally and locally in many sector (SV2030, 2016:69).	Our alumni are well prepared to meet the requirements of the job market in Saudi Arabia and _can_ hence work in areas such as education, translation, tourism, and a number of other value-added areas (Taif University, 2020).

Table 33. Examples of the use of the modal verbs _can_ and _could_ in the text(s)

Table 33 shows that the SV2030 document expresses several abilities and possibilities in different contexts, such as educational, academic, economic and national. It states: 'through empowering our educational, cultural and entertainment institutions, we want to deepen the participation of parents in the education process, to help them develop their children's characters and talents so that they *can* contribute fully to society' (SV2030, 2016:28). By empowering educational, cultural and entertainment institutions, the government believes that SV2030 will empower Saudi children and enable them to contribute to their society. The producer maybe employs *can* instead of *will* to imply that the past Saudi generations could not participate in the development of the nation due to a lack of talent and a certain character. Furthermore, an intention is stated to 'collaborate with private and non-profit sectors to offer innovative educational programs and events that *can* improve this academic partnership' (SV2030, 2016:33). The SV2030 programme shows an essential educational aim, namely to develop different institutions for improving education. The national identity context, including Arabic language, *can* demonstrate national identity as an agent that '*can* guide the lives of future generations' (SV2030, 2016:17). This implies that SV2030 demands an educational system based on values and principles from the Saudi Arabian national identity, which may be an obstacle to the use of English in general and ELT in particular. In addition, the modal verb *can* is used concerning the economy in general and the context of SMEs regarding skills and capabilities. The SV2030 document uses the modal verb *can* to convey its abilities and plans to attract skills for economic aims, develop the relationship between sectors and educational programmes, and empower children educationally to participate in building Saudi society, guided by their national identity and Arabic language. However, employing the modal verb *can* instead of the others, especially *will*, could imply a low certainty, since *can* shows possibilities instead of promises or plans. Another analysis is that SV2030 implies that it provides the tools and potential but that citizens are required to apply themselves to achieve these plans.

The English departmental texts use *can* 16 times and *could* only once. These modal verbs are used in different academic contexts in different English departments. Some departments use *can* in the economic context, one uses it with language and economics, and the rest state that their students or graduates *can* employ their English skills and degrees in the Saudi labour market. To be more specific, Qassim University (2017) links language with the economy, stating that 'because of the frantic economic competition between nations, there is no way for us but to learn the languages of the economies of the leading countries so that we *can* establish

effective economic partnerships'. The writer essentially connects 'there is no way' (Qassim University, 2017), that is, the ability to engage in economic partnerships today, with learning languages (e.g. English). In the same economic context, the same department shows the importance of internationalisation and its relationship with knowledge and economy, claiming that 'we *cannot* achieve this in light of the isolation and seclusion that prevent us from learning about the abundant sciences and knowledge of the world around us' (Qassim University, 2017). Here, the department links knowledge, English, the economy and internationalisation.

In addition, as a fundamental part of the economy, different English departments demonstrate the ability of their students by utilising the modal verb *can* in the context of English students and the labour market. For instance, Najran University (2021) states that it aims to 'apply the best modern educational practices that *can* meet the requirements of the local labor market and its needs for specialists, translators and researchers in the fields of English language and translation'. Taif University (2020) similarly puts *can* in the context of their graduates and the labour market, claiming that 'our alumni are well prepared to meet the requirements of the job market in Saudi Arabia and *can* hence work in areas such as education, translation, tourism, and a number of other value-added areas'. Jouf University (2021) also claims that the goal of one of their departments is 'preparing qualified graduates who *can* meet the requirements of the labor market in the field of English language and literature'. Finally, in the same sense, Arab Open University (2020) states that 'its graduates *can* work as English Language Teachers, Translators, News Readers, Reporters, Public Relation Officers, Content Developers and Writers'. This agreement on knowledge-based economic ideas among the departments in the use of the modal verb *can* places students as agents and could point to the importance of meeting the requirements of the workforce as a fundamental goal in achieving the departments' missions and visions. By utilising *can*, the departments show the possibility and abilities their graduates *can* have. Again, the modal verb *can* implies possibility rather than definiteness. Therefore, the use of *can* here may place English as an important precursor to link students with the labour market while indicating that the latter cannot be promised or guaranteed. By using *can* instead of *will*, departments imply that this obligation depends on the students' knowledge and effort.

Furthermore, several departments use *can* to describe their abilities, specifically in relation to preparing, providing and teaching, showing that they can produce English students who serve their nation by graduating with an English language degree: 'it devotes its efforts to supporting

them in their scientific career and helping them reach the desired ambition so that they *can* best serve their country' (Najran University, 2021), 'they are capable of preparing future generations for personal and professional success so that they *can* smoothly navigate the world of tomorrow' (Prince Sattam Bin University, 2021), 'they *can* attain proficiency in English, professionalism in translation, and appreciation of English Literature' (Taibah University, 2021) and 'providing outstanding educational and research outputs that *can* contribute positively and significantly to the development of the society' (Jouf University, 2021). Likewise, Jazan University (2020) uses *could* in the context of knowledge of English, stating that their students '*could* develop in them the confidence required for leadership in different fields'. The modal verb *could* here shows less definiteness than *can*. Nevertheless, its use in this context could be more logical than *can* since ELT cannot guarantee confidence for every student. Finally, the English department at Arab Open University (2020) points to the importance of ELT using the 'new tools', saying that 'we *can* no longer afford to continue to teach and learn in traditional, old-fashioned ways. The world we live in, which has changed dramatically in the past two decades, offers so much potential and so many new tools and variables'. These statements pivot around preparing English language students to graduate with skills that enable them to engage in society and help them face challenges and serve the development of their nation. This can be linked with some educational statements from the SV2030 document about new or modern educational agendas, such as to 'prepare a modern curriculum' (SV2030, 2016:40), to 'ensure that public sector employees have the right skills for the future' (SV2030, 2016:69) and 'reshaping our academic and educational system' (SV2030, 2016:28). SV2030, as content analysis showed, includes the theme *new trends* in different settings, including education in general and skills and knowledge in particular, yet does not specify any particular types of skills or knowledge.

Through their use of language in the two different discourses, the SV2030 and English departmental texts coincide in terms of expressing abilities by using the modal verbs *can* or *could* in the context of education or internationalisation. SV2030, through education, aims at developing Saudi students' talents and attributes to enable them to contribute to building their nation and society. In the same regard, English departments attempt to provide Saudi society with English and linguistics alumni who can serve and participate in building their country by employing their English language skills and knowledge. For example, SV2030 refers to skills and knowledge in general, as well as reshaping and adding new notable curricula, whilst the English departments point to English skills and knowledge. However, there is a notable conflict

here: the SV2030 document, on the one hand, perceives that Saudi students building Saudi society *can* be guided by the principles of the Saudi national identity, which contains Islamic values and is expressed in Arabic language. On the other hand, English departments perceive that their English language students *can* or *could* participate in developing Saudi society by applying their English and linguistic backgrounds, acquired at their English departments, and that this can be done in, for example, international settings using EGL as an international communication tool. This contrast could create linguistic and cultural conflict between the two texts, despite the fact that they agree that they intend to develop students to serve Saudi society. Thus, SV2030 may ignore the value of English in society, which English departments are, in contrast, trying to promote. This conflict may cause producers and appliers of the SV2030 plan to question the role of English. However, while the SV2030 text does not explicitly state that it will rely on English at the international level, this does not necessarily mean that English is not a global tool for SV2030. In addition, the two types of text agree on the connection between economy and skills. SV2030 problematises the struggle of SMEs to attract essential skills and capabilities, which are not specified. The English texts mention the ability of English alumni to offer the required and necessary skills in the Saudi labour market. For instance, the departments claim that their students *can* meet the job market needs by working in tourism, translation, research and education. Improving and building such areas might help achieve the objectives of SV2030, which itself dedicates significant parts to tourism, education and research.

- The modal verbs *should*, *must and have to*

The modal verbs *should*, *must* and *have to* can be used by producers to confer obligations or permissions at various intensities (Winiharti, 2012). They can be used to influence readership and cause them, for instance, to agree on a certain point of view that the producer delivers (Ademilokun, 2019). They can also be used to express necessity (Olaniyan and Adeniji, 2015). Therefore, the institutional discourse of the English departments shows readers some necessary duties and possible academic obligations that the departments attempt and plan to provide.

The departmental English statements
Our religion has recognized this diversity and difference, provided that this diversity *should* enrich human life and increases its knowledge, construction, acquaintance and harmony (Najran University, 2020).
Another goal is to help students develop their understanding and appreciation of human and ethical values and cultural diversity, which *should* enhance graduates' desire for leadership, professionalism, and responsibility (University of Hail, 2021).
Such crucial development comes with the aim of catering to students' global education and outlook - a *must* in today's world (Open Arab University, 2020).
Work in offices like airlines where the knowledge of English is a *must* (Jazan University, 2020).
Students *have to* finish 129 credit hours in order to complete their graduation (Open Arab University, 2020).

Table 34. Examples of the use of the modal verbs *should*, *must* and *have* to in the text(s)

As shown in Table 34, the modal verb *have to* appears in the academic context in relation to students' and departments' obligations and duties. The modal verb *have to* is used four times, once in 'students *have to* finish 129 credit hours in order to complete their graduation' (Open Arab University, 2020). The other instances are in contexts such as that the departments *have to* be open to the new English educational tools alongside some traditional ways and *have to* use both (Open Arab University, 2020). In these statements, the producers present some academic obligations for students and departments, in a view of rights and duties, using the obligatory modal verb *have to*. Using such modal verbs in such a setting can also demonstrate the authority of the writer, who imposes obligations with such modal verbs (Fairclough, 2015).

The modal verb *should* appears twice, once in the statement by the University of Hail (2021) that the English department *should* raise the awareness of students of the importance of ethical values and cultural diversity. Similarly, Najran University (2020) mentions the importance of diversity and its significance, stating that it *should* enrich knowledge and construction. Both statements point to the significance of cultural diversity, which may be explained by English and its international position, given that they are English departments and show the importance of cultural diversity by offering ELT to Saudi students. The modal verb *should*, as it is used here, can present probability (Fairclough, 2015). These academic departments show some of the probable responsibilities that can be provided to students alongside ELT.

The final modal verb is *must*, which can also be used as a noun, and is used to express certainty or obligation depending on the context (Fairclough, 2015). For example, it appears twice in the English department text. The first time is in the statement of the Open Arab University (2020),

where it is used to indicate the importance of global education for students, described as 'a *must* in today's world'. The second is in the job market setting, where it is asserted that in 'work in offices like airlines … the knowledge of English is a *must*' (Jazan University, 2021). The department appears to seek to be open about international educational indicators and standards, especially since English is an international language taught as a foreign language to Saudi learners. Moreover, it supports the idea that English is the language of work. The subject of the workforce appears again, but with a higher intensity and necessity. That is, it is a *must*. The modal verb with the highest intensity, *must*, appears twice in the international and labour market settings, which might indicate the high concern of these English departments about these two issues. Again, a subject which is noticeable in SV2030, linking educational outcomes with the requirements of the labour market, can relate to these statements. In SV2030, similarly, the concepts of internationalisation and EGL are fundamental agendas for English mission statements, in which internationalisation is a new trend and agenda in higher education (Wit and Altbach, 2020).

The cultural diversity that departments believe is significant in educating students can be linked to global and international discourses and the tendency of the SV2030 programme in which EGL, despite being absent from the text, might represent the linguistic aspect of internationalisation. Some English departmental texts also point to the importance of global education and are open to the world to obtain different educational aspects and views. This stance agrees with the SV2030 (2016) text, which points to the aim of helping Saudi students attain results above the international standards of global education indicators. Furthermore, at least one English department refers to the importance of English knowledge and skills in the job market, which meets the SV2030 plan of leveraging the knowledge-based economy.

- The modal verbs *would*, *shall* and *may*

The final section concerns three modal verbs that can be used to hedge. Producers may hedge when they attempt to produce an ambiguous or vague statement due to uncertainty. The first of these is *would*, which can be used to deliver less certain predictions and intentions (Greenbaum, 1996) or the desires of the producer (Lillian, 2008). The modal verb *shall* can be used in text to convey obligations and duties using a less direct imperative form. Some speakers could use *shall* to suggest or offer instead of order or direct. *May* is a common hedging modal verb in English and is often used to show possibility or permission (Fairclough, 2001). For

example, *may* can be used to hedge and show possibility with low instead of high intensity (Winiharti, 2012).

The SV2030 document	The English departmental statements
We have yet to identify and put into effect the best practices that *would* ensure that public sector employees have the right skills for the future (SV2030, 2016:28).	the idea of "open" education in the sphere of languages, in particular, is not only an elegant and advanced idea, but also - one *would* argue - a necessity (Open Arab University, 2020).
We *shall* help our students achieve results above international averages in global education indicators (SV2030, 2016:28).	The ELC *shall* be a premier institution for teaching, learning and service in English (Umm Al-Qura University, 2021).
Our economy will provide opportunities for everyone - men and women, young and old - so they *may* contribute to the best of their abilities (SV2030, 2016:37).	Praise be to Allah, Lord of the Worlds, who said, "And We made you into peoples and tribes so that you *may* know one another" (Najran University, 2021).

Table 35. Examples of the use of the modal verbs *would*, *shall* and *may* in the text(s)

Table 35 shows some examples of the use of modal verbs in both types of text. The modal verb *shall* is used three times in two English departmental statements. Effat University (2021) states: 'the curriculum for this BSc Degree in English and Translation *shall* set you up with the skills to critically evaluate translated texts [...]' and 'you *shall* be armed with analytical and evaluative insight'. Umm Al-Qura University (2021) states that it '*shall* be a premier institution for teaching, learning and service in English'. Both departments might use *shall* instead of *will* to hedge and to be more realistic about providing their teaching and academic services. The English department at Effat University (2021) addresses students directly by using the pronoun *you* to express a relational value (Fairclough, 2001) and show them what the institution *shall* offer them in the English context. Using *shall* may place academic accountability on both the department's and students' study efforts and duties, while using *will* could make the statement a promise or commitment which the departments need to make and follow.

Two departments used *would* as follows: 'I *would* like to welcome all the visitors of the English Language Center website' (Umm Al-Qura University, 2021) and 'the idea of "open" education in the sphere of languages, in particular, is not only an elegant and advanced idea, but also – one *would* argue – a necessity' (Arab Open University, 2020). The modal verb *would* in the first example is used not to hedge, but as a formulaic politeness because it emerges in a welcome context. In the second example, *would* is used for uncertainty, especially about the

writer making a claim while using the word *necessity*, with a high level of certainty, and thus stating 'one *would* argue' (Arab Open University, 2020). Additionally, the utterance in this statement promotes an 'open education' in languages, mainly English, to follow the university's message, especially because the university itself is called Arab Open University.

The modal verb *shall* in the SV2030 document is used once only across both educational and global contexts. The SV2030 text states: 'we *shall* help our students achieve results above international averages in global education indicators' (SV2030, 2016:28). SV2030 might have used the hedging *shall* because the producer believes such educational objectives are uncertain and may need a further project and timeline, especially because the Saudi education system has been primarily influenced and shaped by religious and political powers and their interests (Prokop, 2003). Although SV2030 seeks to maintain national values, it desires to be a global model and thus more multicultural and could be based on English.

Likewise, the SV2030 text repeatedly hedges by using *may* in contexts such as 'we will continue to hire individuals according to merit and work towards building a broad talent base, so they *may* become leaders of the future' (SV2030, 2016:69) and 'our economy will provide opportunities for everyone—men and women, young and old—so they *may* contribute to the best of their abilities' (SV2030, 2016:37). The producer here is probably hedging to place responsibility on people themselves and their effort, rather than on the government alone. These two claims include promises about opportunities for Saudi people to build their skills and abilities and the prospect of employing these to further the economy and labour market. Owing to the political discourse, the producer might hesitate to directly promise the populace that the government and its new programme are providing opportunities according to their skills that are not even specified. In such challenges, hedging usually appears in governmental and political discourses (Fraser, 2010).

Conversely, in the academic institutional discourse *may* only appears once, in a Quranic verse, but does not appear in the context of academic obligations. Likewise, the SV2030 document uses *would* in a statement about ensuring that the job market and its sectors have employees with the 'right skills'. It states that 'we have yet to identify and put into effect the best practices that *would* ensure that public sector employees have the right skills for the future' (SV2030, 2016:28). Similarly, this statement contains a critical project and challenge, that is, to make sure that all employees in the government sector have the 'right skills' (SV2030, 2016:28). The fact that these skills are unnamed may explain the use of *would* in such claims.

Hedging appears more frequently in the political SV2030 discourse than in the institutional English texts. The modal verb *shall* is used in the global education setting in the SV2030 document, whereas it is used in the context of English skills by English institutes. This could be linked to the reason that EGL is the language of global education. Furthermore, both *would* and *may* in SV2030 point to the importance of supporting the required skills for the workforce. This subject is repeated in both texts. The English departmental texts use *would* in 'open education' (Arab Open University, 2020) in the institutional context, in which the department claims to be open to using the new ELT tools and methods, thus aligning with the SV2030 educational context that seeks to develop a 'modern curriculum' (SV2030, 2016:40).

Table 36 presents a summary of the modal verbs and their functions in both discourses.

Modal verb	The SV2030 document	English department statement
Will	Political promises	Academic obligations
Can and could	Build society through national education SMEs and required skills	Build society by ELT English graduates meet the labour market skills
Should Must Have to	- - -	Cultural diversity Global education and labour market Academic obligations
Would Shall May	Skills and the labour market Global education Skills and the labour market	Open education Academic obligations (i.e. ELT) Quranic context

Table 36. Summary of modal verbs use across all texts

6.1.3. Vocabulary

Vocabulary is essential for shaping and exchanging information (Goddard and Wierzbicka, 2014). In CDA, analysts search for lexical choices, such as words and phrases that include nouns and adjectives, that are used to convey implicit, indirect or different meanings depending on the context (van Dijk, 2001). Vocabulary choices and their contexts can reveal different attributes, attitudes and ideas, both positive and negative, about a certain issue (Fairclough, 2001). Therefore, vocabulary related to two contexts – educational and international terms – is investigated. The following sections present an analysis of the vocabulary and its context in both types of texts after showing the educational and international words.

6.1.3.1. Educational and international vocabulary

Since this study focuses on the place of English in SV2030, educational and international words and their contexts are crucial. Various words are related to educational and global issues; this section presents the vocabulary to be analysed.

The educational words listed, including all their forms and variations, are 'education', 'student', 'curriculum', 'university', 'language', 'knowledge', 'talent', 'skill' and 'institution'. Since this study compares ELT and EGL with SV2030 (i.e. SV2030 is the target), the educational words are based on the content of SV2030, especially in the English departmental texts and the academic or educational discourse. Therefore, the educational words were primarily examined in the SV2030 document to specify the educational words. These educational words represent the ELT process in this study and corpora and are directly related to ELT; examples are 'education' and 'language'. Additionally, while the word 'English' is important, it is not included in this study because it is already known that it does not occur in the SV2030 document; however, it does appear 245 times in the general context of English departments. The word 'language' is considered due to its significance, but no particular language is specified.

Similarly, the words considered for the international list are 'international', 'world', 'global' and 'foreign'. Some words that are related to international contexts do not appear in the word list because they do not exist in either corpus. The word 'universe' or 'universal', for example, does not occur in either text. Likewise, the noun 'globe' does not appear, but its adjective 'global' does.

Furthermore, since the aim of this study is to explore the role of English in achieving SV2030, the 'Saudi Vision 2030 Programme' is included in the investigation of the content of the English departmental texts. Table 37 displays the educational and international words for this textual analysis stage.

Number	Educational vocabulary	International vocabulary
1	Education	International
2	Skill	Global
3	Knowledge	World
4	Talent	Foreign
5	University	
6	Institution	
7	Student	
8	Curriculum	
9	Language	

Table 37. Vocabulary of the SV2030 and English departmental texts
in educational and international contexts

6.1.3.2. Educational vocabulary analysis

The analysis begins with a focus on the educational terms and their frequency and normalisation in both types of texts (Table 38). The educational terms are categorised for simultaneous analysis. For example, 'skill', 'knowledge' and 'talent' are analysed together as they are close nouns that all play a role in the educational context on the intellectual level. Following this, both discourses are analysed to understand the contexts, topics or themes of the texts (Fairclough, 1992; Benwell and Stokoe, 2006).

The educational words list	The SV2030 document	Normalised	The English departmental statements	Normalised
Education	31	10.92	79	6.70
Skill	11	3.87	81	6.87
Student	5	1.76	152	12.90
University	4	1.40	73	6.19
Language	1	0.35	243	20.63
Knowledge	11	3.87	52	4.41
Talent	8	2.81	2	0.16
Institution	7	2.46	12	1.01
Curriculum	2	0.70	9	0.76

Table 38. Frequency of educational words in the text(s)

- *education*

As the word *education* is a general term that represents a broad notion, it is analysed in both types of texts for purposes of comparison. Notably, the word *education* appears 31 times in the SV2030 text and is the most frequently used word in the educational vocabulary list (Table 39).

The SV2030 document	The English departmental statements
We will also promote cultural, social, volunteering and athletic activities through empowering our *educational*, cultural and entertainment institutions, we want to deepen the participation of parents in the *education* process, to help them develop their children's characters and talents so that they can contribute fully to society (SV2030, 2016:28).	To provide students with high quality, student-centered *education* that enables them to master the English language skills and develop proficiency in critical and analytical thinking, teaching, translation, literature, research, and linguistics (Fahad Bin Sultan University, 2018).
We will also collaborate with private and non-profit sectors to offer innovative *educational* programs and events that can improve this academic partnership (SV2030, 2016:33).	Able to link theoretical issues with real and practical issues of *education* in KSA (University of Hail, 2021).
We will continue investing in *education* and training so that our young men and women are equipped for the jobs of the future (SV2030, 2016:36)	Our alumni are well prepared to meet the requirements of the job market in Saudi Arabia and can hence work in areas such as *education*, translation, tourism, and a number of other value- added areas (Taif University, 2020).
This will ensure that the non-profit sector plays an enhanced and more efficient role in critical sectors such as health care, *education*, housing, research, and cultural and social programs (SV2030, 2016:73).	Provide high quality *education* in Translation, and Linguistics and create a dynamic learning environment through the use of state-of-the-art learning and information resources and services (Effat University, 2021).
we will not rest until our nation is a leader in providing opportunities for all through *education* (SV2030, 2016:7).	Using computer, *education* technology, and modern communication means beneficial to language learning and teaching (Najran University, 2021).

Table 39. Examples of the use of the word *education* in the text(s)

The concept of education in SV2030 first appears in the context of the labour market: *education* is viewed as part of the knowledge-based economy. This idea is highlighted several times in different statements, such as '[w]e will continue investing in *education* and training so that our young men and women are equipped for the jobs of the future' (SV2030, 2016:36), '[w]e will also redouble efforts to ensure that the outcomes of our *education* system are in line with market needs' (SV2030, 2016:36), '[w]e will also enable those of our people with disabilities to receive the *education* and job opportunities' (SV2030,2016:37) and '[w]e will close the gap

between the outputs of higher *education* and the requirements of the job market' (SV2030, 2016:40). The SV2030 document links the notion of *education* with different economic words: *education* and opportunities, *education* and jobs, *education* and investment, *education* and market. The concept of a knowledge-based economy, with the linkage between education and the economy, can be observed in the discourse as a result of capitalism (Fairclough, 2002).

Second, SV2030 employs *education* in line with parental engagement in children's education: '[w]e want to deepen the participation of parents in the *education* process, to help them develop their children's characters and talents so that they can contribute fully to society' (SV2030, 2016:28), '[w]e will strengthen our families, provide the *education* that builds our children's fundamental characters' (2030, 2016:28), 'a more prominent role for families in the *education* of their children' (SV2030, 2016:33) and '[t]he engagement of parents in their children's education is one of the main principles of success' (SV2030, 2016:33). Parental engagement in education is a fundamental education-related goal for SV2030. As such, it could imply a shortcoming in parents' current levels of involvement, as parental engagement in education can contribute to the educational development of students in general and concerning ELT specifically (Kalaycı and Öz, 2018).

The third educational orientation in SV2030 is multi-faceted *education*. SV2030 is to replace the country's traditional education system (e.g. the religious curriculum) with an open and diverse education system. For instance, it asserts that '[w]e will invest particularly in developing early childhood *education*, refining our national curriculum and training our teachers and *educational* leaders' (SV2030, 2016:36) and '[w]e want Saudi children, wherever they live, to enjoy higher quality, multi-faceted *education*' (SV2030, 2016:36). Since education in the KSA has to date been based on the Islamic religion and Arabic principles and teachings, which form the identity of the Saudi country and its people, SV2030 seeks to promote 'multi-faceted education', which implies that the education system will be more open to different cultures, philosophies and languages. English, for example, is affected by the conservative religious education system in Saudi Arabia and thus taught only at the intermediate schooling level. However, with the new era of SV2030, the Ministry of Education (2021) has announced that it will be taught from the first grade at elementary school. Nevertheless, this is not mentioned in the SV2030 text. This change and development align with one of the implicit educational aims of SV2030, in which ELT, in the Saudi general educational context, is an important element. Further, the SV2030 text itself points to 'refining our national curriculum'

and 'reshaping our academic and *educational* system' by using the vocabulary 'refine' and 'reshape' in the educational setting; however, it does not provide any further detail. SV2030 (2016:41) also seeks general improvement in children's education: 'we will build a centralized student database tracking students from early childhood through to K-12 and beyond into tertiary *education* (higher and vocational) in order to improve *education* planning, monitoring, evaluation, and outcomes'. Introducing English as a subject in Saudi schools is discussed in this study as an issue related to SV2030.

Finally, SV2030 (2016:40) views *education* in the global context and aims to 'help our students achieve results above international averages in global *education* indicators'. This is the only time that SV2030 employs the term *education* in the global setting. Internationalising is no less important than the knowledge-based economy to the SV2030 text, especially as the two concepts are usually linked in the discourse of education today (Bamberger et al., 2019).

The word *education* appears 79 times in the English departmental texts, employed in the context of English in general and ELT (Table 40). For instance, some texts employ it in the context of English and its academic fields as follows: 'to provide integrated *education* and training in English language' (Princess Nourah University, 2022), '[a]dopting fresh initiatives and innovative ideas in English language *education*' (King Abdulaziz University, 2021), 'to serving students by offering them the opportunity to receive first-class *education* in English language' (Taif University, 2020) and '[t]o provide higher *education* for Saudi students through a window of chances to achieve a high proficiency level in English' (Taibah University, 2021). This is expected since ELT is the main obligation of English departments in general, and the analysis of the modal verb *will* asserts this academic obligation.

The word *education* can also be seen in concordance with, and in the context of, the word 'quality'. For instance, the analysis found that the departments claim they 'provide students with high quality *education* and learning experiences in the fields of English' (The Northern Border University, 2021), 'aspire to become a leading center in the region recognized for excellence in quality *education*' (Fahad Bin Sultan University, 2018), 'provide students with high quality, student-centered *education* that enables them to master the English language skills' (Fahad Bin Sultan University, 2018), '[are] committed to providing high-quality *education* in the fields of languages and translation' and to '[r]ecruit and establish a world-class human resource capacity to provide students with a high-quality foreign language *education*' (King Khalid University, 2019) and '[w]ith our vision based on reaching the

excellence of *education* … pride ourselves on maintaining high quality levels of instruction, evaluation and out-of-class activities' (Taif University, 2020). In these examples, the English institutions employ the words 'quality' and 'high quality' to convey that they provide 'good' and 'valuable' English education. The producers seek to present positive expressive values by using positive words (Fairclough, 2015) such as 'quality' in their English education setting. Hence, these are institutional claims that seek to promote English institutions and their services as the result of a biased view and self-promotion. Education is fundamental to SV2030, and ELT is a fundamental part of the Saudi education system.

Like the SV2030 text, English department texts consider international education. Some English texts declare an '[a]lignment of the ELI administrative and academic processes with international higher *education* standards' (King Abdulaziz University, 2021), that '[s]uch crucial development comes with the aim of catering to students' global *education* and outlook' (Arab Open University, 2020) and that '[t]he program is accredited locally by the Ministry of Education and internationally by the OU Validation Service' (Arab Open University, 2020). Moreover, Jeddah University (2021) claims it provides 'a distinguished *education* that builds a globally competitive knowledge economy' and 'seeks to be a distinguished *educational* edifice that fulfils its *educational* mission and objectives in accordance with international university standards in a manner that befits the prestigious reputation of *education*'. The international educational pattern can also be seen in the institutional English departmental discourse. Such academic statements fall under 'the role of education in a global age' (Agbaria, 2011:61), in which higher education generally tends to be internationalised.

The notion of a knowledge-based economy appears several times in both political and institutional discourses. In this respect, it can be said that English departments represent English *education* as an occupational area. For instance, some English institutions state that '[o]ur students' career prospects are limitless … including *education*, business and investment, media and journalism, and tourism and culture' (Prince Sultan University, 2020), '[s]uch qualities make the English language specialization specializing in diverse fields and contexts such as work in *education* and other government institutions' (University of Hail, 2021), '[o]ur alumni are well prepared to meet the requirements of the job market in Saudi Arabia and can hence work in areas such as *education*' (Taif University, 2020), that they offer 'a fruitful *educational* environment that contributes to the linguistic development of human capital in order to achieve the requirements of the job market' (Jeddah University, 2021) or

'academically and pedagogically qualified graduates who meet the labour market demands in teaching English in public *education* stages' (Najran University, 2021). Employment after graduation is crucial for students today. Therefore, some English departments claim and presuppose that they offer education that meets the market's needs and that their 'alumni are well prepared' (Taif University, 2020), instead of *will be prepared*. As in the statement '[o]ur students' career prospects are limitless' (Prince Sultan University, 2020), presupposition is often used in discourse to make persuasive statements (Fairclough, 2015). By employing a presupposition, the producer (e.g. the English institution) can manipulate the readership (e.g. potential students) by showing an opinion or assumption as a fact (Polyzou, 2015).

Finally, the concept of *education* appears twice in the form of open and cultural education. Imam Muhammed Bin Saud University (2020) states that it aims to offer 'diverse cultural *education* services that meet the needs and inclinations of students'. Arab Open University (2020) believes that 'the idea of "open" education in the sphere of languages, in particular, is not only an elegant and advanced idea, but also – one would argue – a necessity'. This statement points to a transformation from closed, local and cultural *education* to open, global and cultural *education* in the scope of ELT. The topic of open and cultural education is referred to directly more than twice in the institutional discourse, especially by English departments, as ELT would require open and diverse cultural education.

The analysis of the word *education* reveals that the two discourses have similarities and differences in how they represent education-related concepts. For instance, both repeatedly view *education* as a tool for the economy and workforce, making it a knowledge-based economy matter. In this sense, the ideology of neoliberalism can be observed. Additionally, SV2030 states that *education* in Saudi Arabia will be multi-faceted, thus providing space for ELT. The position of English as a subject is changing, and English departmental texts see the importance of high-quality English education and open, cultural and international education in the context of ELT. However, SV2030 does not point to English education in particular; rather, it extolls education in general as vital.

Table 40 summarises the analysis results for the term *education*.

Vocabulary	The SV2030 document	The English department statements
Education	Education and labour market Parental engagement in education Multi-faceted education Global eduation	English education High quality education International education Education and labour market

Table 40. Summary of the word *education* use across all texts

- *Skill, knowledge and talent*

The words *skill*, *knowledge* and *talent* are analysed under a single category. These concepts are often requirements under the subject of education, and such intellectual terms can refer to education.

- *Skill*

The SV2030 document	The English departmental statements
The focus will be on the fundamental values of initiative, persistence and leadership, as well as social *skills*, cultural knowledge and self-awareness (SV2030, 2016:28).	to develop the academic, research and intellectual *skills* of its students through contemporary curricula designed in the light of approved standards and to apply the best modern educational practices that can meet the requirements of the local labor market (Najran University, 2021).
we plan to establish sector councils that will precisely determine the *skills* and knowledge required by each socio-economic sector. (SV2030, 2016:36).	Enhancing students' critical and analytical thinking *skills* (Shaqra University, 2020).
We have yet to identify and put into effect the best practices that would ensure that public sector employees have the right *skills* for the future (SV2030, 2016:69).	To develop the student's *skills* in written translation, audiovisual translation and interpreting in various fields. (Prince Nourah University, 2022)
SMEs can still endure unnecessarily slow and complex legal and administrative procedures. They also struggle to attract the necessary *skills*, capabilities and funding with financial institutions (SV2030, 2016:41).	Cultivating students' critical and creative thinking *skills* towards fostering their research *skills* (Jazan University, 2020).
we will work to become independent and active members of society, developing new *skills* in the process (SV2030, 2016:72).	Ensure our students are gaining in the *skills* and experience needed to work as language professionals in diverse contexts (King Khalid University, 2019).

Table 41. Examples of the use of the word *skill* in the text(s)

The SV2030 document refers to the word *skill* 11 times in different contexts in the educational setting, some of which are shown in Table 41. SV2030 largely assigns the word *skill* to the

context of the labour market. The usage pattern of the term *skill* in the setting of the workforce and sectors can be seen in the following examples: 'We plan to establish sector councils that will precisely determine the *skills* and knowledge required by each socio-economic sector' (SV2030, 2016:36), '[w]e will invest in strategic partnerships with apprenticeship providers, new *skills* councils from industry, and large private companies' (SV2030, 2016:40), '[a]chieving our desired rate of economic growth will require an environment that attracts the necessary *skills*' (SV2030, 2016:37), '[t]o localize the industry and produce the necessary *skill-sets*, we will also encourage public-private partnerships' (SV2030, 2016:49), '[w]e have yet to identify and put into effect the best practices that would ensure that public sector employees have the right *skills* for the future' (SV2030, 2016:69) and '[t]hey also struggle to attract the necessary *skills*, capabilities and funding with financial institutions' (SV2030, 2016:41). SV2030 states that it seeks to 'attract', identify' and 'determine' the 'necessary' and 'right' *skills* for the economy. Consequently, there is a lexical relation and pattern between the word *skill* and the economic context (Fairclough, 2003), and using those lexical items that have expressive values assists the SV2030 text's producer in attempting to convince readers in such positive contexts (Fairclough, 2015). These examples can suggest a move towards a highly skilled economy by SV2030, namely a knowledge-based economy.

Moreover, SV2030 employs the word *skill* in relation to various settings: *skill* and society, *skill* and youth and *skill* and curriculum. For instance, the SV2030 (2016:82) text links *skill* and society by stating that '[t]he focus will be on the fundamental values of initiative, persistence and leadership, as well as social *skills*, cultural knowledge and self-awareness' and 'we will develop ourselves and will work to become independent and active members of society, developing new *skills* in the process' (SV2030, 2016:72). The word *skill* can reflect the importance in developing members of society through the support of SV2030. However, the words *skill* and *skills* are unspecified. Additionally, the word *skill* is associated with young people; as the text asserts, '[o]ne of our most significant assets is our lively and vibrant youth. We will guarantee their *skills* are developed and properly deployed' (SV2030, 2016:37). Saudi youth and children and their *skills* are the essential driving force empowering the function of SV2030, which could be for the knowledge-based economy.

Finally, *skill* appears in the context of the educational curriculum. The document states that 'we will prepare a modern curriculum focused on rigorous standards in literacy, numeracy, *skills* and character development' (SV2030, 2016:40). However, the required *skills* are

unnamed, but the word is used in the context of the educational curriculum. The political discourse of the document utilises the word 'modern' in the context of curriculum and skills to add positivity and to persuade the addressees – as if everything described as 'modern' must be 'good'. This can be another example of presupposition as a discursive strategy, in which the producer relies on the background of their audience, who are expected to believe that modern is often better as a result of a naturalised knowledge, that is, a 'shared background knowledge necessary for indirect ideological statements' (Polyzou, 2015:124).

As regards the English departmental texts, apart from the communicative and basic English language skills (e.g. reading, listening, writing and speaking), which are essential academic obligations under ELT in English departments, the word *skill* is utilised in different contexts. The common idea of a relationship between *skill* and market is also prominent here. For example, one talks about 'providing male and female students with the knowledge and *skills* of the English language that are necessary for their university majors and future jobs' (University of Jeddah, 2019). The department may have used the words 'male' and 'female' to refer to students of both genders. However, using the term 'students' alone would have been sufficient to convey the idea that everyone would receive equal education or skills, regardless of gender. This approach aligns with the goals of SV2030, which could be a policy or agenda aimed at promoting sustainable development. Furthermore, departments state their intention 'to equip them with *skills* that achieve their ambitions and help them to find the best jobs in the best places' (Majmaah University, 2021), speaking of '[p]reparing qualified graduates in basic English language *skills* and oral and written translation *skills* between Arabic and English in order to meet the needs of the labor market' (Qassim University, 2017) and mention the need 'to apply the best modern educational practices that can meet the requirements of the local labor market and its needs' (Najran University, 2021).

As in the SV2030 text, the institutional department discourse thus employs positive and persuasive vocabulary, such as 'best' and 'modern', respectively, to express values. Additionally, Princess Nourah University (2022) states that it aims '[t]o qualify women translators and develop their professional and interpersonal *skills* to compete in the labor market besides enhancing their community service and scientific research *skills*'. Princess Nourah University is a public women's university, and the word 'compete' in the above statement might imply that women will have to 'compete' with men by their linguistic *skills* –

a result of possible inequality and the male leadership in the Saudi labour market, which SV2030 attempts to resolve.

In addition, English departments give importance to research *skills*. Some claim that they 'provide students with the necessary cognitive and research *skills* in the fields of English language, literature, linguistics and translation supported by Islamic values' (Imam Muhammed Bin Saud University, 2020). This university is an Islamic university, which explains why the English department insists on linking its ELT and research *skills* with Islamic values. This could imply that English has a role in an Islamic context and that there is no contradiction between the two. Further, some say that they aim '[t]o enhance the student's knowledge about research *skills* and ethics' (Princess Nourah University, 2022), '[t]o deliver a distinctive English language and literature teaching and to develop students' language, thinking and research *skills*' (Shaqra University, 2020), 'to develop students' linguistic, intellectual and research *skills*' (Shaqra University, 2020) and '[t]o empower students with scientific research *skills* and link the Department's scientific production with the development needs of the Kingdom' (Qassim University, 2017). The latter claims that it can link English-language research with the real world to serve the country, and this may achieve some of the SV2030 aims; however, this is not specified. Najran University (2021) states that it intends to improve research *skills* through 'contemporary curricula' and seeks 'to develop the academic, research and intellectual *skills* of its students through contemporary curricula'. This use might be similar to that of the word 'modern', namely to attempt to persuade readers. That is, these are words with 'expressive values' (Fairclough, 2015:129).

Translation is another word that appears in the context of *skill*. English departments, for instance, say they are 'refining their [students'] *skills* in translation' (Imam Muhammed Bin Saud University, 2020), '[p]reparing qualified graduates in basic English language *skills* and oral and written translation skills between Arabic and English' (Qassim University, 2017), 'develop[ing] the student's *skills* in written translation, audiovisual translation and interpreting in various fields' (Effat University, 2021), ensuring students '[a]cquire good translation *skills*' (Taibah University, 2021) and '[d]emonstrate in-depth knowledge of the translation theory, principles and techniques; and apply translation *skills* to a variety of texts' (Fahad Bin Sultan University, 2018). Translation *skill* is essential in English departments generally, as translation is one of the linguistic areas that link languages or cultures to each other as well as enrich the market. Due to the separation of the language and translation fields in some academic areas

and institutions, translation itself appears to be a *skill*. Like ELT or English education, translation *skill* is a required profession in the labour market in general and in the context of SV2030 in particular.

Finally, English departments link the word *skill* with the words 'thinking' in general and 'critical and analytical thinking' in particular. For example, they speak of '[e]nhancing students' critical and analytical thinking skills' (Shaqra University, 2020) and ensuring students can 'write various types of high quality essays and research papers and use critical thinking *skills'* (Fahad Bin Sultan University, 2018), '[d]evelop the ability to apply critical reading and thinking skills to read, interpret, and analyze texts' (Fahad Bin Sultan University, 2018) and 'develop critical thinking *skills*' (The Northern Border University, 2021). Although the English department at Shaqra University (2020) employs nominalisation, the departments here, and in the previous examples, are direct and seem determinative: they do not employ nominalisation when it comes to developing thinking *skills*, since nominalisation can be a consequence of reducing agency or responsibility (van Dijk, 2008). However, it is difficult to claim that the use of nominalisation is always connected to a certain ideological motive to hide an agent or flee from accountability (Billig, 2008), as departments here directly intend to stick to their academic obligations, such as offering English and linguistic *skills*.

Skills in general, and English *skills* in particular, in line with jobs and labour requirements, are seen as essential by SV2030 and English departments, respectively. This situation also matches the use of the general 'education' in both texts. Also, SV2030 links *skills* with society, young people and curricula, whereas English departmental texts identify *skills* for their young students, such as English *skills* in general and translation and thinking *skills* in particular. On the one hand, a policy document that includes different themes and objectives, such as SV2030, may tend to use general language, and some producers, such as in political discourse, employ such language to keep themselves 'on the safe side', with few specified promises or goals (McGee, 2018; Wenzhong and Jingyi, 2013). On the other hand, English departments, as academic departments with academic obligations, identify the *skills* they will teach their students. Therefore, although English *skills* are not mentioned in SV2030, such *skills* might be important in the programme at the educational and global levels, especially given the development of English as a subject in Saudi schools and that English is the foreign language used in the SV2030 document itself.

The SV2030 document	The English departmental statements
we plan to establish sector councils that will precisely determine the skills and _knowledge_ required by each socio-economic sector (SV2030, 2016:36).	To qualify cadres who have a good command of English that qualifies them for starting their careers efficiently and effectively, whether in the field of education, translation, or other developmental fields that require _knowledge_ of English in public and private institutions (Imam Muhammed Bin Saud University, 2022).
We will follow best practices in employing shared services, with a robust set of performance indicators that will measure quality, workflow improvement, cost reduction and _knowledge_ transfer (SV2030, 2016:69).	To provide students with comprehensive _knowledge_ in the various fields of literature, linguistics and translation (Qassim University, 2017).
We will work to raise the productivity of employees to the highest levels possible, by implementing proper performance management standards, providing continuous training for professional development, and sharing _knowledge_ (SV2030, 2016:69).	to prepare its linguistic enrollees, provide them with an intensive _knowledge_, increase their linguistic knowledge proficiency, and increase their relevant cultural _knowledge_ in English (Saudi Electronic University, 2021).
Schools, working with families, will reinforce the fabric of society by providing students with the compassion, _knowledge_, and behaviors necessary for resilient and independent characters to emerge (SV2030, 2016:28).	It is an essential requirement for all branches of _knowledge_ and the labor market (Majmaah University, 2021).
This will boost their contribution to the sector's growth, as well as to the localization of _knowledge_ and expertise (SV2030, 2016:49).	_Knowledge_ of the various sub-fields of the English language (Taif University, 2021).

Table 42. Examples of the use of the word *knowledge* in the text(s)

According to the SV2030 document, it is important to share, transfer and trade *knowledge* among local institutions as well as with other nations (Table 42). For example, it aims to 'attract the best talents in order to ensure best management practices and the transfer of *knowledge*' (SV2030, 2016:73), 'enter long-term partnerships with neighboring and friendly countries for *knowledge* transfer and trade' (SV2030, 2016:43), 'transfer *knowledge* and technology, and build national expertise in the fields of manufacturing, maintenance, repair, research and development' (SV2030, 2016:48), 'follow best practices in employing shared services, with a robust set of performance indicators that will measure quality, workflow improvement, cost reduction and *knowledge* transfer' (SV2030, 2016:69) and 'make use of international best practices, transfer *knowledge* and achieve our goals in a balanced and scientific manner' (SV2030, 2016:83). Again, when words close in meaning are employed, a practice known as

'overwording' (Fairclough, 2015:133), producers could be seeking to make their statements appear more convincing and authoritative, as may be seen in instances where the term *knowledge* is employed. For example, the word *knowledge* is linked with positive words that support it, such as 'best', 'build', 'development', 'improvement', 'robust' and 'quality', which are employed in a general manner without specifying any kind of knowledge, for example, English. Furthermore, although English can be the means of transferring *knowledge*, as the document itself employs English to transfer it, there is no explicit mention of the language being the tool for transferring and trading knowledge.

Knowledge is also shown in the context of the market and sector. The document conveys that 'we plan to establish sector councils that will precisely determine the skills and *knowledge* required by each socio-economic sector' (SV2030, 2016:36) and that '[t]his will boost their contribution to the sector's growth, as well as to the localization of *knowledge* and expertise' (SV2030, 2016:49). The knowledge-based economy is directly referenced here: SV2030 plans to 'precisely' achieve this goal as well as to localise *knowledge* as well as transferring it internationally. As in the '*knowledge* transfer' examples, the second statement overwords positive words that are close to each other in meaning for a persuasive goal. That is, it uses several terms which are near 'synonyms' (Fairclough, 2015:133), such as 'boost', 'contribution' and 'growth', in the context of *knowledge*.

Finally, similar to *skill*, promoting *knowledge* for children is a fundamental aim of SV2030, and *knowledge* appears twice in the context of children. For example, SV2030 (2016:28) says that '[s]chools, working with families, will reinforce the fabric of society by providing students with the compassion, *knowledge*, and behaviors necessary for resilient and independent characters' and that '[t]he focus will be on the fundamental values of initiative, persistence and leadership, as well as social skills, cultural *knowledge* and self-awareness' (SV2030, 2016:28). Again, SV2030 makes repeated use of words that could be redundant, some of which are positive, and uses them alongside *knowledge,* such as 'fabric', 'compassion', 'resilient', 'initiative', 'persistence', 'cultural' and 'social skills'.

In departmental discourse, alongside the *knowledge* of English and linguistics, the word *knowledge* appears about different topics. For instance, the labour market, as with the word *skill*, is constantly mentioned. Thus, the idea of a knowledge-based economy also appears in departmental discourse. Departments state, for example, that they tend to provide 'students with the *knowledge* and skills of the English language that are necessary for their university

majors and future jobs' (University of Jeddah, 2021), are 'working to refine the talents of students and provide them with the necessary *knowledge* in the field of English language in order to equip them with skills that achieve their ambitions and help them to find the best jobs' (Majmaah University, 2021) and are '[p]reparing a generation of graduates specialized in English Language who are able to do the available jobs on a high level of *knowledge*' (Majmaah University, 2021). Further, one says that the '[d]emand on the offered programmes is growing, as both are relevant not only to students' intellectual and *knowledge* growth, but also to their career needs' (Arab Open University, 2020). The departments claim that they can provide their students with the *knowledge* required to obtain jobs. The most important finding here is that the institutional producers use the word *knowledge* in the context of a knowledge-based economy.

Moreover, the notion of *knowledge* appears in a global and diverse setting. English departments state that '[w]e cannot achieve this in light of the isolation and seclusion that prevent us from learning about the abundant sciences and *knowledge* of the world around us' (Qassim University, 2017), that '[o]ur religion has recognized this diversity and difference, provided that this diversity should enrich human life and increases its *knowledge*' (Najran University, 2021), that '[l]earners are offered the needed skillsets and *knowledge* to explore various subjects related to various cultures and understand the diversity and complexity in the language' (Prince Sultan University, 2020), that they acknowledge 'the central role that a university plays in disseminating *knowledge* from different cultures and in various languages' (Naif Arab University for Security, 2021), 'providing a distinguished education that builds a globally competitive *knowledge* economy' (University of Jeddah, 2021) and that students 'increase their relevant cultural *knowledge* in English, which establishes a constructive ground for creating bridges of *knowledge* communication with English-speaking peoples around the world' (Saudi Electronic University, 2021). The term *knowledge* thus appears in the context of cultural diversity, pointing to global diversity, seeking diversity as a religious order and noting the relationship between language and this diversity. The departments imply that, as they are devoted to 'English', a foreign language, they therefore believe in cultural diversity, which is also an Islamic matter. Also, knowledge in the global context is referred to in both the English department and SV2030 texts, especially in the economic setting. This can refer to EGL, as well as a start for neoliberalism, as, when education and internationalisation (e.g. ELT) are connected, neoliberal practices can be observed (Block, 2018).

The results for the word *knowledge* are similar to the results for the word *skill*; this can also be seen in the *knowledge* and translation topic. For example, the texts state that '[t]hrough this approach, students are expected to be able to apply their theoretical *knowledge* of translation theory' (Princess Nourah University, 2022) and '[d]emonstrate in-depth *knowledge* of the translation theory' (Fahad Bin Sultan University, 2018), that 'the department looks forward to gaining solid scientific *knowledge* and sufficient practical experience in the field of translation' (Saudi Electronic University, 2021) and helping students 'refine their skills in both languages, and assist them in applying this *knowledge* to the tasks of translation and interpretation' (Saudi Electronic University, 2021). The *knowledge* of translation is expected and mentioned, which falls under English *knowledge* in general.

The term *knowledge* is used in some similar settings in both types of texts. For example, SV2030 employs *knowledge* in international transfer and trade in a 'scientific manner' (SV2030, 2016:83). While English is an international language and the language of science at present (Ammon, 2001), departments and English institutions utilise *knowledge* in culturally diverse international settings as well. EGL can be a global linguistic tool for SV2030 as a preliminary result of this CDA. In addition, both discourses use *knowledge* in line with jobs and the labour market. This topic is repeated because language is an important means of the knowledge-based economy, which is 'knowledge-driven' (Mayr, 2008:3). Nevertheless, SV2030 does not name English as an international communication tool.

The SV2030 document	The English departmental statements
to help them develop their children's characters and *talents* so that they can contribute fully to society (SV2030, 2016:28).	to refine the *talents* of students and provide them with the necessary knowledge in the field of English language in order to equip them with skills that achieve their ambitions and help them to find the best jobs (Majmaah University, 2021).
With over 50 percent of our university graduates being female, we will continue to develop their *talents* (SV2030, 2016:37).	The Department of English is to achieve academic excellence through its program by imparting quality English language education which develops skills, *talents* and competencies (Jazan University, 2020).
Because human capital is a crucial factor in the success of any substantial project, we aim to launch a thorough program for nurturing our human *talent* (SV2030, 2016:82).	
Attracting the *talents* *w*e need (SV2030, 2016:37).	
to attract quality investments as well as local and international *talent*, all kept in line with our national priorities (SV2030, 2016:83).	

Table 43. Examples of the use of the word *talent* in the text(s)

The word *talent* is employed eight times in the SV2030 text. Table 43 shows some instances. First, the word *talents* appears in the context of female graduates and children; the document states that '[w]ith over 50 percent of our university graduates being female, we will continue to develop their *talents*' (SV2030, 2016:37) and '[w]e want to deepen the participation of parents in the education process, to help them develop their children's characters and *talents*' (SV2030, 2016:28). While the aim of developing children's talents is expected in the educational and school setting, specifying 'female' students may imply some shortcomings in developing females' abilities and talents in the past. However, SV2030 claims to empower women, as a statement declares the aim of 'increas[ing] women's participation in the workforce from 22% to 30%' (SV2030, 2016:39).

The SV2030 text employs *talent* in both national and international settings and argues that '[b]ecause human capital is a crucial factor in the success of any substantial project, we aim to launch a thorough program for nurturing our human *talent*' (SV2030, 2016:82), states that '[w]e will continue to hire individuals according to merit and work towards building a broad *talent* base' (SV2030, 2016:69), 'increase the number and variety of cultural and entertainment

activities with the aim of opening dedicated venues to showcase our citizens' myriad *talents*' (SV2030, 2016:27) and will 'attract quality investments as well as local and international *talent*, all kept in line with our national priorities' (SV2030, 2016:83). National *talent* is one of the SV2030's concerns. Even when it mentions international *talent*, it reminds readers that this should be 'in line with our national priorities' (SV2030, 2016:83). Further, some words used in these statements, such as 'human capital', 'investments', 'activities' and 'project', imply that developing national *talent* and attracting international *talent* are to generate a knowledge-based economy. In this sense, SV2030 explicitly links 'human capital' with 'the success of any substantial project' (SV2030, 2016:82).

In the English departmental texts, *talent* only appears twice. This may be because academic departments focus more on *skills* than *talents*, thus making *skill* a more suitable word than *talent* in the academic context. *Talent* also could be assumed to be innate, whereas skills are usually taught. This supposition is also supported quantitatively since *skill* appears 81 times in the text. Namely, Majmaah University (2021) claims it aims 'to refine the *talents* of students', and Jazan University (2020) also employs it in a general context, stating that it aims 'to achieve academic excellence through its program by imparting quality English language education which develops skills, *talents* and competencies'.

There is no evident link between the SV2030 document and English departmental statements in their use of the word *talent*. SV2030 seems to emphasise national talent for the employment of the skills and knowledge of Saudi youth, thereby referring to a knowledge-based economy.

Table 44 summarises the results of *skill*, *knowledge* and *talent.*

Vocabulary	The SV2030 document	English departmental statements
Skill	Skills and labour market Skills and society Skills and youth Skills and curriculum	English skills Skills and labour market Translation skills Thinking skills
Knowledge	Transfer and trade knowledge Knowledge and labour market knowledge and children	Knowledge of English linguistics Knowledge and labour market Global and diverse knowledge Knowledge of translation
Talent	Female and children's talents National and international talents	English students' talents

Table 44. A summary of the use of the words *skill*, *knowledge* and *talent* across all texts

- Universities and institutions

Universities and institutions are academic places and settings. This consideration especially applies to universities, as institutions can be non-educational in some contexts, for example, economic and social institutions. Investigating the words *university* and *institution* helps to uncover how and where the two discourses employ them as educational places and settings, which can contribute to understanding how education is represented in both texts. In particular, the word *university* is mentioned in the SV2030 document, and academic English departments are parts of universities. Furthermore, this analysis helps illuminate the relationship between educational institutions and other institutions and how they could work in the same sense.

- University

The SV2030 document	The English departmental statements
Our scholarship opportunities will be steered towards prestigious international *universities* and be awarded in the fields that serve our national priorities (SV2030, 2016:36)	The BSc English and Translation Degree at Effat *University* will provide you with expertise in the main theories, concepts and tools of translation and interpreting studies (Effat University, 2021).
With over 50 percent of our *university* graduates being female, we will continue to develop their talents, invest in their productive capabilities and enable them to strengthen their future and contribute to the development of our society and economy (SV2030, 2016:37).	it includes elite academics who contribute to the benefit of the educational process, scientific research, *university* and the society in many disciplines such as: translation and interpretation, technical translation, applied linguistics, sociolinguistics, discourse analysis and more (King Saud University, 2021).
In the year 2030, we aim to have at least five Saudi *universities* among the top 200 *universities* in international rankings (SV2030, 2016:40).	Naif Arab *University* for Security Sciences (NAUSS) recognizes the great importance of language learning in today's increasingly globalized world (Naif Arab University, 2021).
	the department offers compulsory courses in language skills for other academic disciplines at the *university* (University of Hail, 2021).
	Providing high-quality English language courses for Umm Al-Qura *University's* students in line with their needs (Umm Al-Qura University, 2021).

Table 45. Examples of the use of the word *university* in the text(s)

The word *university* appears in institutional discourse more than in the political SV2030 discourse; however, institutional discourse sometimes employs it in the titles of statements. In such cases, the word is used in a general context that does not provide critical or analytical results.

The SV2030 document employs the word *university* four times in its educational and global settings (Table 45). First, the text points to international universities, stating that 'our scholarship opportunities will be steered towards prestigious international *universities* and be awarded in the fields that serve our national priorities' (SV2030, 2016:36). The producer not only refers to international universities generally, but also uses the adjective 'prestigious' for establishing 'national priorities'. SV2030 utilises the international context to clarify the national goals, which are partly achieved by offering scholarships for young Saudi citizens to attend university, often in English-speaking countries (e.g. the USA and the UK), which has been prioritised since the King Abdullah Scholarship Programme started. The language is

general and does not specify any university or academic field. However, the government later announces specific universities and academic majors for these scholarships, which supports the view that the document itself does not detail its plans. The role of English in SV2030 could be similarly viewed; that is, it has an implicit role that SV2030 does not indicate.

In another context, SV2030 points to female *university* graduates: 'With over 50 percent of our *university* graduates being female, we will continue to develop their talents, invest in their productive capabilities and enable them to strengthen their future and contribute to the development of our society and economy' (SV2030, 2016:37). The SV2030 text's producer says they 'will continue' empowering female youth, implying that they have already worked on Saudi women's empowerment. The text employs words that suggest positive and constructive practices, such as 'develop', 'invest', 'productive', 'enable', and 'strengthen'. By using such positive words, the producer might be attempting to develop a social relationship with a certain audience group (Fairclough, 2001), namely Saudi females. The knowledge-based economy also can be seen here; thus, SV2030 may be seeking to improve female graduates for the economy, which emerges as a priority throughout.

In addition, the document uses *university* in reference to both educational and international settings, stating that 'in the year 2030, we aim to have at least five Saudi *universities* among the top 200 *universities* in international rankings' (SV2030, 2016:40). It employs round numbers, 'five' and '200', which could imply an unscientific plan that could show vagueness (Channell, 1994). It also employs the word *universities* in the context of internationalisation. Again, the document itself does not name these five universities; however, they are specified later by the Ministry of Education (2021).

The word *university* appears in departmental texts more than in the SV2030 text since they represent an academic setting. The word *university* is seen in the title or at the start of statements such as 'Nourah *University* Vision: To excel in qualifying women cadres in the field of translation' (Princess Nourah University, 2022) and is used by English departments, such as '[t]he Open *University*: Welcome to the Faculty of Language Studies at the Arab Open *University*, KSA' (The Arab Open University, 2020). The word appears in two different contexts that can be critically analysed. The labour market and *university* have a relationship in departmental texts. For example, some departments state that 'graduates have a proven track record of being sought by employers and succeeding in all employment sectors: i.e. schools, *universities*, EFL centres, private companies and many more' (Prince Sultan University, 2020).

Although this statement is made in an academic setting, the department uses general language, such as 'all' and 'many more', which could make the statement seem merely a claim. One department states that they are 'providing the graduate students of the *university* and Arab security personnel with high-standard foreign language skills to develop their interpersonal communication competencies, promote effective professionalism in their work environment' (Naif Arab University for Security, 2021). Another one states that its aim is 'to provide an opportunity for students to be well-equipped in an academic and scientific atmosphere that lives up to their expectations and aspirations in line with the *university's* goals and the needs of the labor market' (Al Mustaqbal University, 2021). At different times in the English departmental texts, positive words such as 'high-standard' and 'well-equipped' are used in the context of the *university*, students and jobs to attempt to convince the audience (e.g. students) of the potential of their future job searches. Finally, the College of Languages at Najran University (2021) says it is 'one of the largest colleges of Najran *University* in terms of the number of female students'. This statement can imply consideration of female students, especially as a part of Saudi women's empowerment initiatives.

Both the SV2030 and the English departmental texts are connected concerning the concepts of education and jobs, or, as the SV2030 (2016:40) document titles it: 'An Education that Contributes to Economic Growth' and 'Learning for Working' (2016:36). Universities today do not tend to educate mainly to impart knowledge; rather, they reductively tend to prepare students as a workforce (Fairclough, 2015). At the same time, both texts point to Saudi women's empowerment, especially through universities, as a means of increasing the Saudi female workforce, which can also contribute to increasing the national economy.

The SV2030 document	The English departmental statements
We will also promote cultural, social, volunteering and athletic activities through empowering our educational, cultural and entertainment *institutions* (SV2030, 2016:28).	To qualify cadres who have a good command of English that qualifies them for starting their careers efficiently and effectively, whether in the field of education, translation, or other developmental fields that require knowledge of English in public and private *institutions* (Imam Muhammad bin Saud University, 2022).
We will allocate prime areas within cities for educational *institutions*, retail and entertainment centers, large areas along our coasts will be dedicated to tourist projects and appropriate lands will be allocated for industrial projects (SV2030, 2016:50).	Scientific preparation of students in order to be able to meet the needs of the job inside the educational *institutions*, together with the various kinds of private sector *institutions* (Majmaah University, 2021).
They also struggle to attract the necessary skills, capabilities and funding with financial *institutions* providing no more than 5 percent of the overall funding - a far lower percentage than the global average (SV2030, 2016:41).	ELC shall be a premier *institution* for teaching, learning and service in English (Umm Al-Qura, 2021).
We will strive to facilitate enhanced access to funding and to encourage our financial *institutions* to allocate up to 20 percent of overall funding to SMEs by 2030 (SV2030, 2016:41).	Collaborating with peer departments at national and international *institutions* (Jouf University, 2021).
At the same time, we will establish additional new business incubators, specialized training *institutions* and venture capital funds (SV2030, 2016:41).	ELC has a mandate to create a theoretically grounded and practically effective teaching and learning environments for UQU students in the context of globally interconnected *institutions* (Umm Al-Qura, 2021).

Table 46. Examples of the use of the word *institution* in the text(s)

SV2030 employs the word *institution* seven times in different settings in educational and international contexts (Table 46). The document first refers twice to educational *institutions*, indicating that they intend to 'promote cultural, social, volunteering, and athletic activities through empowering our educational, cultural, and entertainment *institutions*' (SV2030, 2016:28) and that they 'allocate prime areas within cities for educational *institutions*' (SV2030, 2016:50). Educational *institutions* seem important to SV2030, which can contribute to supporting the social, cultural, volunteering and sports activities that fall under the umbrella of such *institutions*. This importance is reflected in the second statement as well, which shows the intention of specifying some areas for educational *institutions* in the KSA.

The word *institution* also appears once in the context of non-profit organisations, where the document points to the importance of 'enabling non-profit organizations to attract the best talents to ensure best management practices and the transfer of knowledge, which will strengthen these *institutions* over the long term' (SV2030, 2016:73). The terms 'talent' and 'knowledge', which represent part of the concept of education, occur only once in the context of non-profit *institutions*. However, SV2030 employs the word *institution* just as often in the context of human capital and the labour market to support the idea of a knowledge-based economy. The SV2030 text, for instance, states that '[a]ll ministries and government *institutions* will be required to adopt best practices in human capital development' (SV2030, 2016:69), without naming any of these 'best practices'. A goal of SV2030 is to oblige 'all' government *institutions* to engage in the 'best' practices for the development of 'human capital'.

For the first time, the word *institution* appears in the financial setting, with the document stating that SMEs 'struggle to attract the necessary skills, capabilities, and funding with financial *institutions*' (SV2030, 2016:41), and 'we will strive to facilitate enhanced access to funding and to encourage our financial *institutions*' (SV2030, 2016:41). Although the *institutions* are financial in nature, the words 'skills' and 'capabilities' also occur within this economic frame.

Finally, SV2030 points out that 'we will establish additional new business incubators, specialised training *institutions* and venture capital funds' (SV2030, 2016:41). Even though they are training *institutions* that can fall under education, economic and financial terms appear in the same phrase, such as 'business', 'capital', and 'funds'. Thus, education is intertwined with finance or business by commercialised educational institutions such as universities.

In the corpus of English departmental texts, the word *institution* appears 12 times. In some statements, the word *institution* points to the department or the college in a general context, as they are the producers of the content, while in the rest it appears in the labour market setting. For example, the department at Imam Muhammed Bin Saud University (2020) claims that it prepares students to start 'their careers efficiently and effectively, whether in the field of education, translation, or other developmental fields that require knowledge of English in public and private *institutions*'. The department declares that teaching students for work is an essential goal, and the terms 'whether' and 'other' restrict ELT to jobs in 'public and private *institutions*'. It also employs explicit positive adverbs, such as 'efficiently' and 'effectively',

to evaluate itself and the statement positively (Merkel-Davies and Koller, 2012; Fairclough, 2003).

The department at Majmaah University (2021) employs nominalisation; instead of saying 'prepare', which could decrease the responsibility of the agent, it states that it supports 'scientific preparation of students to be able to meet the needs of the job inside the educational *institutions*, together with the various kinds of private sector *institution*' (Majmaah University, 2021). Furthermore, as one department reports, '[s]uch qualities make the English language specialization specializing in diverse fields and contexts such as work in education and other government *institutions*' (University of Hail, 2021). Indeed, all these departments appear to specialise in 'educational' *institutions* among all others, which could mean that ELT is a central issue in the English context to teach and produce other English teachers. This matter could be questioned, however, especially with respect to whether the ultimate aim of the English departments and their ELT is solely to prepare English teachers instead of qualifying English language students in other linguistic fields to serve the community.

Frequently, both discourses seek to make the educational outcomes meet the needs of the public and private institutions or sectors to create jobs and economic growth for Saudi.

Vocabulary	The SV2030 document	The English departmental statements
University	Internationalisation Female university graduates	Labour market
Institution	Educational institutions Educational, cultural and entertainment institutions Non-Profit institutions Government institutions Financial institutions	Labour market

Table 47. A summary of the use of the words *university* and *institution* across all texts

- *Student and curriculum*

The curriculum is not only important in itself; it is also important for students themselves and their educational process. Accordingly, both terms are examined to understand how both discourses view and employ them and to identify any roles of ELT or EGL in various contexts.

- *Student*

The SV2030 document	The English departmental statements
Schools, working with families, will reinforce the fabric of society by providing *students* with the compassion, knowledge, and behaviors necessary for resilient and independent characters to emerge (SV2030, 2016:28).	To make *students* aware of the diversity of the language system through studying various fields (Imam Muhammed Bin Saud University, 2021).
We will also help our *students* make careful career decisions, while at the same time training them and facilitating their transition between different educational pathways (SV2030, 2016:40).	To make *students* acquire basic English-language skills (Qassim University, 2017).
We shall help our *students* achieve results above international averages in global education indicators (SV2030, 2016:40).	To promote Islamic values among *students* (Qassim University, 2017).
we will build a centralized *student* database tracking *students* from early childhood through to K-12 and beyond into tertiary education (higher and vocational) in order to improve education planning, monitoring, evaluation, and outcomes (SV2030, 2016:41).	aims to develop the *students* to serve the community and to provide growth and prosperity to all the institutions of the community (Majmaah University, 2022).
	What is more important is to provide *students* with a comprehensive view of the cultures of English speaking countries (Taibah University, 2021).

Table 48. Examples of the use of the word *student* in the text(s)

The SV2030 text employs the word *student* to point to children's education (Table 48). For example, it states that 'schools, working with families, will reinforce the fabric of society by providing *students* with the compassion, knowledge, and behaviors necessary for resilient and independent characters' (SV2030, 2016: 28). The political discourse in its educational frame uses the word *student* in a promising, positive and optimistic context, employing it alongside terms such as 'compassion', 'knowledge', 'behaviour', 'resilient', and 'independent'. The word 'compassion' may imply that SV2030 intends to contribute to changing the educational system from a closed religious educational one to a more philosophical one which is open to other ideas and cultures. English can be one of them. In the same vein, the word 'independent' could show the intention to transform Saudi society from collectivism to individualism. Under globalisation, societies, in general, tend to move from a collectivist to an individualist lifestyle (Lull, 2007), in the education setting in particular (Rana, 2012), and school students can represent this generational shift.

Under the topic 'An Education that Contributes to Economic Growth', the SV2030 educational document states that '[w]e will also help our *students* make careful career decisions, while at the same time training them and facilitating their transition between different educational pathways' (SV2030, 2016:40). This goal can be achieved by building 'a centralized *student* database tracking *students* from early childhood through to K-12 and beyond into tertiary education' (SV2030, 2016:41). Essentially, this statement is claiming that *students* will be tracked from kindergarten until their higher education, which could help them use their outcomes and interests to choose 'careful' options for their jobs in the future. Finally, the educational context shifts to the international context, and *students* constitute the main idea. The document employs the word *student* in both educational and global settings, stating that 'we shall help our *students* achieve results above international averages in global education indicators' (SV2030, 2016:40). The educational aspect of SV2030 is not only to improve *students* at the national educational level, but also to attain international standards.

English departmental texts' use of the word *student* in the English academic setting could help reveal how departments view students in comparison to the way they are portrayed in SV2030. In the departmental discourse, besides providing *students* with skills in and knowledge of English, instruction on linguistics in general is an obligation for departments, as they are expected 'to provide *students* with comprehensive knowledge in the various fields of literature, linguistics, and translation' (Tabuk University, 2021) and 'to provide *students* with the foundations, concepts, theories, and recent trends in the field of English language' (Imam Muhammed Bin Saud University, 2021), for example.

The word *student* appears within a different theme, which is that of the labour market. For instance, some departments reveal that a goal is 'providing male and female *students* with the knowledge and skills of the English language that are necessary for their university majors and future job' (Jeddah University, 2021) and to achieve 'scientific preparation of *students* to be able to meet the needs of the job' (Majmaah University, 2021). Other universities seek 'to prepare *students* qualified for careers related to the program in the public and private sectors' (Qassim University, 2017) and 'to graduate highly qualified *students* who can adapt to new challenges and opportunities' (Abdulrahman Bin Faisal University, 2021). In another vein, it is reported that 'a degree in language and literature also qualifies *students* for the workplace' (The Arab Open University, 2020) and that 'the department endeavors to develop *students*' skilful and cognitive abilities to cope with the labor market and the service of society'

(University of Hail, 2021). Departments utilise positive words such as 'knowledge', 'skill', 'opportunities', 'qualified' and 'skilful', to convey effective meanings to readers, especially in an economic and job context, as if they are attractive advertisements for the departments (Kaur et al., 2013). Moreover, nominalisation is used by Majmaah University (2021) for 'scientific preparation' in a complicated and difficult way which is meant to distance itself from accountability for the matter of opportunities and jobs in the labour market. Such an attitude might diminish the role of English in a knowledge-based economy, thus undermining the goals of SV2030.

Another context in which the word *students* is framed is that of Islamic values. The English department at Qassim University (2017) says that one of its purposes is 'to promote Islamic values among *students*'. As a Saudi English department, it seeks to maintain and encourage Saudi Islamic national values. The department presupposes that all its students, even though they are English language *students*, already accept and seek out Islamic principles by using the word 'promote' instead of 'teach', especially in such a sociocultural frame.

The two discourses agree on the importance of linking education with jobs and economic growth for the KSA. Some English departments also point to the significance of promoting Islamic principles for English students, which is important in SV2030 as well. This finding could indicate that there is no conflict between English and Islamic values.

- *Curriculum*

The SV2030 document	The English departmental statements
We will invest particularly in developing early childhood education, refining our national *curriculum* and training our teachers and educational leaders (SV2030, 2016:36).	We cordially invite you to learn more about our *curriculum* and teaching methodology by exploring our programs (Prince Sultan University, 2020).
we will prepare a modern *curriculum* focused on rigorous standards in literacy, numeracy, skills and character development (SV2030, 2016:40).	The Department also strives to continuously develop its educational *curricula* to keep abreast of latest developments; its decisions are subject to scientific review and audit in order to reach the highest standards of quality and excellence (Al Mustaqbal University, 2021).
	Curriculum development for all academic programs based on learning outcomes (King Abdulaziz University, 2021).
	The College seeks to develop the academic, research and intellectual skills of its students through contemporary *curricula* designed in the light of approved standards and to apply the best modern educational practices that can meet the requirements of the local labor market (Najran University, 2021).
	a contemporary *curriculum* based on international standards to meet the needs of the community of specialists, translators and researchers in the field of language (Najran University, 2021).

Table 49. Examples of the use of the word *curriculum* in the text(s)

SV2030 refers to a *curriculum* only twice (Table 49), stating that 'we will invest particularly in developing early childhood education, refining our national *curriculum* and training our teachers and educational leaders' (SV2030, 2016:36) and 'we will prepare a modern *curriculum* focused on rigorous standards in literacy, numeracy, skills, and character development' (SV2030, 2016:40). The producer employs 'invest' and 'particularly' in the context of the *curriculum*, which points to the importance of this topic. The word *curriculum* follows the word 'national', while in the second example it comes after the word 'modern'. As a result, SV2030 seems to be attempting to show the audience that even though the *curriculum* will be refined to be 'modern', it will continue to adhere to Saudi national values. The new position of English as a subject is mentioned above. However, by merging these two adjectives with the subject of English, the issue of ELT with foreign English or national values could become salient (Johnston, 2003; Mohd-Asraf, 2005). The document might use the word

'modern' to give a sense of trustworthiness to the new curriculum as an expressive value, which indicates the views and judgements of the producer on a certain issue (Saj and Sarraf, 2013).

For the use of *curriculum* in the context of the English institutional discourse, departments view the *curriculum* as a modern and contemporary one in line with the labour market. One says it intends to 'develop the academic, research, and intellectual skills of its students through contemporary *curricula* designed in the light of approved standards and to apply the best modern educational practices that can meet the requirements of the local labor market' and aims to offer 'a distinguished education and training to develop the academic, research, and intellectual skills through a contemporary *curriculum* based on international standards' (Najran University, 2021). This department utilises vocabulary such as 'best', modern', 'distinguished', 'contemporary' and 'international standards' to evaluate its *curriculum* positively. The word *curriculum* appears in the context of internationalisation and capitalism, which could be a new *curriculum* for the 'New Capitalism' (Fairclough, 2002:163). Therefore, the word *curriculum* is surrounded by words such as international, modern, contemporary and labour market.

The *curriculum* is presented in different general settings. For example, a department reports that there is 'an innovative *curriculum* and approach to teaching the English Language' (Imam Abdulrahman Bin Faisal University, 2022). This department utilises the adjective 'innovative' to express and evaluate its *curriculum* positively. Another department says that '[t]he *curriculum* for this BSc Degree in English and Translation shall set you up with the skills to critically evaluate translated texts, communicate effectively in English and Arabic, demonstrate cultural awareness and show you how to recognise speech sounds in a variety of languages' (Effat University, 2021). This department similarly positively evaluates its *curriculum* by using adverbs such as 'critically' and 'effectively'. It also points to the two languages, 'English and Arabic', which underlines the importance of the awareness of the mother tongue alongside the English language, especially in situations requiring translation. Also, one department uses the noun 'development' instead of the verb 'develop' in the statement '*Curriculum* development for all academic programs based on learning outcomes' (King Abdulaziz University, 2021). Finally, Al Mustaqbal (2021) claims that it is essential for universities to 'continuously develop educational *curricula* to keep abreast of latest developments; decisions are subject to scientific review and audit to reach the highest standards of quality and excellence'. As is often the case, the department here uses vocabulary to express values such as 'development', 'highest', 'quality' and 'excellence' to advertise its department and curriculum (Fairclough, 2015).

The SV2030 and departmental texts point out that they seek to develop and offer a 'modern' curriculum. SV2030 provides this in the educational context in general, while the departments do so for English education in particular. This can indicate that both discourses believe in modernity, especially in the educational setting. From this perspective, the English institutional discourse claims that it offers a 'modern' ELT curriculum that could meet the standards of the 'modern' curriculum that SV2030 is reshaping and refining. Nevertheless, both discourses link the national identity with their 'modern' curriculum. It is also possible that the term 'modern' implies a global or multicultural perspective, which could allow English specifically to play a role in SV2030.

Table 50 summarises the results of the analysis for the words *student* and *curriculum*.

Vocabulary	The SV2030 document	The English departmental statements
Student	Children education Student and labour market International education	ELT Labour market Islamic values
Curriculum	National and modern curriculum	Modern curriculum Labour market

Table 50. A summary of the use of the words *student* and *curriculum* across all texts

- *Language*

The word *language* is a significant term to be analysed in this research, not merely because it is an educational term, but also because this research mainly investigates an implicit potential role of English in achieving SV2030, as well as studying and comparing the languages that are referred to in both discourses. It also investigates the omission of the mention of English in the SV2030 document. Furthermore, this analysis will assist in investigating in what contexts the word *language* in general, and the English *language* in particular, are employed, such as English as an international *language* and English as a foreign *language*.

The SV2030 document	The English departmental statements
We will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic _language_ (SV2030, 2016:17).	English represents a common denominator of the convergence of races, nationalities and civilizations. It has attained this position in our contemporary lives due to historical factors, whereas Arabic was once the _language_ of science and civilization (Majmaah University, 2021).
	to provide technical and practical consultations in the field of English _language_ teaching and translation from and into English (Imam Muhammad bin Saud University, 2022).
	To enable students to get acquainted with modern _language_ sciences, including the history of the English _language_, its phonetics, grammar, use, and stylistics, in addition to celebrating literary studies, applied linguistics, linguistic theories, and translation (Imam Muhammad bin Saud University, 2022).
	Possible Jobs for English _Language_ Major Graduates: Work in the field of translation including English to Arabic and Arabic to English Work in various media- print journalism (eg; newspapers), audio visual media (radio, tv, films/cinema etc.), online media (blogs etc.) (Jazan University, 2021).
	Demonstrate a high competency level in the four _language_ skills: listening, speaking, reading, and writing (Faisal bin Sultan University, 2018).

Table 51. Examples of the use of the word _language_ in the text(s)

The SV2030 document mentions _language_ only once. It refers to Arabic _language_ in the context of the Saudi national identity (Table 51), stating that 'we will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic _language_' (SV2030, 2016: 17). To promote the national identity, the SV2030 text suggests Arabic _language_ is a vital linguistic tool by putting it after the preposition 'by'. The usage of the preposition 'by' implies that Arabic serves as a medium or method for promoting national identity. By putting it this way, the text asserts that Arabic is important in shaping and reinforcing national identity. The national values and identity, meaning the Islamic cultural identity generally and the Saudi national identity specifically, are important in SV2030. Therefore, Arabic _language_ is an integral part of SV2030, and it appears within the frame of national identity. The document attempts to assert this by adding 'keeping true to'. The phrase that comes before the main statement above is 'to promote national unity and consolidate true Islamic and Arab values' (SV2030, 2016:17), which supports the idea that SV2030 is concerned with both Islamic and Arab culture when it addresses national identity. Accordingly,

159

this can both illustrate and justify the absence of English in the SV2030 text and the fact that SV2030 does not explicitly mention this language even though it employs it in its foreign version and SV2030 relies on the international and global context. In other words, it could be seen as odd if such a national programme had referred to, for example, the promotion of a particular foreign language (e.g. English) alongside or instead of the national language (i.e. Arabic) as a fundamental aspect. Hence, English can have a possible role in SV2030 in some contexts (e.g. the global setting). In such a political discourse, the producer may use such national and religious values and discourse as a tactic to convince the audience (Williams, 2018), since religious values can be utilised in political language for specific purposes (Chilton, 2004).

Regarding the English departmental texts, it is not unexpected to find that the word *language* is mentioned more than in the political discourse: 243 times in total and 20.63 times per 1000 words on average. Therefore, alongside references to English *language*, the institutional discourse points to different language subjects. For instance, some departments contextualise the word *language* in the sense of foreign *language* and diversity, such as 'to make students aware of the diversity of the *language* system through studying various fields' (Imam Muhammad bin Saud University, 2022). English institutions are concerned with the importance of raising the awareness of their students and indicate this as an obligation of the department.

The department at Qassim University (2017) refers to the value of foreign *language* learning, claiming that 'learning foreign *languages* is no longer a luxury', 'learning foreign *languages* represents an indispensable necessity for the Kingdom in particular, and the Arab and Islamic nation in general' and 'learning foreign *languages* is a tool to open up to the other and remove the barriers and obstacles existing between peoples and cultures, which give society the ability to integrate with the world'. These statements raise the significance and necessity of the topic of foreign *language* learning by first utilising words such as 'indispensable necessity' and claims such as 'no longer a luxury'. Second, they suggest the importance of foreign *language* learning not only for the Saudi local context, but also in a collectivist way (Triandis, 2018) for regional and cultural settings (i.e. Arab and Islamic nations). Third, the academic department points to internationalisation, through which learning a foreign *language* (i.e. English) is a means of opening up the world. Fourth, the producer uses the word 'foreign' as it implies 'otherness' and reminds the readers that even if learning a foreign language such as English is important, it is still a 'foreign language' in the Saudi context. Finally, the department in

question connotes English as the intended target *language* when using the term 'foreign *language* learning' and tends to highlight its academic major by promoting ELT.

The department at Najran University (2021) employs Islamic discourse to promote *language* diversity. It states, '[p]raise be to Allah, the Possessor of grace and bounty, who made of human beings' differences in terms of *languages* and eloquence one of His great bounties in this existence' and 'He said, "[a]nd of His signs is the creation of the heavens and the earth and the diversity of your *languages* and your colors"'. The department employs Islamic discourse and intertextuality to support and offer a certain purpose (Bhatia, 2010), which is the significance of the variety of languages. The department uses the abstract word *languages* in its translated Quranic verse, although it is a concrete term, literally 'tongues', in the Arabic original verse, which could be due to the aim of the department to use the direct word *language* to reinforce that it is a department of English *language*. Again, although it is an English department, the use of Quranic verse might imply that there is no clash between the use of English in Islamic discourse and context and vice versa, which can support the role of English in SV2030.

Similar to several places in this analysis, the word *language* follows 'English' in line with the labour market setting. For example, the department at the University of Jeddah (2019) reports 'providing male and female students with the knowledge and skills of the English *language* that are necessary for their university majors and future jobs' and Majmaah University (2021) says that they are 'preparing a generation of graduates specialized in English *Language* who are able to do the available jobs'. Najran University (2021) claims to be 'preparing a generation of specialists in English *language* in the different majors needed by labor market' and, finally, the department at Northern Border University (2021) states that its plan is 'to provide students with high quality education and learning experiences in the fields of English *language*, literature, and translation that aim to prepare them to the job market'. The first statement simultaneously links 'necessary' English *language* education with both 'majors and future jobs' (University of Jeddah, 2021), which implies that the department believes that jobs are as important as knowledge and the two should not be separated. The producer also mentions 'females' alongside 'males', which aligns with the female empowerment promoted by SV2030. The second and third departments report two different texts with some similar features, both of which start with 'preparing a generation of'. However, Najran University (2021), unlike Majmaah University (2021), overemphasises this preparation with the word 'specialists' instead of 'graduates' and 'needed' instead of 'available' jobs in the labour market. The final

statement utilises vocabulary with expressive values, such as 'high quality' and 'experiences', for securing future jobs (The Northern Border University, 2021).

EGL, or the lingua franca, is mentioned by the institutional discourse directly and indirectly through different expressions and descriptions. The English department at Qassim University (2017) argues that 'since English is one of the most common *languages* around the world, it has become necessary to learn and teach it to facilitate communication between individuals and societies of different cultures, as it is a global medium of expression and understanding'. Similarly, the dean of the English department at Najran University (2021) states that 'this role is achieved by teaching one of the most important *languages* in the world, i.e., English'. Both statements use the adjective 'common', but they also imply that the English *language* is 'one' *language*, but not the only or most common one. Nevertheless, the first statement describes ELT as 'necessary', since English is deemed 'a global medium', which is not mentioned in the SV2030 document, possibly for political and national purposes. In contrast, in the same department at Najran University (2021), the vice dean reports that '[t]he College of *Languages* has a high sense of its great responsibility for serving the community by teaching a *language* that is the first among the *languages* of the era, i.e., English'. The producer uses impersonal language by referencing 'the College of Languages'. This statement links ELT with 'serving the community', evaluating such a task as a 'great responsibility'. Specifically, ELT is expressed as a means of serving the Saudi community. In this statement, the producer describes English as the 'first' *language* among others. Additionally, the English department at Al Mustaqbal (2021) asserts that 'there is no doubt that English is one of the most important *languages* in today's world because it is the *language* of science and technology'. The word *language* is shown here in the context of EGL, or 'science' and 'technology'. The producer claims that there is 'no doubt' that English is a significant *language* due to its connection with science and technology, expressing a common attitude towards English as the *language* of this domain (Parkinson, 2014). SV2030 (2016:21) is notable for its emphasis on research, as it strives to establish 'an international hub for erudition and include a world-class library and research center'.

In a different context, EGL is shown in the labour market setting. A department claims that 'English *language* is a requirement in all sectors because of the ease that it offers in dealing with the outside world' (Najran University, 2021). This department again shows strong advocacy for EGL, describing it as a need in 'all' workplaces, since it is the current

international *language*. As in the current study and other contexts, English and EGL, specifically in this context, have an effective role and are connected to the workplace (Parkinson, 2014). The SV2030 document points out the relationship between education, sectors and internationalisation simultaneously in the same setting. However, it does not suggest English, or any other *language*, as a tool to communicate with the 'outside world', as the English department explicitly states. This omission of English could be due to the national principle and identity, including Arabic, that SV2030 explicitly refers to as the main resource of the programme.

Two departments refer to EGL in a general setting. They state that '[i]t is the *language* spoken by nearly 375 million people around the world' (Najran University, 2021) and that the objective is to 'demonstrate a profound knowledge and understanding of the structure and usage of the English *language*, including its history, structure, contemporary use, and development as a global *language*' (Fahad Bin Sultan University, 2018). The first statement employs the word 'nearly', since determining the number of speakers is difficult; therefore, it perhaps uses the round number of '375' as an attempt to avoid any controversy in such a linguistic issue (McGee, 2018; Channell, 1994). It promotes the status of English globally. The second text talks about the importance of 'profound' English *language* knowledge, including the status of English 'as a global *language*', and thus the department considers knowledge of the idea of EGL as an essential part of the ELT curriculum.

The English departmental discourse represents *language* in the context of English as a foreign *language*. It reports that 'the Applied Linguistics programme provides students with two main tracks: Teaching English as a Foreign *Language* (TEFL) and English *Language* for Professionals (ELP)' (Prince Sultan University, 2020), the 'program of the English *Language* Institute at King Abdulaziz University is to provide quality intensive instruction of English as a foreign *language*' (King Abdulaziz University, 2021) and that students must leave the programme 'possessing modern educational methods and theories related to the process of teaching English as a foreign *language*' (University of Hail, 2021). Some departments point to English as a foreign *language* because English is considered as such in the KSA, where the word *language* never appears with the word 'second', as would be the case with English as a second *language*.

The Arabic *language* is shown in the English departmental texts since they are located within Saudi Arabian universities. Some departments, for example, claim that 'Arabic was once the

language of science and civilization' (Majmaah University, 2021), an attempt to compare Arabic with English today by linking it with concepts such as 'science' and 'civilization'. The same department continues by saying that it 'combines the perspective bearing the depth and *language* of the Arab-Islamic civilization and that of commanding English and contributing to its circulation' (Majmaah University, 2021). Again, the department identifies Arabic as an important tool through which students can learn English.

The Northern Border University (2021), in the same sense, will prepare its learners to 'acquire proficiency in English and enhance their effective communication, creativity, critical thinking, and interpersonal skills, as well as their understanding of their own Arabic *language*'. The department claims that one of its aims is to contribute to understanding Arabic *language*. Although it is in an Arabian context, this could be a strategic overstatement. Likewise, the University of Hail (2021) claims that one of its goals is for students to have 'overall knowledge and basic foundations in various disciplines such as Arabic *language*, Islamic culture, economics, computer science, statistics, etc.' (University of Hail, 2021). Some students of English study different subjects from different disciplines, as the statement states. However, such subjects cannot be considered an English departmental obligation, especially since they are taught by different departments and colleges. Overall, the English departments promoting and referring to Arabic *language* can indicate the producers' awareness of the national identity, even though they teach English. This aligns with the objective of SV2030 to preserve and uphold national identity, in which even if English plays a role, a critical language plan might be required.

Although ELT can be the dominant teaching language in Saudi language colleges today, some other *languages* appear in some statements. For instance, Prince Sultan University (2020) claims that 'the European Renaissance was not possible without extensive Arab and Islamic influence through translation of Arabic works in the fields of knowledge: philosophy, astronomy, medicine, and mathematics into Latin and other European *languages*'. The department employs European *languages* generally in the setting of translation and its importance, with a promotion of Arabic *language* and its Islamic impact. Princess Nourah University (2022) states that, alongside ELT, 'students also study an introductory course in the French *language* in the first level' and 'a range of selective courses to improve the student's skills in the French *language* which broaden their *language* repertoire'. This is the only time French *language* is mentioned. Although English and Arabic are the required *languages* for

the current CDA, European *languages* and the French *language* appear as topics in a general context.

The final concept with which the word *language* appears is that of translation. The department at Prince Sultan University (2020) argues that 'in the 21st century with globalisation and the explosion in the fields of Communications and Information, translation has become essential for speakers of different *languages* to communicate with one another'. The department employs 'globalisation' in line with and in the interests of *language* and translation, especially since translation is a tool of communication between different nations and cultures in general and in the era of globalisation in particular (Cronin, 2003).

To conclude, the new national SV2030 plan asserts that the national cultural identity, which contains Arabic *language,* is the resource of SV2030. Hence, Arabic is the only *language* the SV2030 document refers to. The producer of the SV2030 text has published an official document in English, which the current thesis is analysing. The document likely refrains from mentioning English *language* due to its national discourse and agenda, as well as the status of English as a foreign, not a second, *language* in the KSA.

In contrast, the English departmental statements describe English as a global *language* and as a foreign *language* simultaneously. These English departments realise the importance of English for the nation, and accordingly, they share various positive attitudes towards ELT and EGL. These English institutions point to English as EGL (Crystal, 2003), English as an international language (Holliday, 2005) or English as a lingua franca (Jenkins, 2007). However, what is missing is an explicit agreement between SV2030 and English departmental texts. Interestingly, the English departmental messages endorse Arabic as well, which is in alignment with SV2030. The departments refer to *language* in the context of translation and its significance in a time of globalisation, and the English departments' staff and students can contribute to translating any international agendas that could help to realise SV2030, such as those pertaining to tourism and entertainment activities. Furthermore, an English version of the SV2030 document was published. According to these evaluations and probabilities, English can be assumed to have played a role in the achievement of SV2030. Finally, because SV2030 employs different terms and ideas in the international setting, the words referring to globalisation are analysed in the next section of this textual analysis.

Table 52 summarises the contexts for the word *language*.

Vocabulary	The SV2030 document	The English departmental statements
Language	Arabic language	English language English as a foreign language English as a global language Arabic language European and French language Language and Translation

Table 52. Summary of the use of the word *language* across all texts

6.1.3.3. International vocabulary analysis

This analysis covers the international terms and their normalised frequency in both discourses; each term, 'international', 'global', 'world' and 'foreign', is analysed separately (Table 53). Investigating these words, which point to the outside and a worldwide setting, can help find the potential and implicit role of EGL in SV2030 in general and from the English language institutional perspective in particular.

The international words list	The SV2030 document	Normalised	The English departmental statements	Normalised
International	22	7.75	16	1.35
Global	17	5.99	13	1.10
World	4	1.40	20	1.69
Foreign	5	1.76	12	1.01

Table 53. Frequency of international words in the text(s)

- *International*

In the linguistic setting, Arabic represents the national language of the KSA, whilst English is the current *international* language (Pennycook, 2017). Therefore, analysing the word *international* and its contexts helps to understand the *international* role in both SV2030 and the departmental statements, as international aims are stated in different contexts and situations in both texts, which can show the possible role of English in SV2030.

The SV2030 document	The English departmental statements
Our scholarship opportunities will be steered towards prestigious *international* universities and be awarded in the fields that serve our national priorities (SV2030, 2016:36)	Work in the area of interpretation of scientific conferences and *international* and cultural meetings (Jazan University, 2020).
It [an Islamic Museum] will also be an *international* hub for erudition and include a world-class library and research center (SV2030, 2016:21).	Qualifying women researchers and practitioners in the field of translation besides enhancing their community services according to the national and *international* standards (Princess Nourah University. 2022).
In the year 2030, we aim to have at least five Saudi universities among the top 200 universities in *international* rankings (SV2030, 2016:40).	Adopt modern scientific methods in the various activities of the college and keep abreast of developments taking place in similar local, regional, and *international* programs, considering the university's original foundations and noble principles that stem from the teachings of Islam and support belonging to the homeland and national culture (Imam Muhammad Bin Saud University, 2022).
We intend to enhance the role of government funds, while also attracting local and *international* investors, creating partnerships with *international* entertainment corporations (SV2030, 2016:22).	Collaborating with peer departments at national and *international* institutions (Jouf University, 2021).
we will use our strategic location to build our role as an integral driver of *international* trade and to connect three continents: Africa, Asia and Europe (SV2020, 2016:13).	Encourage a productive work environment by ensuring transparent and effective leadership; and maintain national and seek *international* accreditation (Effat University, 2021).

Table 54. Examples of the use of the word *international* in the text(s)

Although it is mainly a national policy, the SV2030 document refers to the word *international* 22 times in two different settings (Table 54). The first setting is education. It states, '(o)ur scholarship opportunities will be steered towards prestigious *international* universities and be awarded in the fields that serve our national priorities' (SV2030, 2016:36) and '[i]n the year 2030, we aim to have at least five Saudi universities among the top 200 universities in the *international* rankings' (SV2030, 2016:40). In these two statements, the document links the Saudi national education and universities with the *international* context, in which it intends to develop Saudi scholarships at *international* universities and ensure that some Saudi universities are placed at the top of the *international* rankings. An explicit connection between the *international* frame and higher education appears in these two statements. Similarly, the SV2030 statement intends to assist Saudi students to reach the *international* and global level of education when it states, '[w]e shall help our students achieve results above *international*

averages in global education indicators' (SV2030, 2016:40). As stated earlier, SV2030 seeks to transfer both Saudi students and universities from the national to the *international* level.

Furthermore, the SV2030 document (2016:27) states that it 'will create a national network of clubs, encourage the exchange of knowledge and *international* experiences' and 'will make use of *international* best practices, transfer knowledge and achieve our goals in a balanced and scientific manner' (SV2030, 2016:83). Internationalisation is utilised for nationalisation (i.e. employing international plans for national priorities), specifically in the context of knowledge and education, with the producer employing certain words to express values (Fairclough, 2015), such as the verbs 'encourage' and 'achieve', the adjective 'best' and the nouns 'experiences' and 'knowledge'. The producer also states their aims are formulated in 'a balanced and scientific manner', claiming vaguely that their plans are scientifically studied, which might contribute to convincing the audience. The SV2030 text finally states that an Islamic Museum 'will also be an *international* hub for erudition and include a world-class library and research center' (SV2030, 2016:21). SV2030 puts the Islamic Museum in the *international* setting: English can be the *international* language of the museum, especially since SV2030 says it will be 'the largest Islamic Museum' and involve 'a world-class library' and 'research center'. English has been utilised in the Islamic context for different Islamic and Muslim reasons and objectives (Mohd-Asraf, 2005). Hence, EGL could be the global tool for the SV2030 projects even in such an Islamic setting.

Internationalisation also appears in the economic setting. The SV2030 document states it intends to 'form strategic *international* partnerships' (SV2030, 2016:49), '*international* trade' (SV2030, 2016:31), to 'attract local and *international* investors, creating partnerships with *international* entertainment corporations' (SV2030, 2016:22), 'support SMEs in marketing and help export their products and services, by leveraging e-commerce and collaborating with *international* stakeholders' (SV2030, 2016:41), 'create attractions that are of the highest *international* standards' (SV2030, 2016:44), 'increase private sector contribution by encouraging investments, both local and *international*' (SV2030, 2016:45) and 'provide job opportunities for an additional million Saudis by 2020 in a growing retail sector that attracts modern, local, regional, and *international* brands' (SV2030, 2016:57). The implicit strategies in the document's language use through vocabulary are shown by the producer's repeated use of constructive and positive vocabulary, especially in the context of the economy, to express values such as 'build', 'create', 'support', 'highest', 'increase', 'growing' and 'modern'. By

employing such words, the producer attempts to express their economic plans constructively and in a trustworthy way. In addition, the SV2030 text connects internationalisation and economy settings in the same scene, where it seeks *international* 'partnerships', 'trade', 'investors', 'cooperation', 'stakeholders' and 'brands'. Economy and internationalisation are connected, especially in the era of globalisation, and English is a language of the global economy (Crystal, 2003). Therefore, EGL could play an effective role in realising SV2030 when it comes to the SV2030 international economy plans. Therefore, the absence of English from the SV2030 document is questioned.

English departments contextualise the word *international* differently. For instance, Princess Nourah University (2022) states that a goal is '[q]ualifying women researchers and practitioners in the field of translation besides enhancing their community services according to the national and *international* standards'. Others state that '[t]he programme is based on the Open University courses in the UK and uses textbooks and approaches of the highest *international* standards' (The Arab Open University, 2020) or speak of the '[a]lignment of the ELI administrative and academic processes with *international* higher education standards' (King Abdulaziz University, 2021). The first statement specifies female students, since it is a public female university, and links the 'national' standards to *international* standards, which could be an implication that *international* standards are different or higher. The Open University informs or reminds the audience that its ELT course is based on an English language-speaking country's (i.e. the UK's) curriculum, thus evaluating and advertising itself positively as a means of self-promotion (Xiong, 2012) and linking that with the superlative adjective 'highest'. The third departmental statement claims that it seeks to reach *international* standards. Therefore, the *international* level of ELT for these departments is fundamental.

In another context, the word *international* is employed in the institutional discourse for *international* relations. For example, several departments mention '[c]ollaborating with peer departments at national and *international* institutions' (Jouf University, 2021), 'enhanc[ing] cooperation between the college and research and study centers in similar local and *international* colleges' (Imam Muhammad Bin Saud University, 2022), 'enhanc[ing] the program's reputation through national and *international* relations with the community' (Effat University, 2021), 'enhancing educational and academic partnerships with distinguished *international* and national organizations' (King Abdulaziz University, 2021) and '[s]trengthening the cooperation and partnership with local, national and *international*

institutions through English Language Club' (Al Mustaqbal University, 2021). Internationalisation is important to the Saudi English departments, as shown by their looking to 'enhance' and 'strengthen' *international* 'relations', 'cooperation' and 'partnership' with other 'institutions', 'colleges' and 'organisations'. Some departments, however, employ overwording (Fairclough, 2015) or repetition (Simpson and Mayr, 2010) of words that have a similar meaning, such as 'local' with 'national' and 'cooperation' with 'partnership', to use different concepts to add different components. This repetition of words could seek to persuade the audience that the statements or declarations contain many agendas or advantages rather than only one. Notwithstanding, this may contradict the *international* goals of these departments, as 'local' or 'national' terms surround the term 'international'.

The English departments then refer to *international* recognition and accreditation. Two departments state that '[a]ll indicators of success are on the rise – undergraduate enrollment and achievement, graduate education, faculty success in garnering research, and *international* recognition to our students and faculty' (The Arab Open University, 2020) and that they '[e]ncourage a productive work environment by ensuring transparent and effective leadership; and maintain national and seek *international* accreditation' (Effat University, 2021). The first department names *international* 'recognition' as one of its success indicators and points out that this success, including *international* recognition, is not solely for 'faculty', but also for 'students'. It may be attempting to persuade students to enrol for this reason, as the university is private. Furthermore, the entrepreneurial discourse (Mayr, 2008) can be seen in this text using nouns such as 'success', 'rise', 'enrolment', 'achievement' and 'garnering'. The other text utilises certain words to express positive values such as the adjectives 'productive' and 'effective'.

Lastly, the word *international* is shown in the context of education in English academic institutions. For instance, two departmental statements state that their aim is 'to achieve regional and *international* educational and research pioneering' (University of Hail, 2021) and to '[e]xpand our research capabilities and research base by strengthening ties between the Faculty, the University, the community, and the *international* educational institutions and researchers' (King Khalid University, 2019). Internationalisation emerges with education, as these two departments mention and focus on 'research' in the *international* setting. The use of EGL in research and publication has the potential to confer a sense of prestige upon the readership. This practice also aligns with the research goals of SV2030.

Education in the *international* setting is raised politically and institutionally. Namely, the SV2030 programme aims to transfer Saudi universities and their students from the national to the *international* level, whilst the English departments aim to reach *international* standards, relations and accreditation and offer an *international* education. Therefore, both texts point to research in the *international* context, and English is the lingua franca of academia and research (Crystal, 2003). Additionally, the SV2030 text often points to the economy, particularly in the *international* frame. The development of the economy and trade is a prominent reason for language spread (Phillipson, 1992). English is the preferred *international* language of economics, including business relations and meetings (Handford, 2010). Therefore, English is the likely lingua franca for SV2030 in the *international* economy and relations.

Table 55 summarises the results of the analysis of the use of the word *international*.

Vocabulary	The SV2030 document	English departmental statements
International	Education Economy	International standards International relations International accreditation International education

Table 55. Summary of the use of the word *international* across all texts

- *Global*

Global is another term that spans national and local boundaries. English is a *global* language (Crystal, 2003), and both political and institutional discourses in the current study utilise the word *global* in various settings, such as economy and education. Therefore, critical analysis of the term *global* could contribute to research into the *global* role of English in SV2030.

The SV2030 document	The English departmental statements
We will encourage our major corporations to expand across borders and take their rightful place in _global_ markets (SV2030, 2016:7).	This has contributed to dissolving barriers between peoples and cultures, and made the world a small _global_ village whose members communicate together, for the benefit of all (Qassim University, 2017).
Our geographic position between key _global_ waterways, makes the Kingdom of Saudi Arabia an epicenter of trade and the gateway to the world (SV2030, 2016:6).	Ensuring quality in teaching the English language through research-based methods and _global_ partnerships (Umm Al-Qura, 2021).
We shall help our students achieve results above international averages in _global_ education indicators (SV2030, 2016:40).	Naif Arab University for Security Sciences (NAUSS) recognizes the great importance of language learning in today's increasingly _globalized_ world (Naif Arab University, 2021).
My first objective is for our country to be a pioneering and successful _global_ model of excellence (SV2030, 2016:5).	We strive to prepare the beneficiaries - both students and Arab security leaders and personnel- of our English language programs to excel in their academic programs, achieve practical proficiency in the _global_ workplace (Naif Arab University for Security, 2021).
Today, we have fewer than 1,000 non-profit and charitable foundations and associations. They contribute just 0.3 percent of our GDP, much less than the _global_ average of 6 percent (SV2020, 2016:77).	Since English is one of the most common languages around the world, it has become necessary to learn and teach it in order to facilitate communication between individuals and societies of different cultures, as it is a _global_ medium of expression and understanding (Qassim University, 2017).

Table 56. Examples of the use of the word _global_ in the text(s)

Alongside general statements in contexts such as 'to be a pioneering and successful _global_ model of excellence' (SV2030, 2016:5), the term _global_ appears in the economic and trade setting in the SV2030 text (Table 56). The text states, for instance, that '[t]he second pillar of our vision is our determination to become a _global_ investment powerhouse' (SV2030, 2016:6) and that '[t]he third pillar is transforming our unique strategic location into a _global_ hub' (SV2030, 2016:6). The producer employs the word 'pillar' twice in the context of the economy, particularly in the _global_ setting, which can imply the significance of the _global_ economy to the national programme. The producer views this importance by employing 'pillar' as a metaphor: without the pillar, the rest of the construction cannot stand. The document continues in the same context by pointing to the geographic and oil aspects of the economic setting. It notes that '[o]ur geographic position between key _global_ waterways, makes the Kingdom of Saudi Arabia an epicenter of trade and the gateway to the world' (SV2030, 2016:6), speaks of the aim 'to expand across borders and take their rightful place in _global_ markets' (SV2030, 2016:7), states that '[o]ur land was, and continues to be, known for its ancient civilizations and

trade routes at the crossroads of *global* trade' (SV2030, 2016:17) and mentions the need to 'make use of our *global* leadership and expertise in oil and petrochemicals to invest in the development of adjacent and supporting sectors' (SV2030, 2016:44). To promote and evaluate the national programme and nation and express them positively in economic terms, the writer uses words such as 'epicentre', 'gateway', 'leadership' and 'expertise'. *Global* 'trade', 'investment', 'powerhouse', 'geographic position' and 'gateway' demand a *global* language, and English could be the implicit *global* language for SV2030. Several aims of SV2030 imply a *global* setting; hence EGL could necessarily have a role in achieving them even if this is not being stated. Finally, the SV2030 text points to globalisation in two different contexts: electronic government (i.e. using the internet and technology to link public institutions and offer services online) and education. The text indicates that one of the document's goals is for KSA to become 'a *global* leader in e-government' (SV2030, 2016:65). *Global* is displayed in the same sentence as the term international and, like international, in the context of education in the SV2030 document. It states that '[w]e shall help our students achieve results above international averages in *global* education indicators' (SV2030, 2016:40). In a general sense, globalisation is strongly linked with the economy in the SV2030 discourse.

As concerns the English departmental mission and vision, the term *global* is contextualised in different aspects and frames. A department firstly believes that learning foreign languages generally 'has contributed to dissolving barriers between peoples and cultures, and made the world a small *global* village whose members communicate together' (Qassim University, 2017). Other departments point to English and EGL, in particular, stating that 'it is a *global* medium of expression and understanding' (Qassim University, 2017) and aim to explain the 'English language, including its history, structure, contemporary use, and development as a *global* language' (Fahad Bin Sultan University, 2018). The departments support foreign language learning generally and English specifically since it can contribute to 'dissolving barriers' and making the world 'a small *global* village', recontextualising McLuhan's (1964) global village phenomenon. The departments explicitly describe English as a *global* language that is important to learn since it can contribute to bringing people together and overcoming distances. They promote EGL which, in turn, results in self-promotion.

Conversely, the department at Naif Arab University for Security Science (2021) aims to 'achieve practical proficiency in the *global* workplace, and compete in the job market'. The labour market and English appear several times in English departmental texts; this time,

however, the department points to ELT and the labour market and the need to 'compete' in the 'global workplace' and a global setting. This institution is a national security university from which army soldiers and officers, in particular, graduate, and its English department believes in the relationship between English, the globe and the workplace. A possible reason is that being outward-looking is important for national security; moreover, it helps to ease international relations and communication.

Lastly, the departmental texts place global in the context of education. They write that English institutions have 'the aim of catering to students' global education and outlook' (The Arab Open University, 2020) and 'providing high-quality education in the fields of languages and translation, conducting relevant and creative research that fulfills current global and local demands' (King Khalid University, 2019). Since English is global, both departments link their ELT not only with the local setting and culture, but also with the global setting. The second statement employs some vocabulary to express values to positively evaluate its ELT, such as 'high-quality' and 'creative', implying that to meet global demands, education in general and ELT in particular need to be 'creative' and 'high-quality'.

The political and institutional discourses agree on the subject of global education. The political SV2030 policy points to 'global education indicators' (SV2030, 2016:40) in general, whilst the institutional English statements support global education in the setting of ELT in particular. SV2030 policy explicitly points to generally making the country a global model, while in the global economic context, English is disseminated and used within the KSA as a foreign, but semi-official, language and as a linguistic tool of modernisation or globalisation (Al Haq and Smadi, 1996; Karmani, 2005). For these reasons, SV2030 may depend on English to achieve its global aims, particularly those related to the global economy, market and trade.

Table 57 summarises the results of the analysis for the word global.

Vocabulary	The SV2030 document	English departmental statements
Global	Global education Global economy Global model	Learning foreign Languages EGL Global labour market Global education

Table 57. Summary of the use of the word *global* across all texts

- *World*

The term *world* is important as it refers to the whole globe instead of solely one part of a domestic or national region. On the linguistic level, likewise, English is a *world* language (McCrum, 2010). Hence, it is worthwhile analysing the term *world*.

The SV2030 document	The English departmental statements
Our geographic position between key global waterways, makes the Kingdom of Saudi Arabia an epicenter of trade and the gateway to the <u>*world*</u> (SV2030, 2016:6).	In the contemporary <u>*world*</u>, English represents a common denominator of the convergence of races, nationalities and civilizations (Majmaah University, 2021).
We will transform the Public Investment Fund into the <u>*world's*</u> largest sovereign wealth fund (SV2030, 2016:7).	Learning languages provides safety, and the English language is a requirement in all sectors because of the ease that it offers in dealing with the outside <u>*world*</u> (Najran University, 2021).
Our cities are among the safest in the <u>*world*</u> with annual crime rates that are less than 0.8 per 100,000 people, far below the international rate of 7.6 (SV2030, 2016:23).	Vision & Mission Faculty of Language Studies (FLS) was established with the aim of offering an experience in language learning that is not offered in much (if not all) of our part of the <u>*world*</u> (The Arab Open University, 2020).
Our Vision is to maximize our investment capabilities by participating in large international companies and emerging technologies from around the <u>*world*</u> (SV2030, 2016:43).	Contributing to the local communities through conducting English language initiation programs in order to bring them closer to the <u>*world*</u> of knowledge available in English (Jazan University, 2021).
	To excel in qualifying women cadres in the field of translation to facilitate communication with the <u>*world*</u> and achieve society's prosperity (Princess Nourah University, 2022).

Table 58. Examples of the use of the word *world* in the text(s)

The SV2030 document employs *world* in the economic setting (Table 58). It states, for instance, that '[o]ur geographic position between key global waterways, makes the Kingdom of Saudi Arabia an epicenter of trade and the gateway to the *world*' (SV2030, 2016:6), speaks of 'maximiz[ing] our investment capabilities by participating in large international companies and emerging technologies from around the *world*' (SV2030, 2016:43) and says it 'will transform the Public Investment Fund into the *world's* largest sovereign wealth fund' (SV2030, 2016:7). The SV2030 text mentions *world* in the same sentences as economic terms such as 'trade', 'investment' and 'wealth fund'. Although these statements are about investment, which

is not directly related to education in general or ELT in particular, they can be linked to EGL as a means of economic communication.

The English departments use the word *world* more frequently than other international terms, with two instances in general contexts and other instances analysed within different vocabulary sections (i.e. education) such as 'preparing future generations for personal and professional success so that they can smoothly navigate the *world*' (Prince Sattam bin Abdulaziz University, 2021) and the need 'to provide integrated education and training in English language, literature of English-speaking *world*, and both applied and theoretical linguistics' (Shaqra University, 2020). The statements firstly contextualise the *world* in the frame of EGL, namely the concept of English as the *world* language of today. They state that '[i]n the contemporary *world*, English represents a common denominator of the convergence of races, nationalities and civilizations' (Majmaah University, 2021) and '[s]ince English is one of the most common languages around the *world*, it has become necessary to learn and teach it in order to facilitate communication between individuals and societies of different cultures' (Qassim University, 2017). The departments promote English, which might promote the departments themselves, by describing it as the language of the *world* today and connecting it with communication with different 'races', 'nationalities', 'civilisations', 'societies' and 'cultures' as if it is a 'basic skill' of the *world* (Phillipson, 2017:313). Similarly, one states that the department is 'teaching one of the most important languages in the *world*, i.e., English' (Najran University, 2021). The department is aware of the importance of English today, yet, unlike the two departments quoted above, it believes English is one of several 'important' languages for different reasons but does not describe it as though it is a world default language (Wierzbicka, 2014). In this regard, the department at Jazan University (2021) states its aim as '[c]ontributing to the local communities through conducting English language initiation programs in order to bring them closer to the *world* of knowledge available in English', which is limiting as it specifies that English provides solely 'the *world* of knowledge available in English' rather than the knowledge of the whole *world*.

The departments secondly employ the term *world* in the context of learning foreign languages. One believes that learning foreign languages 'has contributed to dissolving barriers between peoples and cultures, and made the *world* a small global village… [w]e cannot achieve this [scientific progress] in light of the isolation and seclusion that prevent us from learning about the abundant sciences and knowledge of the *world* around us … [it] is a tool to open up to the

other and remove the barriers and obstacles existing between peoples and cultures, which give society the ability to integrate with the *world*' (Qassim University, 2017). Another department 'recognizes the great importance of language learning in today's increasingly globalized *world*' (Naif Arab University for Security, 2021). These statements have already been analysed in different contexts and in terms of vocabulary such as 'knowledge', 'global', 'foreign' and 'language'. However, the statements place the word *world* and the idea of learning foreign languages in the same phrases, utilising words surrounding them to describe learning language in general and English in particular as a bridge that 'integrates' the different 'peoples' and their 'cultures', especially in the 'globalized' *world*. The departments may also suggest the importance of their mission (i.e. ELT), which could contribute to eliminating 'barriers', 'isolation', 'seclusion' and 'obstacles'.

In a different context, but a common one in the current political and institutional discourses, the term *world* enters the setting of the labour market. Two departments state that 'English language is a requirement in all sectors because of the ease that it offers in dealing with the outside *world*' (Najran University, 2021) and 'the students of this department will be serving the nation as Community Contributors in this competitive *world* that is fuelled by knowledge-based human capital' (Prince Sattam bin Abdulaziz University, 2021). The first text represents English as a 'requirement' in all organisations in general since English can 'ease' communication with the 'outside' *world*. The second department views ELT as 'serving' the country in general and in the *world* labour market and the 'human capital' context in particular, while its graduates will be 'community contributors'. A presupposition can be seen in which the producer claims it is a 'competitive' *world* that is 'fuelled by knowledge-based human capital'. Such terms are often utilised in the present global economic context, that is, a neoliberal setting (Machin and Mayr, 2012).

An English department finally employs the word *world* to point to the Arab *world* to show and maintain self-promotion in its discourse (Fairclough, 1993), when it states that '[t]he department is considered as one of the most important departments of the English language and translation in the Arab *world*' (King Saud University, 2021).

On the one hand, the only frame in which the SV2030 document employs the term *world* is the context of the economy, which SV2030 considers to be essential. On the other hand, the English departmental statements point to EGL or the *world's* language, learning foreign languages or ELT as well as their connection with the human capital and job market. Hence, a

relationship and agreement can be observed between the political–economic and linguistic institutional discourse. The English departments suggest that EGL is the *world's* language that SV2030 can, and sometimes will, employ as the first lingua franca for its global economic agenda with non-Arab countries around the *world*.

Table 59 outlines the contexts of the word *world*.

Vocabulary	The SV2030 document	English departmental statements
World	Economy	EGL Foreign languages Labour market Arab world (self-promotion)

Table 59. Summary of the use of the word *world* use across all texts

- *Foreign*

English as a *foreign* language is a known English linguistic concept, rather than an official language in a certain state, e.g. the KSA. The word *foreign* is utilised in both the SV2030 and departmental texts (Table 60).

The SV2030 document	The English departmental statements
Our goal is to attract and retain the finest Saudi and *foreign* minds, and provide them with all they need. Their presence in the Kingdom will contribute to economic development and attract additional *foreign* investment (SV2030, 2016:37).	Recruit and establish a world-class human resource capacity to provide students with a high-quality *foreign* language education (King Khalid University, 2019).
To increase *foreign* direct investment from 3.8% to the international level of 5.7% of GDP (SV2030, 2016:53).	learning *foreign* languages represents an indispensable necessity for the Kingdom in particular, and the Arab and Islamic nation in general (Qassim University, 2017).
We also aim to increase the contribution of modern trade and e-commerce to 80 percent of the retail sector by 2020. This will be achieved by attracting both regional and international retail investors and by easing restrictions on ownership and *foreign* investment (SV2030, 2016:57).	The Applied Linguistics program provides students with two main tracks: Teaching English as a *Foreign* Language (TEFL) and English Language for Professionals (ELP) (Prince Sultan University, 2020).
We enjoy close economic ties with the Gulf Cooperation Council and other Arab countries, as well as constructive relations with Islamic and *foreign* countries (SV2030, 2016:58).	Possessing modern educational methods and theories related to the process of teaching English as a *foreign* language (University of Hail, 2021).
	Due to the employment of speakers of *foreign* languages in the public and private sectors in Saudi Arabia, there is a dire need for translators and interpreters to assist Saudis in communicating with people from outside the MENA lands (Prince Sultan University, 2020).

Table 60. Examples of the use of the word *foreign* in the text(s)

The SV2030 document employs the word *foreign* in the economic frame (Table 60). For instance, it aims to 'attract and retain the finest Saudi and *foreign* minds, and provide them with all they need', which can 'contribute to economic development and attract additional *foreign* investment' (SV2030, 2016:37). The ultimate goal of this statement is to 'attract additional *foreign* investment', as the writer uses the verbs 'attract' and 'retain' with both nationals and foreigners for the '*foreign* investment' and 'economic development'. It seeks to 'increase *foreign* direct investment' (SV2030, 2016:53) and 'eas[e] restrictions on ownership and *foreign* investment' (SV2030, 2016:57). The producer employs *foreign* in the economic setting, using positive vocabulary in this context such as 'increase' and 'easing' to suggest that these are desirable outcomes.

Finally, SV2030 clarifies by stating '[w]e enjoy close economic ties with the Gulf Cooperation Council and other Arab countries, as well as constructive relations with Islamic and *foreign* countries' (SV2030, 2016:58). This statement shows the KSA's 'constructive relations' with *foreign* nations on the economic level. It moves from specific to general realities: Arab Gulf, Arab, Islamic and then *foreign* countries. Some Islamic countries are not Arab (e.g. Turkey and Malaysia); nevertheless, the document does not describe them as *foreign*. Hence, English is the potential *foreign* language to be utilised in the Saudi economic national and international context (Mahboob and Elyas, 2014).

On the English departmental level, *foreign* is contextualised in three different settings. The departments employ *foreign* in English as a *foreign* language. They state their aims are '[t]eaching English as a *Foreign* Language (TEFL) and English Language for Professionals (ELP)' and that '[t]he two tracks are the TEFL (Teaching English as a *Foreign* Language) and the ELP (English Language for Professionals)' (Prince Sultan University, 2020), 'to provide quality intensive instruction of English as a *foreign* language' (King Abdulaziz University, 2021) and to ensure graduates possess 'modern educational methods and theories related to the process of teaching English as a *foreign* language' (University of Hail, 2021). The departments point to English as a *foreign* language as this is how it is considered in the KSA. As ELT is essential, the producer employs expressive values by using vocabulary such as 'quality' and 'modern'.

Learning *foreign* languages is another setting in which departments think that 'learning *foreign* languages represents an indispensable necessity for the Kingdom in particular, and the Arab and Islamic nation in general, if we want to contribute to the scientific and technical progress witnessed in our time' (Qassim University, 2017) and '[l]earning *foreign* languages is a tool to open up to the other and remove the barriers and obstacles existing between peoples and cultures, which give society the ability to integrate with the world, benefit from its achievements, and play an influential role in it' (Qassim University, 2017). The English department at Qassim University (2017) describes learning *foreign* languages, especially English, as a 'necessity' and links it with 'scientific' and 'technical' contributions, especially for Saudis. It also considers learning *foreign* languages as a 'tool' to communicate and merge with other 'peoples' and 'cultures'. As argued before, English departments generally promote ELT and, in turn, promote themselves and their academic obligations, such as ELT, which, for English departments, represents learning *foreign* languages.

Another two departments provide 'high-standard *foreign* language skills to develop their interpersonal communication competencies, promote effective professionalism in their work environment and enhance their research capabilities' (Naif Arab University for Security, 2021) and 'students with a high-quality *foreign* language education' (King Khalid University, 2019). The departments repeatedly express values by utilising words that describe *foreign* language education positively, such as 'high-standard' and 'high-quality'.

Foreign languages and the labour market constitute the final context where the word *foreign* is employed. Al-Baha University (2020) states that 'the Department of *Foreign* Languages is a distinguished one due to that it qualifies the learners to master the language skills and communication as required by the contemporary labour market needs', while Prince Sultan University (2020) states that '[d]ue to the employment of speakers of *foreign* languages in the public and private sectors in Saudi Arabia, there is a dire need for translators and interpreters to assist Saudis in communicating with people from outside the MENA lands', and '[c]onferences, symposia, and visits by *foreign* delegations and scholars require the services of translators and interpreters'. The departments enhance themselves by promoting learning in *foreign* languages generally and ELT specifically by linking them with 'public' and 'private' organisations in the labour market where there is a 'dire need' for English speakers. Indeed, *foreign* languages such as English are the lingua franca for and outside 'the MENA' nations (i.e. Arab states in the Middle East and North Africa).

One of the fundamental agendas of SV2030 is to develop the national economy, and this requires and includes *foreign* investment. In the *foreign* economic setting, a mutually understandable language is required to communicate, and EGL is a lingua franca in the contemporary economic setting. The official English institutions in the Saudi universities believe in and promote the importance of ELT, and they connect it to and employ it in the *foreign* economy and market as a linguistic tool to communicate with non-Arab nations.

Table 61 overviews the contexts of the word *foreign* in both texts.

Vocabulary	The SV2030 document	English departmental statements
Foreign	Foreign investment	English as a foreign language Learning foreign languages Labour market

Table 61. Summary of the use of the word *foreign* across all texts

6.1.3.4. Analysis of references to SV2030 in the English departmental statements

Some of the English language departments refer directly to the SV2030 programme (Table 62), and since one of the objectives of this study is to investigate the role of English in achieving SV2030, this last textual and vocabulary analysis section analyses references to SV2030 in English language departmental statements.

Word/phrase refers to SV2030	English departmental statements	Normalised
Saudi Vision 2030	11	0.93

Table 62. Frequency of use of *Saudi Vision 2030* in the English departmental text(s)

- *Saudi Vision 2030*

The word *vision* is mentioned in the English institutional discourse; however, most instances refer to the *vision* of the departments themselves. Therefore, both *Vision* and *2030* were searched via the corpus tool to specifically analyse the references to SV2030 only in English academic texts.

The English departmental statements
The College was keen to design its two programs - English and translation - in a way that ensures the realization of the aspirations of the nation and its leaders and makes the Kingdom's *2030 Vision* a possible and tangible reality, Allah willing (Najran University, 2021).
The years specified in that plan have passed, and the College is currently working on developing a new strategic plan in line with that of the university's strategic plan and in the light of the Kingdom's *2030 Vision* (Imam Muhammad bin Saud University, 2021).
The Institute seeks to be a distinguished educational edifice that fulfils its educational mission and objectives in accordance with international university standards in a manner that befits the prestigious reputation of education in the Kingdom of Saudi Arabia and embodies the standards of the Kingdom's *2030 Vision* (University of Jeddah, 2021).
Our students' career prospects are limitless as more opportunities continue to emerge within both the public and private sectors under *Vision 2030*, including education, business and investment, media and journalism, and tourism and culture (Prince Sultan University, 2020).
Meeting the requirements of the job market concerning English language in order to achieve the sustainable social development embodied in the Kingdom's *Vision 2030* (Taif University, 2020).

Table 63. Examples of references to *SV2030* in the text(s)

Several English institutions refer to SV2030 explicitly (Table 63). For instance, the institute at the University of Jeddah (2021) states that it attempts to be 'a distinguished educational edifice

that fulfils its educational mission and objectives in accordance with international university standards in a manner that befits the prestigious reputation of education in the Kingdom of Saudi Arabia and embodies the standards of the Kingdom's *2030 Vision*'. The department seeks to be 'distinguished' and 'prestigious' in 'accordance with international university standards'. Such explicitly positive terms may be used deliberately to produce values (Fairclough, 2003; Merkl-Davies and Koller, 2012) in the context of SV2030, which is a national and governmental programme that the department attempts to show it agrees with. The department also refers to the academic aim of SV2030 of having 'at least five Saudi universities among the top 200 universities in international rankings' and 'above international averages in global education indicators' (SV2030, 2016:40), which means the department is aware of some of the academic and educational aims of SV2030. This awareness could contribute to the department's participation in achieving the goals of SV2030.

The English Department at Prince Sultan University (2020) states that '[o]ur students' career prospects are limitless as more opportunities continue to emerge within both the public and private sectors under *Vision 2030*, including education, business and investment, media and journalism, and tourism and culture'. The department thus links ELT, SV2030 and jobs in the same context, which implies it is aware of the plan for the knowledge-based economy in SV2030. It states there are 'limitless' jobs for its 'students', which may be due to its link to the political SV2030 programme and the department's desire to support it as part of a national plan. It also names some marketplaces that SV2030 considers, such as education, business, tourism and culture. In brief, the department links ELT, SV2030 and jobs.

Another department states that its mission 'is to offer quality education to students, conduct academic research and serve the local community. And this will definitely help to achieve the Kingdom's *Vision 2030* for sustainable development', and it aims to meet 'the requirements of the job market concerning English language in order to achieve the sustainable social development embodied in the Kingdom's *Vision 2030*' (Taif University, 2020). The department refers twice to SV2030. It connects providing 'quality education', 'academic research' and 'serv[ing] the local community' with the achievement of SV2030. The department claims and confirms that this academic contribution will 'definitely' contribute to realising the SV2030 goals. This could indicate self-promotion by the writer through linking the department with the achievement of a huge national programme, as well as showing their agreement with this governmental plan. Second, the producer contextualises SV2030 in the

setting of the job market, pointing out that the department aims to meet the needs of the marketplace to attain 'sustainable social development', as per SV2030.

The department at Najran University (2021) alludes to SV2030 twice. First, it claims that its course is designed in 'a way that ensures the realization of the aspirations of the nation and its leaders and makes the Kingdom's *2030 Vision* a possible and tangible reality, Allah willing'. The writer believes that the English programme can help to achieve the goals of the SV2030 programme. It ordinally mentions the nation, the leaders of the nation and then the SV2030 plan. The producer also relates 'the realization of the aspirations' to 'Allah willing', and such Islamic discourse can be observed in the political discourse of SV2030 as well. It secondly announces, '[d]ear students, you are the future, you are the *vision* of *2030*, and you are the ones who will lead the country forward' (Najran University, 2021). The writer connects 'students', 'future' and SV2030, thus taking the country 'forward'. The statement also metaphorically describes the students as the 'future' and SV2030, implying that English students and alumni have a part in the realisation of the national SV2030 programme as well as being able to move the country 'forward'. Such utilisation of metaphors in this discourse can reflect the view or ideology of the producers about a certain issue (Guo, 2013; Fairclough, 2015). That is, the English department positively views SV2030.

The English Department at Shaqra University (2021) states that it, 'in line with The Kingdom's *Vision 2030*, looks forward to leading the field of teaching and research in English language literature, linguistics and translation locally and regionally' and preparing 'highly qualified English language and literature graduates who are able to meet the labour market needs and achieve distinction in scientific research and community service in accordance with the Kingdom's *vision of 2030*'. The department, 'in line with' SV2030, seeks to promote the ELT perspective at the national and international levels. It employs SV2030 within the framework of the labour market, aiming to prepare students with 'highly qualified' English skills and knowledge that meet the requirements of the marketplace in general and 'in accordance with' SV2030. In summary, the departmental statement links ELT with SV2030 generally and with the labour market specifically.

The department at Majmaah University (2021) states that it 'combines the perspective bearing the depth and language of the Arab-Islamic civilisation and that of commanding English and contributing to its circulation'; therefore, it intends to 'mix depth and originality with contemporaneity and to qualify cadres capable of dealing with English in an effective and

productive manner that supports the Kingdom's *2030 Vision*'. Like one of the SV2030 document's main themes addressed in this study, this document points to and promotes the national cultural identity, whose 'Arab-Islamic civilisation', representing 'originality', merges with English to represent 'contemporaneity'. This, in turn, can help to attain SV2030. The producer also uses the two adjectives 'effective' and 'productive' to express positive values about ELT, as the department believes in and intends to be in line with SV2030, even though SV2030 never refers to English.

Finally, two general and short statements were produced by the departments at Imam Bin Saud University (2022) and King Abdulaziz (2021) stating they work for SV2030, using the expressions 'in the light of the Kingdom's *2030 Vision*' and 'to achieve the goals of the *Vision 2030*', respectively.

As shown above, several English departments point explicitly and straightforwardly to the SV2030 programme in their texts, which can indicate that the departments, like any Saudi public organisation today, are trying to follow this national and governmental plan. They express their intention to work in line with SV2030 to contribute to achieving it. Some departments believe that to do so they must offer programmes and courses that meet the requirements of the Saudi labour market. The analysis has found that the two types of text agree on the matter of the labour market.

Table 64 sums up the references to SV2030 in the institutional discourse.

Vocabulary	English departmental statements
SV2030	The achievement of SV2030 International universities ranking Labour market In line with SV2030

Table 64. A summary of the analysis of *SV2030* in the English departmental texts

6.2. Conclusion

The textual analysis has provided an understanding of the linguistic elements and their contexts and meanings in both political and institutional discourses and how they differ depending on social contexts and producers.

For instance, the political producer utilised the pronoun 'we' inclusively, attempting to persuade the audience, considered a national group which seeks to improve the country on different levels and maintain social identity. This could be a barrier to the use of English as a foreign language. The modal verb 'will' was employed to express an obligation in theinstitutional discourse (e.g. ELT) and as a promise in the political discourse (e.g. opportunities). This modal verb use helped illuminate that the discursive strategies are different in the two discourses.

Both texts utilised educational and international vocabulary, which was agreed upon in some contexts and aims, such as on the academic and economic levels. Some English departments explicitly referred to SV2030 and expressed their participation in realising it. In some cases, English departments also employed intertextual or interdiscursive references to the SV2030 text, directly or indirectly. This subject will be interpreted and discussed in the next chapter.

Chapter 7. The Discursive Practice Dimension: Interpretation

7.1. The discursive practice stage

While the textual analysis dimension concentrates on the text, this dimension focuses on the text producers, their strategies for delivering their messages and possible reasons for choosing those strategies. CDA is not limited to an analytical and numerical perspective; it can also encompass an interpretative and qualitative approach (Machin and Mayr, 2012). The discursive analysis is a meso-level examination that links a textual micro-analysis with a social macro analysis (Behnam and Mahmoudy, 2013). Therefore, in this dimension, several aspects of the discourse are investigated with the help of textual analysis, such as an examination of the grammar and vocabulary, i.e. 'the role of language' (Fairclough, 2015:161). Among the components that may be investigated are trust-building strategies, such as those found in a corporate business discourse (Fuoli and Hart, 2018). Moreover, certain discursive strategies can be used to investigate persuasion or manipulation, such as by considering the discourse producers' use of the presupposition strategy (Kaur et al., 2013), which they demonstrate by presenting an assumption as if it were fact to subsequently rely on it to make an argument. For instance, the speaker may express an idea (e.g. X likes Y, so they are friends) as if it were a fact, thereby employing a fallacy based on a presupposition that may not be true (i.e. X does not necessarily like Y) to deliver a discursive message (e.g. X and Y are friends) to a certain audience through specific language usage to achieve certain communication objectives.

In this section, certain textual aspects of the documents under study are used to support the discursive practice analysis. For example, when investigating the identity of discourse participants and their relations, the pronouns used (e.g. 'we' and 'you'), depending on the context, can inform the analysis. Similarly, for discursive strategies, the use of certain linguistic devices, such as modal verbs (e.g. 'will' and 'may'), that were revealed through the textual analysis are used to establish and maintain and justify the discursive analysis. In addition, intertextuality and interdiscursivity, which are important discourse strategies that producers can utilise to reflect specific identities or to persuade their audiences, are addressed.

7.2. Discourse producers and consumers

The textual processes of production, distribution and consumption by discourse participants are considered in this section. Producers' language use can reflect their situations and identities and the relationships they intend to build with their audiences. Therefore, this interpretation

stage relies on text producers and their relationships with the discourse consumers (Richardson, 2007). Identity can be defined as 'the linguistic construction of membership' in a social event, while language and communication are conclusive, so they produce and express various identities (Kroskrity, 2001:106). This stage, thus, facilitates the discovery of the discourse participants, their positions and identities, the relationships between them and the influence these factors have on the discourse. The background of the language, discourse and context also can be used to find the meanings and propositions of the discourse (Fairclough, 2001). For example, the identities of participants, including both institutions and individuals, can indicate their attitude towards English and its role in Arab and Islamic settings, particularly in conservative Saudi settings, while language use can reflect both the identities and attitudes of the producers towards the use of a certain language, such as English.

7.2.1. Producers and consumers of the political SV2030 discourse

The textual analysis helped to identify pronouns used in the text, such as 'we'. The discursive analysis described herein helped to better understand the way SV2030 discourse producers utilised these pronouns, as well as modal verbs, as a discursive strategy to construct their own identities and define their relationships with their audiences.

As SV2030 is a political discourse, Saudi governors are the producers of the SV2030 document. This supposition is supported by the document's introduction, which includes a message from the Saudi King and one from the Crown Prince and assigns authority, officiality, formality and prestige to the national SV2030 and related document. The document's thesis describes SV2030 as a national socioeconomic programme based on three pillars – 'a vital society', 'a thriving economy' and 'an ambitious nation'– representing an imperative national mission that all Saudi people and institutions should contribute to and support. This can be observed in the way the producer presents SV2030 to their audiences: they shape it as a collectivist national mission discursively by employing the inclusive 'we', which includes every capable Saudi adult in the nation (i.e. governor, citizens and institutions). Using pronouns such as 'we' can create a relational value between the writer and the reader (Fairclough, 2015). This analysis is supported by the absence of the pronoun 'you' in the context of the pronoun 'we' in the document in both the international and educational settings, which can indicate the producer was trying not to create distance between SV2030 and the audience but instead to make audience members feel they were essential to realising SV2030. Such educational and international references can support the role of English in implementing SV2030, directly or

indirectly. That is, SV2030 contains several educational and international objectives, and engaging people and institutions in achieving these objectives can support the realisation of the SV2030 goals. English has a role in achieving these objectives on the educational level and through its status as the global lingua franca of SV2030.

In essence, to construct a collectivist identity to help them accomplish their agendas, the SV2030 document producer continually used the inclusive 'we'. In contrast to some political discursive strategies, the producer here placed themselves and the audience in one group, which may have reduced their sense of authority over the readership but did not need to create an 'us vs. them' relationship with any external group to convince citizens to support SV2030. As an internal and national project, it needs no external motivations. Therefore, the SV2030 document is a collectivist national text that aims to display the SV2030's fundamental goals to the Saudi audience using collectivist, formal and general language, while depending on the public and private sectors, the Saudi people and internationalisation to achieve its goals, without underestimating or attacking any internal or external parties. This structure can build the audience's trust in the government, as the project is national in scope. Even if the success of the SV2030 project relies on external or foreign elements, such as relying on EGL as a global linguistic tool, people may support it because their national identity (e.g. Arabic) will be preserved while simultaneously achieving the goals of SV2030.

7.2.2. Modal verbs as discursive and linguistic devices

In this discursive analysis, the analyst examined modal verbs as discursive and linguistic devices employed in texts to interpret their producers' reasons for using them and to identify any impact their usage had on the discourse and its consumers. For instance, the use of the modal verb 'will' is presented differently in political and institutional discourses at the numerical and the underlying rationale levels, which can interpret both discourses and their main aim and order differently.

7.2.2.1. 'Will': Promises or obligations?

As demonstrated by the textual analysis, producers use the modal verb 'will' in various contexts to convey their objectives. The modal verb 'will' can be used as a discursive device to present 'the truth-values of propositions' that the producer seeks to convey (Michira, 2014:9). Owing to the political discourse of SV2030, these instances of 'will' are promises rather than obligations, likely intended to attach these plans to audience members' minds to generate a

positive view of SV2030 because it promises them goals and advantages on multiple levels. In other words, political promises are rules or conditions that were created to be followed by the promiser, thus linking them to the audience, such as obligations that institutions should adhere to because they support the organisation's overall goal. Producers present the ideological assumption that the success and development of 'our' country are linked to these visionary promises that can be achieved by 'our' cooperation (i.e. Saudi governors' and people's). Evidence supporting this is the producer's use of the inclusive 'we' to convey SV2030 objectives. For instance, the political producer connects SV2030 with two fundamental social and national matters: national identity and future generations. The text stating '[w]e will endeavor to strengthen, preserve and highlight our national identity' … 'so that it can guide the lives of future generations' (SV2030, 2016:17) links the inclusive 'we' and the promise 'will' with the outcome 'can'. This contains self-promotional elements as well, which may indicate the significance of the subjects (Fairclough, 1993), i.e. national identity and future generations. The modal verb 'will' is a discursive device also used in political language to represent a dutiful leading nation. Thus, the political producer of the SV2030 text seems aware of the power of 'will', which appears in the document alongside the inclusive pronoun 'we': specifically, the SV2030 text uses 'will' 93 times in the current corpus, which contains 1,976 words. An important outcome is that the SV2030 promises fall within the Saudi national identity, educational and international goals, with the former contradicting any role for English, whilst its role is supported in the latter two. In short, the use of 'will' in the text highlights the promises of SV2030, which include educational and global objectives. ELT and EGL are prominent components of achieving these promises.

Regarding the departmental texts, the use of 'will' can represent 26 obligations in several contexts. As these texts constitute an institutional discourse, their producers may not have sought to present a persuasive discourse to the same extent that the producers of an advertising or political discourse may have (Cook, 2001; Fairclough, 2015). Therefore, academic mission and vision statement authors, especially in public universities, may not typically use 'will' as a rhetorical tool because they have obligations they must fulfil; without them, these institutions would be ineffective. That is, they must comply with academic quality, finance and governance standards. Failure to meet these obligations can lead to funding shortages and legal liabilities and put the institution's reputation at risk. Hence, these university mission and vision publication authors must remain aware of institutional obligations and express a commitment to fulfilling them in their publications to represent the university as a responsible and

trustworthy institution to their readers. Essentially, university English departments may not deliberately utilise the modal verb 'will' as a discursive practice to highlight their academic obligations because, as obligations, they do not need to be presented using political or advertising discourse. In other words, ELT is the fundamental goal and agenda that English departments are obliged to fulfil, the conveyance of which may not require persuasive language. Moreover, some university general and fundamental missions (e.g. ELT) are commonly known to people, in contrast to SV2030, which is a new socioeconomic vision that requires 'will' to emphasise the presentation of its new aims. The English department, therefore, can use 'will' to highlight other specific aims or obligations. For example, English language students will 'lead the country forward' (Najran University, 2021), serve 'the nation as Community Contributors' (Prince Sattam Bin Abdulaziz University, 2021) or get their students 'ready for careers and opportunities' (Effat University, 2021) such as teaching. Other departments assert they will 'achieve the Kingdom's Vision 2030 for sustainable development' (Taif University, 2020) and 'contribute to the development of our society in a global setting' (Effat University, 2021). The institutional producer utilises 'will' as a linguistic device, not only to highlight the department's common academic obligation (i.e. ELT) but also to highlight other important obligations. The texts emphasise that English department students 'will' contribute to serving the Saudi nation and community, including by engaging in the job market, which also serves graduates. The references to 'will' are both national and international. In essence, the producers employ 'will' to coherently link their local aims to global aims by sharing their future goals, beginning with students' service to local communities and the nation and ending with their global contribution; they indicate this can be realised by achieving SV2030.

Therefore, as 'will' presents future intentions as promises or obligations, depending on the discourse and its producer, the SV2030 document deliberately uses 'will' as a persuasive strategy to convince consumers of the discourse and to create a positive relationship between its participants (e.g. higher education and the market). The use of 'will' in the SV2030 document in the current corpus concerns both educational and international contexts, such as '[w]e will make use of international best practices, transfer knowledge and achieve our goals in a balanced and scientific manner' (SV2030, 2016:83), but none of them points directly or indirectly to improving the position of ELT in the Saudi education system. However, the ELT institutions seem to have local and global projects, especially within the national SV2030 programme, evident in and interpreted from the way the English departmental texts employ

'will' as a discursive device to deliver their agendas (e.g. the development of society and achievement of SV2030).

7.2.2.2. The hierarchy of the discourse participants: Necessities and commands

The utilisation and consumption of modal verbs such as 'should', 'must' and 'have to' can reveal 'an authoritative role' of the producer in the political language (Behnam and Mahmoudy, 2013:2199). Nevertheless, SV2030, in both educational and international contexts, never utilises these modal verbs, which are used to show strong obligations, commands or necessities (Olaniyan and Adeniji, 2015). This may be because the discourse is national and collectivist, using the inclusive 'we' and seeking to include the audience to convince them instead of dictating orders and obligations. Therefore, while it is a political and authoritative discourse, it does not threaten or impose duties, instead attempting to be positive, soft and peaceful as a persuasive discursive tactic. This strategy seems to include the writer and readers as one group regarding this national project. Also, the SV2030 text (2016:28) employs the modal verb 'shall', which can be less certain than 'will', only in the phrase '[w]e shall help our students achieve results above international averages in global education indicators'. Here, the producers are not attempting to force themselves or the people to achieve a future international and global educational objective, especially as such an objective could be a future goal that political discourse may depend on or exhibit a 'future-oriented' tendency (Behnam and Mahmoudy, 2013:2200). Consequently, the producer avoids expressing a firm obligation, such as by using 'must' or 'should', in this context and, instead, uses the linguistic device 'shall', which appears in such policy texts because, opposite to 'will', this term can convey uncertain or ambiguous suggestions. Notwithstanding that producer of the SV2030 document signified a strong commitment to achieving their educational and global goals by employing the modal verb 'will'. These objectives include enhancing the quality and accessibility of education, promoting international economic exchange and diversifying the non-oil sector. Given the significant role of English in these domains, ELT and EGL can be pivotal to realising the SV2030 objectives.

The English language departmental discourse is more straightforward than the SV2030 text in expressing firm obligations and necessities. The producers employed modal nouns or verbs, such as 'must', and presented opinions when communicating messages to the consumers. For example, a departmental text from Jazan University (2021) explicitly presents English knowledge as a necessity in certain jobs: 'Work in offices like airlines, where the knowledge

of English is a must'. In such economic and labour settings, discourse producers may employ modality for 'authoritative assertions' (Fairclough, 2000:100). In this example, the producer utilised the significant position of English as a lingua franca in aviation (Estival et al., 2016) to highlight the importance of English skills for graduates as well as for future jobs to persuade readers and present the department's academic obligations as a 'must'. As it is an academic institutional language, the producer attempts to explicitly display the most important and influential offers they have by using the linguistic devices as interpreted. Other examples are '[s]tudents have to finish 129 credit hours in order to complete their graduation' (The Arab Open University, 2020) and 'diversity should enrich human life and increase its knowledge, construction, acquaintance and harmony' (Najran University, 2021). In these examples, due to the institutional discourse, the writer takes a clear and direct approach regarding university policy by utilising 'have to' as a discursive device in reference to the students' academic requirements. This shows a relational value between the discourse participants (Sipra and Rashid, 2013), namely, the institute and those in powerful (i.e. faculty) and less powerful (i.e. students) positions in the institutional hierarchy. In the second phrase, the producer uses 'should' in reference to diversity, which is related to language learning generally and English learning particularly, allowing the producer to express the department's attitude towards ELT through the modal verb (Fairclough, 2003). Thus, the writer uses 'should' to provide the audience with the department's opinion on what is offered (i.e. ELT) and its value for multiple levels in Saudi national and international settings. Such a hierarchy can suggest that these English departments are the official English entities in the KSA, which, in turn, places more weight and responsibility on them relative to participation in achieving SV2030, as some of them explicitly declare.

While the SV2030 document contains major educational plans that the producers present as political promises using 'will', in contrast to the departmental messages, they do not employ any linguistic devices that reflect strong obligations (i.e. 'must' or 'should') to express any necessity or assumption that can link to EGL or ELT. Furthermore, the use of such modal verbs can emphasise the hierarchy of the discourse participants, although it is a political one; for example, the SV2030 producers attempt to make themselves and their audience share 'the same boat' (Fairclough, 2001:148) as a discursive strategy to encourage people to agree with and contribute to the producers' agenda, in which the producers do not command the readership (e.g. citizens) by 'must' or 'should' but by 'we will'. In contrast, some writers of the English language institutions' missions and visions present certain positive assumptions about English,

ELT and the departments themselves; here, the producers use discursive devices or expressions that indicate necessity and high-level obligation to presuppose or convey overt assumptions (e.g. English is a 'must' in jobs) as 'a persuasive property' (Fairclough, 2003:55).

Moreover, the producers of the English departmental texts utilise the 'common ground' between them and their audience as a discursive practice (Fairclough, 2003:55). In particular, they utilise mutually understood information about the value of English in the global setting generally and in the Saudi setting specifically in contexts such as the marketplace, knowledge and culture. As a result, the producers were able to link English with the market and present a knowledge-based economic agenda. Nevertheless, uncertainty in the SV2030 text and avoidance of strong obligations in the educational context may contradict the explicit, strong and supportive view of English – for example, the mission statements linked with jobs and diversity mentioned previously. To give another example of presupposition strategy and jobs in this discourse, the English department at Taif University (2020) presumes that its 'alumni are well prepared to meet the requirements of the job market in Saudi Arabia and can hence work in areas such as education, translation, tourism, and a number of other value-added area[s]'. The producer assumes that the university's graduates are 'well prepared' to work in various segments of the labour market. Again, because the institute is at the top of the hierarchy regarding such institutional discourse, it utilises its authority to present and promote itself. This utilisation of power may imply that participating in SV2030 merely results from being a governmental institute, thus indicating the influence of a more powerful governmental entity, e.g. the Ministry of Education.

7.2.2.3. Hedging in political and institutional discourses as a discursive practice

Hedging is a rhetorical strategy in language and discourse that producers can utilise to imply the 'lack of a full commitment' (Fraser, 2010:201). The producers of the SV2030 text placed responsibility for achieving the SV2030 goals not only on the government but also on the people. The producers appear to have aimed to protect themselves regarding certain critical issues, and hedging can be used for this purpose.

For instance, the producer of the SV2030 document employs three modal verbs to hedge (i.e. 'would', 'may' and 'shall'), illustrated in the following statements: 'would ensure that public sector employees have the right skills for the future' (SV2030, 2016:28), 'our economy will provide opportunities for everyone—men and women, young and old—so they may contribute

to the best of their abilities' (SV2030, 2016:37) and 'we shall help our students achieve results above international averages in global education indicators' (SV2030, 2016:28). Hedging is employed regarding skills for public sectors, opportunities and international averages in global education. In each, the producer hedges rather than making a 'promise' using 'will', which implies the related objectives may be complicated, sensitive and difficult to achieve. Such issues are linked to both ELT and EGL as they exist in educational and international settings.

The hedging discursive device 'could' is used only once in the institutional discourse represented in the university English departmental statements about one department's ELT obligation: 'Providing students with broad theoretical and practical knowledge […] [so] students could develop […] the confidence required for leadership in different fields' (Jazan University, 2021). As this statement asserts an obligation (i.e. ELT), the modal verb 'could' appears once, indicating that ELT is the main goal of the English departments. The department, however, tries to be realistic or plausible by hedging and placing responsibility on not only the department and its faculty but also on the students, encouraging them to work hard, warning that, otherwise, the department 'could' fail to achieve its goal. Such Saudi discourses seem to hedge when 'leadership' is involved. This may be because the producer believes that no one can be promised leadership, but qualified people can possess the capacity, regardless of nationality or gender. Therefore, despite attempts to nationalise jobs in the public and private sectors, some foreign individuals hold leadership positions in private companies and projects related to SV2030. This may help to spread English and to transform the environment into a more English-centred orientation.

Subjects such as 'economy and abilities' and 'international and global education' can be linked to English in terms of skills, employment and future students and graduates. However, the producer of the SV2030 document hedges in these contexts, which may limit the role of English in SV2030 in the real world. In essence, the producers of both texts seek to achieve this visionary socioeconomic plan, which the English departments point to, agreeing with SV2030 regarding this strategy and can participate in achieving SV2030. However, the SV2030 document producer hedges to provide a 'self-protection' that can manifest in the political discourse (Fraser, 2010:205). Nevertheless, English and the labour market in the SV2030 era can be essential. Still, matching English educational outcomes with the market could be a long-term goal, as it requires both governmental and academic projects to study the educational outcomes and their relationship with the labour market.

7.2.2.4. The language of the SV2030 document: Why English?

While Saudi Arabia is linguistically Arabic, ethnically Arab, geographically in the Arabian Peninsula and religiously and politically the heart of Islam, it has published the official SV2030 document in English as well. It was written in Arabic and then translated into English, for several reasons. First, the context is Arab and Arabic language, and the project scope is Saudi national, so Arabic is the first language of the SV2030 text. Second, the text contains Islamic discourse, which was originally Arabic. Finally, the King and Crown Prince introduce the document: they were expected to use Arabic language and then be translated into English, so there was no need to have the overall document and their speeches, in particular, in English. Nevertheless, investigating the translation aspect in another study may be helpful. For example, modality usage in the Arabic version may differ from that in the English version. Therefore, considering the description of language as 'a tool for getting things done' (Fairclough, 2015:133), the differences between the two may offer various meanings, again, notwithstanding this study concerning only the English version. Notably, English is the only foreign language in which SV2030 has been published. The role of language is significant in the interpretation of a discourse (Fairclough, 2015). Producers can use language as an effective instrument for forming messages to convey to recipients. Thus, language choice (e.g. choosing English as a medium of communication) is considered in discursive practice analysis, especially because these decisions, especially for such official documents, are not arbitrary.

Saudi Arabia is a prominent and important state in the MENA; as stated in the SV2030 (2016:6) text, it further seeks to be 'an epicenter of trade and the gateway to the world'. Hence, publishing an English version of the SV2030 document may imply that English is the lingua franca of SV2030; English has already performed this role for Saudi Arabia multiple times under varied circumstances. Therefore, English is a crucial lingua franca for conveying the Saudi voice and new visionary agenda, while publishing the SV2030 text in English constitutes the first official role for English concerning implementing SV2030. While the primary target audience comprises Saudi citizens, the document's English version can be read by native and non-native English speakers, including Saudis. Nevertheless, the SV2030 document producer cannot claim to have targeted only English language readers, as the Arabic version is likely the original one. What can be questioned is the publication of the English version despite English not being the first, second or even official language in any Saudi Arabian setting. The SV2030 document has not been translated into any other language in the same settings. An important

rationale behind this choice is Saudi Arabia's intention to move beyond its long-standing, prestigious position in the MENA and Islamic world and enhance its international status and influence, especially within SV2030. For this purpose, it uses English, a tool for global communication. SV2030 outlines an economic agenda from a general perspective. Therefore, English is, more than ever before, a language of the global economy and industry (Warschauer, 2000; Mahboob, 2011).

While English is a foreign language in the KSA, it is the only lingua franca used in the country; thus, it is the language expected to be used after Arabic, in both official and non-official contexts. English, like other languages, cannot be labelled 'neutral', generally or in Saudi Arabia (Mahboob and Elyas, 2014:128), as language is intrinsically linked with culture and identity (Baker, 2015). A fundamental reason for this is that language is a significant part of culture itself. Nevertheless, in addition to being used to publish and distribute SV2030 plans, English has been utilised in several other national and Islamic contexts, whether as a first or second language, in events such as conferences or museum exhibitions. Still, the SV2030 (2016) document explicitly declares that national identity, as the heart of both the Arab and Islamic worlds, is Saudi Arabia's first pillar. For example, it contains Islamic discourse (e.g. Hadith) and promotes Saudi and Islamic national values and cultural identity (e.g. Arabic). Accordingly, using English as the lingua franca for SV2030 only in the international contexts where necessary may help maintain cultural values while remaining accessible to an audience with various distinct 'linguacultural backgrounds' (Jenkins, 2009:200).

Additionally, the producer of the SV2030 document favoured the American variety of English, as demonstrated in the stylistic and spelling conventions they chose, such as using 'center' and 'endeavor' instead of 'centre' and 'endeavour', respectively (SV2030, 2016:17–50). The dominance of American English in the SV2030 discourse can be attributed to several factors, including the prominence of the American variety in Saudi Arabia, especially after Aramco was founded, as well as its impact on the American English curriculum in Saudi schools. Also, the impact of the King Abdullah Scholarship Programme on the KSA is not limited to the political and economic contexts; it also affects socio-cultural elements, such as the growing use of English (Hilal et al., 2015). American English is an acceptable global language in the Saudi cultural context (Elyas, 2008). The USA and its language have a prominent status in the current global landscape because of American dominance in general and the country's political relations with Saudi Arabia in particular. Consequently, the

SV2030 document producer may have viewed American English as the best option for delivering the SV2030 message to the international audience. English could add power, prestige and value to the SV2030 document due to the power that English-speaking nations, the USA especially, had at the political and economic levels (Wodak, 2001). Hence, employing English made the SV2030 document accessible not only to a Saudi or Arab audience but also to an international audience.

7.3. Producers and consumers of the institutional English departmental discourse

The University English department statements were written or approved by department leaders, such as the department coordinator, vice dean or dean. Potential students and lecturers constituted most of the expected audience. Nevertheless, as institutional discourse primarily originates from public universities, the producers of institutional discourse agree with political positions, such as departmental statements that state an intention to work following SV2030. The general thesis of the English department statements is that the English institutions aimed to achieve their academic obligations (e.g. ELT), produce alumni for the labour market, serve the community and contribute to realising the national SV2030 programme.

7.3.1. The language of the English departmental texts

University English departments may release their statements in both Arabic and English, only in English or only in Arabic. Some departments present their messages in English based on being English departments. However, as their students are Saudi and speak Arabic as their mother tongue, some departments issue their statements in both English and Arabic or only in Arabic. Arabic is utilised because some who wish to participate in the English departmental programmes may not yet be able to understand English, which the department is obligated to offer to its students. In essence, an English department's decision to issue its message in Arabic can imply that the department is inclusive of students who cannot read or understand English; the department then shows that it can solve this problem with ELT, which the department is obligated to offer. On the contrary, when departments issue statements only in English, they may miss promoting their English programmes to those who are not proficient in the language. Nonetheless, this can imply that the English institutes presuppose that Saudi youth (i.e. the potential students), which is the primary audience, can read such statements written in English, which also points to the effective role English plays as a lingua franca, despite its status as a foreign language in the KSA. Still, some Arabic speakers may feel excluded and, therefore,

develop an antagonistic attitude towards the institute or English. Hence, excluding Arabic text from university publications that introduce the English departments may pose a linguistic policy problem, as such statements express the departmental attitude of the Saudi Arabian public in an Arabic environment.

7.4. Intertextuality and interdiscursivity in the texts

Texts can draw upon other related texts and discourses (Fairclough, 2003). Analysing the use of other texts can be a valuable approach, as it can generate insights into which other contexts, discourses and concepts the producers utilised to convey their ideas and goals. For instance, political discourse may employ a conversational genre (Simon-Vandenbergen, 2000), likely to simplify the language and decrease the distance from the common people. If institutions (e.g. business organisations) intend to legitimise themselves, their discourse should be compatible with contextual and social principles and beliefs (Suchman, 1995). Some organisations may add certain values by utilising some cultural texts (e.g. Islamic texts) to their discourse to convey their stances and persuade their audience in certain settings.

Understanding intertextuality and interdiscursivity by the receiver or interpreter is important to comprehend the meaning of the text. For instance, if a speaker in a conversation uses the phrase 'I have a dream' without explicitly referring to Martin Luther King Jr., a listener with no background knowledge about King's speech may lose some cultural and ideological dimensions that the speaker aimed to communicate. Both the political and institutional discourses under study employ Islamic language in their texts, either directly through intertextuality or indirectly through interdiscursivity. This is not only because the producers and their organisations belong to the Islamic culture, but also to demonstrate that the writers and readers share the same principles. It is a way for the writers to communicate with the readers using their ways of communication and values. In the present study, other pre-existing texts and discourses employed by the producers of the current political and institutional discourses can reflect their influence on the identities of the discourse participants.

7.4.1. Intertextuality and interdiscursivity in the SV2030 document

Along with mentioning Allah, such as '*Allah* the Almighty' (2016:71) and 'by the grace of *Allah*' (2016:72), the SV2030 document employs Islamic discourse in general and directly quotes the Hadith by the prophet Mohammed. For example, it quotes, '[t]hat *Allah* loves us to master our work' (SV2030, 2016:16). The producer utilises this quote to promote the

achievement of SV2030 and to motivate the audience using their cultural values as well as the prophet's words. This quote appears in the context of the importance of living by Islamic principles; SV2030 directly states that 'Islam and its teachings are our way of life' (SV2030, 2016:16) and declares that, as Islam is the culture of the Saudi nation and its people, Islamic values are the basis of SV2030. Therefore, SV2030 includes the promotion and usage of Arabic because it is the language of the KSA and the language of Islam, too. Notably, one of the motives behind intertextuality and interdiscursivity is legitimising and justifying a certain agenda or goal (Bazerman, 2004). While the Saudi nation is an Islamic entity, the producer did not use Islamic sources perfunctorily; rather, they were deliberately employed when presenting the agenda to accord with the Muslim audience and to be shown to be trustworthy. Presenting Islamic culture and discourse and its teachings as the source and frame of SV2030 is a viable strategy regarding social, cultural and contextual matters.

Consequently, this supports the argument of this CDA that indicates a certain ambivalence may be associated with explicitly stating that English can play a practical role in realising SV2030, whether at the educational or the international level. In other words, utilising English to develop the nation and to achieve SV2030 may reflect on the education system generally and on ELT specifically. The position of English as a subject in schools can be developed, which has already happened, which may be a result of SV2030 affecting the country at different levels. Notwithstanding, the SV2030 text avoids mentioning any role of ELT or EGL in the educational and global setting, as it seeks to promote Arabic and Islamic sources as its guide. The document clearly states that, in terms of realising SV2030, 'the principles of Islam will be the driving force for us to realize our Vision' (SV2030, 2016:16). Here, the writer explicitly uses the word 'realize' in the context of national identity and the attainment of SV2030. An awkward and contradictory situation may arise if the official plan of SV2030 promotes English by pointing to its necessity amidst such Islamic and national discourse. However, SV2030 has already employed EGL by using it in the foreign version of the document. Essentially, using Islamic discourse and quotes in the SV2030 text supports the agreement of the identity of SV2030 with the Islamic cultural identity of both the nation and its people. Thus, a declaration about an essential role for ELT or EGL could be a paradox. Nevertheless, English is the language of the foreign copy, which can imply that there is an implicit place for English in SV2030, while avoiding mentioning it explicitly, as there is a conflict between the role of English and the desire for Islamic culture and Arabic language to remain the driving force of SV2030.

7.4.2. Interdiscursivity in the English departmental texts

Producers may employ interdiscursivity and different genres because they anticipate diverse consumers (e.g. students and governors), thereby serving 'multiple communicative purposes' (Jones, 2019:106). The current departmental texts, like Fairclough's work (1993:146), are 'interdiscursively complex'. The institutional discourse includes certain features of the promotional genre (Fairclough, 1993). The text, for instance, contains some discursive elements of the advertisement genre, such as self-promotion. The advertising and promotional element can be observed in the personalisation of institutional discourse via the use of the pronouns 'you' and 'we' in phrases such as '[w]e hope that you find what helps you better understand the English Language and Translation Department' (King Saud University, 2021) and '[w]e are pleased to welcome you to the page of the English Language and Translation Department' (Al Mustaqbal University, 2021). The language of institutes is formal; in such a context, however, the producer employs these pronouns and attempts to persuade the readers, who are likely current or future students, by building 'personal', 'informal', 'solidary' and 'equal' relationships (Fairclough, 1993:147). That is to say, the use of 'we' and 'you' can be simulating the conversational genre and style typically utilised in institutional discourse to reduce the formality between the discourse participants. While advertisements mainly aim to convince people to buy a commodity, some are unconcerned with tangible commodities and promote a message or concept instead. The departmental messages currently discussed are examples. By using 'you', the producers also used 'synthetic personalisation' as a discursive practice to cultivate a relationship between the department and its students (Fairclough, 2001:160). For example, 'you are the future, you are the vision of 2030, and you are the ones who will lead the country forward' (Najran University, 2021). The writer links English language students with SV2030, which is also connected to the success of the country. In this example, the producer utilises the significance of SV2030 not only to persuade students but also to promote the English department and its mission to the governors. Therefore, interdiscursivity is demonstrated in the formal institutional discourse by transforming it into advertising and promotional discourse to decrease the distance from and persuade students.

Moreover, English departments promote themselves through the prestige genre. Consider the general phrase in the institutional discourse 'with our reputation' (Fairclough, 1993:146), in which the producers attempt to show what they possess or intend and their status and ability in a certain setting. For example, the writer may promote ELT or, specifically, ELT in line with

SV2030, such as by expressing the hope that the department and its website are helpful to those who wish 'to cooperate with our promising administration and work to achieve the goals of the Vision 2030' (King Abdulaziz University, 2021) or by asserting that '[w]ith our vision based on reaching the excellence of education, we pride ourselves on maintaining high quality levels of instruction' (Taif University, 2021). These departments used the possessive pronoun 'our' to highlight their academic abilities, which can help their students improve and help realise the SV2030 project. This discursive strategy shifts to a conversational genre that includes self-promotional elements.

Institutional discourse may also incorporate a self-promotional aspect differently, such as by using a 'simple' story to discuss the positive impact of the department and its mission (e.g. ELT and community service) and inserting the critical issue of 'generation' (Fairclough, 1993:146). The English departments link ELT with the 'workforce' (The Arab Open University, 2020), 'what is necessary' (Majmaah University, 2021), contributions to 'the development and prosperity of society' (Qassim University, 2017) and 'personal and professional success' (Prince Sattam Bin Abdulaziz University, 2021). In such self-promotional and advertising strategies, the producers may attempt to display their necessities; in the current context, this is represented by ELT, which is necessary for the lives of the current generation. Following are direct examples referring to 'generation': 'prepare the next generation of students to meet all challenges' (The Arab Open University, 2020), '[t]raining generations of graduates qualified in the field of English Language who are capable of developing society' (Prince Sattam Bin Abdulaziz University, 2021) and 'to graduate an enlightened, conscious, and educated generation' (Qassim University, 2017). This possible influence on generation, in turn, reflects on the Saudi Arabian state and its people. Consequently, the producer implies that English departments are valuable because they offer ELT to Saudi students, which is essential for the nation's development and, thus, can be linked to SV2030. However, the self-promotional aspect of institutional university discourse might tend to overestimate itself and its offers (Chiper, 2006). The departmental discourse tends to link the department's obligations and services to various aspects, such as the labour market, the development of society, the next generations and, most importantly, SV2030.

7.4.3. Reflecting the language of SV2030 in the English departmental statements: Interdiscursive analysis

One way to engage in interdiscursivity is to use words from another text without directly quoting or referring to the source (Fairclough, 2003; Koskela, 2013). The textual dimension showed instances in which the English departmental statements refer to SV2030 directly and explicitly. This section, on the other hand, presents an analysis of how and why some English departmental discourses have been affected by and featured the language of the SV2030 document, even when not mentioning SV2030 directly.

For example, the English institute at the University of Jeddah (2021) refers to 'creating a fruitful educational environment that contributes to the linguistic development of human capital in order to achieve the requirements of the job market and reflect the vision of the Ministry of Education in providing a distinguished education that builds a globally competitive knowledge economy'. The statement relates to major concepts addressed in SV2030 such as 'human capital', the 'job market' and 'a globally competitive knowledge economy'. The SV2030 (2016) document refers to the importance of human capital, labour market requirements, economic global competition and development and the knowledge-based economy. Therefore, while the producer did not overtly express adherence to or agreement with SV2030, they appear to have attempted to demonstrate their agreement with the SV2030 agenda to readers, albeit indirectly. The English department used the 'voice' (Bazerman, 2004:88) of the SV2030 document to convey its political and economic agreement with the plan. Similarly, the English department at Najran University (2021) states that it intends to 'graduate academically and educationally qualified students who can serve their country, and achieve their leaders' ambitious vision that aspires to achieve global academic excellence'. The writer refers to an 'ambitious vision' without directly mentioning SV2030. The term 'vision' is a general strategic term that can be employed in the institutional discourse for various reasons. However, linking this term with the adjective 'ambitious' and following it with 'global academic excellence' may be an allusion to SV2030 (2016:11), which cites 'An Ambitious Nation' as a major topic and associates it with Saudi 'leaders'. Najran University's English department statement also makes a reference similar to the SV2030 (2016:5) document's goal to be a 'successful model of excellence'. The final instance appears in the following statement from the English department at Umm Al-Qura University (2021): 'We aspire for the center to become a leading English language institute that continues to realize its vision and mission, expanding them in

line with the ambitious vision and mission of the university'. The writing seems to reflect the influence of the SV2030 discourse, as the statement mentions working to 'realize' the university's own 'ambitious' vision without explicitly mentioning SV2030.

On the one hand, in these instances, the vision of the English department is influenced by the SV2030 discourse, as the producers seem to seek to demonstrate that the English institutes and their students' ultimate vision can, through ELT, serve the Saudi nation and contribute to achieving SV2030. The discursive impact is evident in the three statements above can be linked to the hegemony of SV2030 in the Saudi Arabian context since 2016, as interdiscursivity can be a result of hegemonic frameworks (Koskela, 2013). The use of language is an example of how these institutions discursively construct a Saudi Arabian national identity despite using English as the medium of communication (Wodak et al., 2009). In other words, the English departmental producers resort to the language of SV2030 without evident attribution or citation due to the ideological dominance of SV2030 in government institutes, and as a result, these sectors' or organisations' statements reflect the SV2030 content. This, in turn, may indicate that the Saudi English institutes have been immersed in and have become a part of the national SV2030 project not only overtly but also implicitly or unconsciously. This could point to an institutional role for English, particularly ELT, led by the English departments. Also, such a discursive strategy may imply to readers and the governors that the departments are 'already' working to support the SV2030 plans, without explicitly stating so. That is to say, the departmental vision is 'accurate', 'responsible' and 'national' to the extent that it coincidently aligns with SV2030.

On the other hand, SV2030 may not have been mentioned explicitly for other reasons. The department may not want to show its audience, especially the government, that it has been impacted by the national SV2030 or that it will employ its capabilities (e.g. ELT) to serve SV2030. Alternatively, the producers may hesitate to explicitly claim or commit the department to work in line with SV2030; instead, they may explain their approach to SV2030 by noting that they 'refer' to the national programme. Such a discourse strategy may appear if, for example, the writer does not acknowledge the relationship between ELT and SV2030. Also, the producer could use a prominent word from SV2030 (e.g. ambitious) but links it with the university, as if avoiding huge socio-political accountability (i.e. SV2030) by connecting the term to the university as a whole.

Another supportive evidence for this interdiscursivity by the English departments is that all the English departmental publications are dated after the year 2016 (i.e. the declaration of SV2030). This might indicate that the producers of the English departments have rewritten their statements, influenced by SV2030.

7.5. Personalisation and impersonalisation of social actors in the institutional discourse

Representational choices constitute important discourse strategies because they can present different attitudes and levels of significance inherent in the discourse (Machin and Mayr, 2012). As such, social actors can personalise or impersonalise themselves discursively (Fairclough, 2003).

To personalise themselves, instead of uttering impersonal references, such as 'the department' or 'the university', writers can use the first-person pronoun 'we' or the possessive pronoun 'our'. They can also use the second-person pronoun 'you' to address the reader. Such discursive practices can be utilised to involve recipients of the discourse and earn their trust; this involves getting the audience 'involved in the communicative exchange' (Magistro, 2010:163). Some examples from the texts are '[w]e pride ourselves on our successful alumni' (Prince Sultan University, 2020), '[w]e hope that you find what helps you better understand the English Language' (King Saud University, 2021) and '[w]e look forward with added enthusiasm to seeing you and helping you contribute significantly to our local and regional communities and build knowledge society' (Taif University, 2020). The departments perhaps employ this strategy to build trust and persuade potential students to register and study English with them; they also linked their 'successful alumni', 'local and regional communities' and 'knowledge' with their department and ELT. In these examples, the writers promote ELT in the Saudi context, and by personalising themselves, help to persuade readers that, despite English being a foreign language in Saudi Arabia, 'we' and 'you' can evolve in using English, which is linked to and can serve 'our' society.

The discourse can also contain the second-person pronoun 'you' or the possessive pronoun 'your', and producers may use phrases such as 'with your ambition' in the educational setting – that is, '[a] discourse of personal qualities' (Fairclough, 1993:146). Contrary to the political SV2030 discourse, the institutional discourse of the departments utilises the pronoun 'you', which creates two separate groups or participants in the discourse: the English department and

the students. For example, an institute states that 'you are the future, you are the vision of 2030, and you are the ones who will lead the country forward' (Najran University, 2021). The producers utilised a significant and critical subject to achieve their discursive practice aims. They used SV2030, the significant socio-political issue, to promote ELT, to persuade potential English students to enrol, to show their agreement with political leaders, to imply that their students have certain qualities and to link their mission with SV2030. This may also imply that the departmental writers see English language students as integral to the achievement of SV2030, such as in 'you are the vision of 2030' (Najran University, 2021), regardless of Arabic being the only language promoted in the SV2030 text. Therefore, the institutional producers use such a discursive strategy to suggest a relationship between the department, ELT, students and SV2030, suggesting that these entities complement each other and can be grouped under one category.

Institutional discourse producers may also impersonalise themselves, such as by using 'the university' or 'the department'. Such impersonalisation can help imbue their report with some 'extra weight' (Machin and Mayr, 2012:79), such as the importance or prestige associated with the institution as a whole. This wording can have a different effect than references to one person, such as 'I' or 'the dean'. Several departmental academic statements employ impersonalisation, such as the following: 'The department endeavors to develop students' skilful and cognitive abilities to cope with the labor market' (University of Hail, 2021) '[t]he Institute seeks to be a distinguished educational edifice that fulfils its educational mission and objectives' (University of Jeddah, 2021) and '[t]he Department of English, in line with The Kingdom's Vision 2030, looks forward to leading the field of teaching and research in English language' (Shaqra University, 2021). In these statements, the departments appear to utilise the impersonalisation strategy when addressing important subjects and commitments, such as being a 'distinguished educational edifice', meeting the requirements of the labour market and, most importantly, working in line with SV2030. This strategy helps producers build formality and trust with their readers and places responsibility on the whole institution (e.g. the department or the university) rather than on the producers (e.g. the dean), who avoids saying 'we' or 'I' regarding critical issues, such as contributing to the achievement of SV2030. While departmental mission producers can personalise themselves in some contexts, as explained, the producers of these departmental statements that refer to SV2030 (e.g. the achievement of SV2030) do not personalise themselves using pronouns such as 'we', 'I' or 'the dean'. Instead, they impersonalise themselves with phrases such as the following: 'the College is currently

working […] in […] light of the Kingdom's 2030 Vision' (Imam Muhammad bin Saud University, 2022), 'the College […] makes the Kingdom's 2030 Vision a possible and tangible reality' (Najran University, 2021), 'The Institute […] embodies the standards of the Kingdom's 2030 Vision' (University of Jeddah, 2021) and 'it […] supports the Kingdom's 2030 Vision' (Majmaah University, 2021). They may also link students with SV2030, as shown by the following phrases: 'you are the vision of 2030' (Najran University, 2021) and '[o]ur students' career prospects are limitless […] under Vision 2030' (Prince Sultan University, 2020). On the one hand, writers can deliberately avoid personalising themselves when referring to a significant political and national project and, instead, place more weight and responsibility on the institute or the students. This could mean that the English departments hesitate and are uncertain about the connection between English and SV2030. On the other hand, the writers may be attempting to be reasonable and realistic, as work on such a political and socioeconomic plan requires governmental plans and institutes rather than isolated groups or individuals. The English departments can, however, help students develop useful English linguistic knowledge and skills as 'commodities' (Fairclough, 2002:164) to develop an economic Saudi environment that is prepared for SV2030 – a 'New Labour' (Fairclough, 2000:1).

7.6. Conclusion

SV2030 includes the rulers' and governors' voices and uses the inclusive pronoun 'we', without pointing out or assuming the existence of a potential outsider group 'them' to use or rely on in the discourse to achieve the discursive aims. This gives SV2030 legitimate, official, national, political and social power. However, SV2030 employs 'will' as a persuasive linguistic device, creating 'promises' but not 'obligations' that could limit the persistence of the achievement of certain SV2030 objectives and the role of English. It also employs hedging at both the educational and international levels. Nevertheless, English is employed in the SV2030 text, which could indicate the significance of English in achieving SV2030. Additionally, the SV2030 text employs some texts from Islamic discourse and explicitly refers to Islamic teachings, which can reproduce an Islamic identity that hampers reference to English as a linguistic tool for navigating international barriers.

The English departments are aware of and believe that ELT constitutes not merely promises but fundamental academic obligations. Hence, the departmental statements utilise 'will' regarding other issues, such as serving the Saudi community. This includes engaging in the job market, which, in turn, serves the graduates, community and nation. Institutional producers

employ 'must' in terms of English in the job context, which promotes English and the department. While they are English departments, some release their statements in Arabic, which may indicate the importance of the national identity to these English departments, especially as the potential audience is Arab. Some departments quote Islamic texts and use certain self-promotional elements. They also link the department and its academic obligations with the development of society, jobs and future generations. A few departmental texts employ some words from the SV2030 discourse, which illustrates the impact of SV2030 on the English departments and could drive them to participate in SV2030 through English, despite the tendency of the departmental text producers to impersonalise themselves when referring to their potential participation in SV2030. Overall, a potential role of English, through English departments, in SV2030 can be seen in their discursive practices.

Chapter 8. The Social Practice Dimension: Explanation

8.1. The social practice stage

CDA is used to transition from the text to the social context in a certain discursive or social activity (Pennycook, 2001). Discourse is often affected by the producer's norms and rules. This social stage is meant to uncover and explain these norms that the sender intends to convey to addressees. Therefore, this dimension explains the social objectives of discourses and unveils the ideologies behind their language, if any exist. Discourse is 'the whole process of social interaction of which a text is just a part' (Fairclough, 1989:24), among others, such as the discourse participants. At this social level, analysts seek to uncover any hidden power relations, ideologies and hegemonies of the discourse in situational, institutional and social contexts. This social stage involves a macro analysis, focusing on broader concepts, such as politics, culture and the economy. This dimension aims to see through the opaqueness of any political, cultural, economic or educational ideologies in both SV2030 and departmental texts that the producers could rely on to deliver their messages. This can contribute to explaining how these hegemonies (e.g. EGL) might advance or conflict with the role of English in SV2030.

8.2. The power behind the political SV2030 discourse

An imbalance in power exists in the political language and discourse of SV2030. The textual evidence shows the modal verb 'will' appears 93 times in the SV2030 corpus: the producer presents plans to the audience without indicating their opinions, but they present them directly, i.e. they make these references to what 'will' happen without obtaining prior agreement from the populace. To make this acceptable, the producers employ the inclusive 'we', which can reveal the inclusion of all people to work towards these aims, with which some in the audience may not agree. This inclusive use of 'we' serves as a persuasive strategy, aiming to persuade the audience (Hart,2010) to support SV2030 by emphasising that it is a significant national program. Therefore, Saudi citizens and institutions are a fundamental part of the project, and they 'should' agree to it and work towards achieving it because they are important participants and the project is national. The Saudi English institutes, for example, are among the participants in Saudi Arabia who are encouraged to contribute to the achievement of SV2030

The social and historical backgrounds of the settings and participants of discourse are considered in the social analysis (Fairclough, 2001). Historically, Saudi Arabia has undergone significant political, social, and ideological transformations, beginning with the unification of

the state. This was followed by a notable economic phase after the discovery of oil and culminated in a significant social change driven by the local radical Islamic *Sahwa* movement. Significant political and cultural changes occurred because of such transformations, which can contribute to 'the promotion or prohibition of cultural practices or values by governments, corporations, other institutions and individuals' (Throsby, 2010:8). Arguably, this *Sahwa* movement has retreated because it conflicts with the new phase – the 'return to moderation' (Sinani, 2022:8) represented by the open SV2030 project, which relies on different global interactions (Lacroix, 2019). In contrast to the *Sahwa* movement, SV2030 connects Saudis, especially new generations, to the global community. This can be seen in the SV2030 language, which asserts, for example, the intention to 'provide the education that builds our children's fundamental characters' (SV2030, 2016:28) and to 'embed positive moral beliefs in our children's characters from an early age', which the document states can only be done by 'reshaping our academic and educational system' (SV2030, 2016:28). Words such as 'build' and 'positive' may suggest that Saudi 'children's characters' received less constructive criticism and positive value development before the SV2030 era. Interestingly, the Saudi school curriculum was affected by religious influences because of the *Sahwa* movement. In this sense, Allmnakrah and Evers (2020) argued that the Saudi curriculum did not provide students with enough diverse knowledge and intellectual skills (e.g. critical thinking) before SV2030. Thus, although the SV2030 document does not explicitly introduce this idea, eliminating the previously dominant religious influence on the curriculum can be part of the reforms to the Saudi education system resulting from SV2030. In a similar vein, English is introduced as a subject taught from the first grade, i.e. 'from an early age' (SV2030, 2016:28). The SV2030 refers to Saudi youth in indicating that SV2030 'will guarantee their skills are developed' (SV2030, 2016:37) and 'will prepare a modern curriculum' (SV2030, 2016:40). Furthermore, the SV2030 text employs 'invest' and 'particularly' in the context of the curriculum, highlighting the importance of this topic to realising SV2030, in the following: 'we will invest particularly in developing early childhood education, refining our national curriculum and training our teachers and educational leaders' (SV2030, 2016:36). Therefore, to achieve some of the SV2030 objectives, lowering the age at which English is taught as a subject to first grade, similar to using EGL as an instrument, is an implicit prerequisite.

One undeclared objective of the SV2030 is to transform Saudi society by changing its more conservative and local culture to develop a more open and international society. Because social practices are based on the impacts of politics and ideology on discourses and, specifically, on

systemic social beliefs, relations and identities (Fairclough, 1992), the SV2030 text producer implies that Saudis' social and cultural boundaries will be expanded by opening the society and economy to other individuals, nations and societies. It, for instance, in its use of metonymy, refers to individuals as 'minds', as in 'to attract and retain the finest Saudi and foreign minds'(SV2030, 2016:37) who are not merely 'average' individuals but foreign thinkers who can contribute to the development of the country. The SV2030 document seems to attempt to compel the traditional Saudi audience to adopt new trends, such as global and multifaceted education, youth skill development, female empowerment, jobs and tourism. This idea is presented as a collectivist social identity by positioning the audience as part of the in-group to transition to this new stage in the nation's history and economic development. The social analysis revealed that the producer of the SV2030 document likely attempted to link this representation to some Saudis' desire to transition from the traditional economy to modern global cultural and economic practices, especially after the closed and fundamentalist era of *Sahwa*. The transformation from local to global can place EGL in a new position in SV2030.

The SV2030 document emphasises certain educational terms following the international and economic contexts. For example, it states that it 'will create a national network of clubs, encourage the exchange of knowledge and international experiences' (SV2030, 2016:27) and 'make use of international best practices, transfer knowledge and achieve our goals in a balanced and scientific manner' (SV2030, 2016:83). The producer of the SV2030 (2016:73) text invokes the power of internationalisation along with scientific discourse, using terms such as 'research' and 'education'. Moreover, the document embraces the knowledge-based economy directly in several places, such as in the excerpt that states '[w]e will continue investing in education and training so that our young men and women are equipped for the jobs of the future' (SV2030, 2016:36). Additionally, educational terms appear in an economic context, contributing to topics such as skills, labour markets, curricula and transfer and trade knowledge. Any disagreement between educational outcomes and labour market requirements constitutes a gap in the local economic growth of many countries worldwide in the era of globalisation (Al-Rashaidan et al., 2021). Therefore, SV2030 reflects a neoliberal agenda in its educational context, observed in multiple social domains presently. One such context is education, demonstrated by its production of a 'homo economicus' (Yeung and Gray, 2022:1) that contributes to economic growth at the micro and macro, self and national levels, e.g. 'Learning for Working' (SV2030, 2016:36) and 'An Education That Contributes for Economic Growth' (SV2030, 2016:40).

Therefore, concepts such as nationalisation, internationalisation and neoliberalism are presented in the political discourse, which can contribute to approving or disapproving the place of English in SV2030. For example, the transformation of the pre-SV2030 era closed and conservative society to one that is more open and diverse could predetermine the participation and enforcement of English because it is the current international language, and SV2030 transfers Saudi from its local environment into the international setting. At the same time, being a conservative and closed nation could mean attaching only to the mother tongue (i.e. Arabic) to protect it from any linguistic diversity, especially to a foreign language (e.g. English) associated with colonialism (Crystal, 2003; Pennycook, 1998) and imperialism (Phillipson, 1992). The SV2030 era, however, transfers society and the economy from a national to an international context; this international transition must include language, i.e. EGL.

8.3. The power behind the English institutional discourse

Institutional discourse can determine different ideologies and hegemonies as part of political discourse, its context and its historical circumstances. Institutional messages mainly reveal their 'fundamental purposes' (Connell and Galasinski, 1998:461), such as obligations and goals. Nevertheless, the language used in departmental texts may be biased and attempt to persuade readers of the advantages of the department. In other words, institutions, in general, employ language to positively construct and present 'their own social reality' (Simpson and Mayr, 2010:7), which means they likely seek to positively represent their images through their views and judgments.

For instance, the departmental discourse, because it represents official Saudi English entities and their audiences, repeatedly emphasises the significance of foreign language learning, especially English. The English institutes utilise the current global critical, prestigious and hegemonic mission of ELT and EGL to promote themselves. Particularly, departmental messages trigger the desire for and vision of a promising future at the levels of knowledge and careers. Therefore, utilising the global and hegemonic English informs students that the programme provides not only theoretical knowledge but also practical skills applicable worldwide, across various cultural and societal groups, including the labour market. The institutional discourse producers incorporated several aspects that agreed with their setting, as local institutes seek to offer a global language and education and highlight the importance of such in various fundamental settings today to attract potential students. These departments, for example, utilise the current image of a globalised world and link their local obligations, such

as ELT, preparation for the Saudi labour market and education in general, with the concept of internationalisation, EGL, the global labour market and global education. The institutional producers, by using pronouns, show their power by establishing a distance between themselves and the student with the exclusive 'we' (i.e. the faculty members) and 'you' (i.e. the students), which could grant them the power necessary for their statements to be viewed as authoritative. One, hence, indicated that English is a 'must' for all in the globalised world, which implies that, because English possesses the power in this setting, the students 'must' trust the department's instructions, consider its opinions and obey its academic terms and conditions. That is, the producers use their institutional status to represent 'the voice of authority' (Raymond, 2000:354), which helps them deliver their messages and convince their audiences. In short, the English institutes use their power as legitimate official governmental entities to present their values, thoughts or claims as facts or necessities, such as with EGL and ELT, respectively, in addition to their participation in SV2030.

8.4. English departments and English: The 'global' language?

The English departmental discourse not only views English as a language spoken within English-speaking countries but also invokes the controversial idea (Gil, 2010) that English is the current global language. It is a linguistic and communication tool that can influence different significant aspects of the current globalised world, such as science, tourism, aviation and technology. Through this discourse, institutional producers offer an ideology that presents English as if it were the 'default' language (Phillipson, 2017:326), which can contribute to creating a positive perception of and value for English, especially since it is presented in an official English institutional context. Text producers, especially in such institutional settings, tend only to view English positively at the educational, linguistic, social and international levels and present it as a positive instrument at the national level, especially in line with the national SV2030 programme. Producers use positive portrayals of EGL to promote their departments and attract readers to study in them. This also fosters an appreciation for English, which is a global language and can also lead to a greater appreciation for the department and its functions. For example, although English is a valuable linguistic tool at the international level, one University English department overstates this by describing English as 'a common denominator' (Majmaah University, 2021) of the different nations today. Another department claims that it has helped in 'dissolving barriers between peoples and cultures' (Qassim University, 2017), as if all nations worldwide have agreed upon and mastered one common

global language. The producers of such publications offer foreign language learning, particularly for English, as though it is an obligation and necessity, not only in the departmental context but also 'as though it corresponds to universal needs' (Phillipson, 2017:321). This could mean that English language students or graduates would be part of the solution to these 'universal needs' and contribute to utilising, spreading and developing English nationwide and worldwide. The dominance of English is a noticeable instance of linguistic hegemony because people generally accept it, especially in the present globalised world. A hegemony exists when the opposition is almost non-existent, not from the elite or educated individuals, such as linguists, but from 'the general populace' (Seargeant, 2012:25). In other words, institutional producers utilise the hegemony of English to promote it and persuade their audiences about the significance of both English and the departments. By using EGL, departments can demonstrate to their readership that they can contribute to achieving the SV2030 goals, as some departments explicitly state. Nevertheless, despite the possibility that EGL's status might be temporary due to the power of some other languages today (e.g. Chinese), EGL is a concept that gives advantages to English that no other languages have on the international level. This is true especially because the modern world needs a global language to communicate in certain contexts, such as academia. Therefore, upholding EGL to support ELT in the Saudi institutional setting is 'normal'. Although Chinese language is scheduled to be added to the Saudi national curriculum for economic reasons, English is currently the only foreign language to be taught in Saudi schools. For the KSA in general and the SV2030 specifically, the positive aspects of English should be utilised as a part of today's 'global dialogue' (Seargeant, 2012:15). EGL has usually been linked with merit and positivity in different contexts, such as politics, the economy, society and culture (Ha and Barnawi, 2015).

The central argument is that EGL is an underlying ideology viewed and used by the producers of institutional English discourses as a key to the significance of ELT and English departments. The hegemony of EGL is manifested in the departmental messages, whether explicitly or implicitly, which can be driving forces that English departments employ to offer ELT to their audiences and to promote themselves and their services simultaneously in the Saudi context and the SV2030 setting. That is to say, EGL reinforces the departments, and the departments reinforce EGL. Such an advantage may not be possible for language departments other than the English departments, which have this power because English is the only international lingua franca presently. This is why English and its Saudi academic departments can be strongly linked to SV2030.

8.5. English and the Saudi market: Towards a neoliberal education?

In the neoliberal setting, a goal is to employ education and its participants for the economic public interest (Akdağ and Swanson, 2018). Globalisation is a compelling reason for learning foreign languages, leading to the development of multilingual populations. This trend has been especially evident since internationalisation has become a crucial factor in various areas, including trade and the economy (Baker and Wright, 2017). Recently, evidence has shown that neoliberalism is mainly mediated by language in social practices (Block, 2018), and EGL has been the means of today's economy in general and the knowledge economy in particular. Therefore, EGL is strongly connected to global capitalism (Holland, 2002).

Although English is a key language in the global setting, this linguistic status may be overrated by some producers for specific purposes. Neoliberalism is subject to globalisation (Olssen and Peters, 2005). That is, neoliberalism is shaped by global economic, political and social trends, and as English is the current global language, the English institutional discourse connects English to both local and global markets, yielding English language as a commodity. Accordingly, a department may, possibly by coercion, recognise English hegemony, not merely in the general setting but also in the Saudi market setting specifically. For instance, an institute claims that 'English language is a requirement in all sectors' because it is a window to 'the outside world' (Najran University, 2021). Although English is a lingua franca, some departmental producers may be affected by the hegemony of EGL in the workforce context. This hegemonic impact could result in the generalisation of 'all sectors' by the writer here. However, some departments deliver more realistic and less exaggerated messages on English and the labour market. They say, for instance, that their alumni can 'work in areas such as education, translation, tourism, and a number of other value-added areas' (Taif University, 2020) and that they offer language skills 'for diverse job market needs' (Tabuk University, 2022). The first department explicitly names some areas in which English is usually required, and the second uses the word 'diverse' but not 'all'. Therefore, in such an institutional discourse, some departments could be influenced by the hegemony of English (Macedo et al., 2003) and, thus, depict it as ubiquitous. This can deliver the ideology of EGL to readers (e.g. students) and contribute to creating the impression of common sense in today's diverse world, i.e. to 'naturalize ideologies' to help 'to win acceptance for them as non-ideological "common sense"' (Fairclough, 1985:739). Such naturalising can contribute to

promoting English and viewing it as necessary, which contributes to promoting ELT and the departments and presents English as a useful tool for SV2030.

Moreover, some institutional producers link ELT with the labour market as an essential goal of both departments' and students' futures. In such cases, the writers promote a knowledge-based economy. For example, the producer might describe education or educational institutes as 'commercial companies' (Mayr, 2008:26) that produce 'commodities' (Fairclough, 2002:164) for the labour market, instead of identifying offering knowledge per se for students as the goal of education. The English departmental statements often mention the labour market along with their ELT mission, in which such an ideology (i.e. neoliberalism) can appear in the context of language in general and of ELT specifically (Mayr, 2008). By way of explanation, English or ELT is offered by the stakeholders (e.g. English departments) by linking English with today's prominent and crucial issues, such as employment, and especially with SV2030, to persuade customers (e.g. students) to obtain their services and become part of the English department.

Some words employed in the institutional discourse can imply the idea of a knowledge-based economy and an entrepreneurial hegemony, which were found in the current analysis of the mission and vision of English in words such as 'improve', 'support' and 'offer' (Mayr, 2008:33), as well as 'competitive' and 'global economy' (Mayr, 2008:34). The following example shows the connection between ELT, the global market and jobs in the statement by the department at Naif Arab University for Security (2021) that it aims for students '[…] to excel in their academic programs, achieve practical proficiency in the global workplace, and compete in the job market'. This is a security university with different areas of research (e.g. crime prevention, drugs and terrorism) that enjoy diplomatic status, its English institute believes in the relationship between English and the present global market. The analysis suggests that the hegemony of English overall, and especially in the global market, impacts and controls such practices, even in the security context, which might be far removed from EGL and economic issues compared to other fields, such as tourism and media. This could characterise the attitude towards and the belief in English and EGL by KSA universities. Furthermore, observing and analysing the Saudi education discourse revealed a perspective influenced by neoliberalism in the different 'neoliberal exemplars' (Elyas and Picard, 2013:36) in the Saudi education system at the university level. This applies to the English departmental

discourse at Saudi universities today, especially in the era and considering the influence of the socioeconomic SV2030 programme.

Several positive features of the economy can be manifested in education and knowledge. The economy at both the national and individual levels represents a system crucial for human survival, especially in the present era, which can be investigated employing different theories, such as 'New Capitalism' (Fairclough, 2002:163), i.e. the new connections and relations between the economy and other domains, such as education. This can produce a motive for EGL and ELT to play an effective linguistic role in the current globalised world as one prominent goal of learning English. For English departments, this can be a reasonable motive to point to in general, especially since English is a 'multifaceted' language, e.g. with the 'commercial dimension' (Gray, 2012:137) it possesses, and as a motive in line with SV2030 in particular. SV2030 seeks to use education for an economic revival, as indicated in such verbiage as 'a thriving economy provides opportunities for all by building an education system aligned with market needs' (SV2030, 2016:13), and includes several global plans, the achievement of which requires an international language. Although the main goal of neoliberalism is economic growth, two positive aspects of neoliberalism in higher education are the transfer of theoretical knowledge to practical application and the use of English and linguistic skills in real-life scenarios, such as teaching and translation. Such an application can contribute to the tangible benefit of knowledge, such as for economic recovery at both the state and individual levels, a result that may promote the importance and appreciation of knowledge so the populace may seek to acquire it.

Notwithstanding, the situation can be problematic when educational institutions (e.g. English departments) are transformed from educational entities that offer knowledge and serve the community to manufacturers that serve the economy and produce students as commodities (e.g. English language alumni). SV2030 tends to encourage education to meet the goals it sets out to achieve and urges other public organisations to do the same. However, SV2030 does not promote all educational institutes as useful only for the knowledge-based economy, since this idea may limit or even eliminate some academic fields or specific subjects from participating if they cannot serve the economy instead of simply offering, receiving and appreciating knowledge per se. This applies despite these areas being fundamental to several, if not all, linguistic skills that can be utilised in the

workforce, such as ELT and interpreting. However, EGL, to continue as the lingua franca, shall be linked with the 'processes of economic globalization' and the growth of 'the digitalized knowledge economy' (Ricento, 2012:48), which positively affects individuals in the current globalised world. The SV2030 and the English departmental discourses strongly agreed on education for economic growth, education in general and ELT in particular.

8.6. English departments and global education

Global education is one of the objectives that falls under internationalisation. Numerous universities tend to work in the context of international education, which is related to the previous section on the global market that aims to offer 'future labour units for economy' (Clifford and Montgomery, 2017:1). Internationalisation can be employed to develop education to be effective and active for the knowledge-based economy. For instance, the English department at Umm Al-Qura University (2021) tends to provide high-quality ELT by supporting 'global partnerships'. The English department at Jouf University (2021) identifies one goal as 'collaborating with peer departments at national and international institutions'. The idea of internationalisation appears regarding relations and collaborations, and the political SV2030 and this institutional discourse meet each other in a positive attitude towards and belief in internationalisation and international relations. Although this is not specified, it can mean cooperating with other English institutes on academic issues, such as research.

Education in general, and ELT in particular, are linked with the global setting for various reasons, such as seeking and promoting internationalisation, especially at the educational level, which can create and maintain 'relations of power' (Fairclough, 2003:218) for English institutes. Relations of power can occur in different settings, such as educational and scientific contexts. Departments, therefore, emphasise the status of scientific discourse as an authorised reference that seeks to be global, such as in 'work in the area of interpretation of scientific conferences and international and cultural meetings' (Jazan University, 2021). These departments aim to achieve a global status by providing education that aligns with both local and global contexts. This approach facilitates developments at the social, cultural, and economic levels, which can support the global orientation of SV2030. The document states, 'our geographic, cultural, social, demographic, and economic advantages have enabled us to take a leading position in the world' (SV2030, 2016:12). Therefore, institutional discourse producers refer to the explicit connection between education and internationalisation in their

texts in different contexts to promote themselves and persuade their audiences, especially since they offer learning in a language currently is an international language. To do so, Saudi English institutes associate themselves with global relations to promote themselves and to ensure the satisfaction of potential Saudi students and decision-makers in the Saudi government. They do so not only as academic institutes but also as authorised providers of ELT and preparers of future Saudi English graduates, especially in the new era of SV2030, which relates to globalisation and global education.

Additionally, some English departments target both international accreditation and standards, viewing such standards as meaningful and perceiving that the institutes may be deficient without international evaluation. Writers may sometimes purposefully shape their language to effectively convey their message in a way that resonates with the perspectives, beliefs or aspirations of their intended readership (Elyas et al., 2021). Thus, being evaluated internationally in the educational context as able to produce learning outcomes that compete with international standards can legitimise English departments nationally. Also, they offer a foreign and international language for national students who might be social and economic commodities, which specifically agrees with the international orientation of the SV2030, not only for some goals and collaborations but also regarding international standards generally and educational standards in particular, e.g. '[w]e shall help our students achieve results above international averages in global education indicators' (SV2030, 2016:40).

Hence, the KSA now, politically and institutionally, generally more strongly believes in internationalisation, which constitutes a fundamental path to becoming 'a global model of excellence' (SV2030, 2016:5). Prior to the SV2030 era, Saudi had established international relations and plans in various areas, including the oil industry, but with the introduction of SV2030, the country has begun to shift its focus towards broader international engagement in social, educational and entertainment spheres.

8.7. The English departmental discourse and SV2030: A true agreement?

Gee (2011:9) proposed that 'all discourse analysis needs to be political'. Political ideology is one of the most effective and powerful ideologies or factors that underpin attitudes and thoughts in socioeconomic contexts (Arbuckle, 2017). The socio-political SV2030 programme is mentioned several times in the English institutional discourses for various possible socio-political reasons and purposes.

First, the producers of departmental texts likely attempt to politically reflect the government and its decision-makers and strive for agreement with them. This can be done using language to direct certain positive words and attitudes towards the government and its new national project, which might occur at the level of rhetoric. Resistance can appear against the dominant ideologies of the prevailing political producers (van Dijk, 1998), as discourse consumers can resist some ideas the producer attempts to force on them. However, the discourse of English institutions either explicitly supports SV2030 or is affected by the language and discourse of the SV2030 document. To achieve this, they appear to deliberately point to the significant SV2030 national programme that the KSA is determined to follow, even if only in a general sense without details, because the institutional producers realise the value of such a national programme in the political setting. By doing this, the producers, or the people who are at the top of the institutional hierarchy in the department or university, perhaps try to grant themselves and their institutes' trust and responsibility from the supreme power (i.e. monarchy), which could guarantee some moral, administrative or academic governmental support in the institutional setting through the political scene.

Another likely purpose is that the departmental messages' writers realise the criticality of preparing students to be able to contribute to serving the nation, especially on the economic level, not merely in a general manner but also in line with SV2030. Therefore, the producers of the departmental publications do not hesitate to explicitly state the issue of linking educational outcomes to and preparing students for the workforce to guarantee their future careers, support the job market and participate in SV2030. The world's socioeconomic circumstances and changes can affect some academic and educational ELT objectives (Magistro, 2010). The English department at Taif University (2020) states that one of its objectives is 'meeting the requirements of the job market concerning English language in order to achieve the sustainable social development embodied in the Kingdom's Vision 2030'. Due to the dominance of English-speaking countries for several decades on multiple levels, such as the economy, the ELT process in non-English-speaking nations might transform from knowledge to a knowledge-based economy. ELT and the KSA, especially in the socioeconomic SV2030 framework, is an example. Warschauer (2000:515), in this sense, contended that the entities of ELT 'must' acknowledge and deal with the present reality and concrete status of EGL and its influence on different social levels worldwide, such as culture and the economy. Hence, the neoliberal orientation of the English institutes, which agrees with the neoliberal educational agenda of SV2030, could constitute one realistic role that Saudi University English

departments can participate in SV2030. However, it may still require a special educational programme to investigate linguistic and educational outcomes and skills and their relationship with the Saudi job market. Although neoliberalism in education can contribute to transforming knowledge into economic growth, both linguists and decision-makers in Saudi Arabia can utilise this positively for both sides. Namely, they can place special focus on the English skills and areas that are required in the job market to be developed and emphasised (e.g. translating). However, this does not mean that the other English linguistic subjects are discarded; rather, they are highlighted to promote awareness of their value in both the community and market wherever possible. Otherwise, the educational institutes can promote awareness of the value of knowledge per se to their students, society and even governors, i.e. Knowledge for the sake of knowledge.

In the context of global English, similar to how a country's native language can play a vital role in its economic sector, EGL can also contribute to the promotion and development of its role at the social and economic levels. It can offer 'an advantage' in the context of the labour market and job opportunities in both local and global settings (Ricento, 2012:43). Additionally, regardless of the labour market context, the agreement and meeting of the internationalisation of SV2030 and EGL can guarantee English as the international lingua franca for SV2030. The SV2030's producer avoided announcing this, but the message is communicated through unspoken words. That is, Huckin (2002), on silence and ideology, described such situations as silence in general. One is 'presuppositional silence' (Huckin, 2002:349), which occurs when the producer assumes and expects the audience to have presupposed information or assumptions about a certain issue. The second is 'discreet silence' (Huckin, 2002:350), which occurs when the producer does not mention some issues that could be sensitive or controversial to the audience at the social and cultural levels. In the current context, for example, it seems that the political producer of the SV2030 text believes that the Saudi readership, although it sees English as a foreign language, realises that English today is the global language for communicating beyond the Saudi borders and the lingua franca for communicating with non-Arabic speakers in the Saudi scene. Through this approach, the SV2030 document producer avoids explicitly pointing to EGL for the SV2030, which could be controversial and conflict with the national Islamic discourse, and avoid pointing to using EGL to achieve SV2030, as people may already believe in it and be exposed to it. Also, it is already utilised for the foreign language version of the SV2030 document, which could be an implicature.

8.8. Islamic discourse: Islam as a driving force?

Religion is a form of ideology (Althusser, 2020). Both political and institutional discourses are produced by writers from an Islamic context. Therefore, both employ Islamic discourse, notwithstanding the writers possibly utilising their audiences' religious and cultural settings to deliver their messages. In the political setting generally and in religious countries specifically, religion and politics can be purposely associated for different social reasons.

A purpose of the SV2030 producer is to employ Islamic discourse to prompt their audience to feel comfortable and to trust their governors and their new socioeconomic plan. To achieve this, the producers explicitly reassure readers that 'your' and 'our' Islamic values are the driving force and will not only be preserved but also promoted. The social relations, roles, knowledge and identity in discourses between the utterers and receivers interact in certain contexts (Wodak et al., 2009). For that reason, utilisation of the background, presupposition and ideology related to the audience and its setting, whether explicitly or implicitly, is a fundamental ideological example in political discourse. The employment of religious discourse within the SV2030 discourse reflects a social practice commonly used as a political tactic on various political occasions (Williams, 2018). Therefore, the SV2030 producer does not hesitate to explicitly mention Islam as the source of Saudi traditions in general and of SV2030 in particular. The SV2030 (2016:13) document directly indicates that '[m]embers of this society live in accordance with the Islamic principle of moderation' and that they 'are proud of their national identity and their ancient cultural heritage' and that 'Islam and its teachings are our way of life' (2016:16). The producer highlights that Islam is already adhered to and its teachings are integral to the Saudi culture, rather than being a promise for the future, as they are already inherent and necessary. The statement says '[b]y preserving our environment and natural resources, we fulfill our Islamic, human and moral duties' (SV2030, 2016:23). This shows that achieving one of the SV2030 goals, such as maintaining the Saudi environment, can accomplish one of the Islamic teachings as if achieving these Islamic teachings themselves is the goal. Similarly, the department at Najran University (2020) employed a Quranic verse. Islam is also a worldwide religious and cultural identity that is not limited to one language but could utilise English to promote Islamic teachings in the departmental context and EGL at the global level. Accordingly, the existence of Islamic discourse in a general English context and a specific academic Saudi English context is not linguistically and culturally incompatible. However, such a multicultural situation can show, reinforce and convey the achievability of

employing Islamic discourse in an English setting, and most importantly here, vice versa. In other words, it implies the possibility of utilising English in the Saudi Islamic context, particularly in the SV2030 context, even though it is a nationally legislated programme with Islam as its cultural identity.

Despite that, English can be and has been linked with Christianity due to the 'missionary role of English' (Mahboob, 2011:55), and Christianity is delivered in English in churches in several dominant and powerful countries, such as the UK. In this regard, Pennycook (2005:140) pointed out that 'English and Christianity were', and could be still, 'indelibly linked'. Hence, as a negative attitude, some Muslims may consider that ELT involves teaching 'the language of the Christians' or, historically, the mother tongue of 'the colonialists', and culturally, some may believe that ELT could teach the cultural learner about 'the white man' (Asmah, 1992:120–122). A negative attitude towards English and ELT can be found in some Islamic settings, such as Saudi which is the centre of the Islamic world. A reason for such a negative attitude is the association of English with the biblical discourse, as is the case with Arabic and the Quranic discourse (Hasan, 2014). Therefore, political producers may intentionally point to promoting Arabic and never point to any foreign language, especially English. Such an attitude, combined with national identity preservation and maintenance in general, could complicate or slow the participation of English in attaining SV2030.

8.9. Language ideologies and attitude: Arabic vs. English

There is a connection between language ideology and language attitude, as ideology influences the formation of specific attitudes towards languages. Language ideology is 'a rubric for dealing with ideas about language structure and use relative to social context' (Errington, 2001:110). Although the link between a nationwide language and nationalisation is still debatable (Valdés, 2016), language is a valuable national tool that receives strong approval from nationalism (Kamusella, 2001). Therefore, similar to religion, the producer of political discourse in the SV2030 text emphasises upholding Arabic language to convince the Saudi audience that Arabic is its native language. The writer of the SV2030 text employs 'will' in the context of the strength of the national values, including Arabic, to show high certainty for national values. In other words, showing that Arabic is not only the language of the Saudi nation or SV2030 but that SV2030 will contribute to upholding it. In addition, there could be 'a struggle between those who seek to assert and maintain their power', such as producers, 'and those who seek to resist it' (Chilton, 2004:3), such as the readership. Language is 'a key

symbol' of nationality (Baker and Wright, 2017:84). Hence, the producer of the SV2030 political discourse does not mention English or another foreign language but, instead, sticks with the national language for persuasion, cooperating with rather than resisting the project. Similarly, the English departmental producers promote Arabic, asserting, for instance, that 'Arabic was once the language of science and civilization' (Majmaah University, 2021). The writer may believe that being an English department does not prevent it from conveying Arabic as a department in an Arabic context and in messaging Arabs.

Therefore, the monarchy seems to believe in and be aware of the national awareness of the Arab Saudi audience, the 'national consciousness' (Valdés, 2016:326), which can contribute to maintaining sociocultural identity, because, in some Islamic countries, English could be limited and regulated (Baker and Wright, 2017). The KSA is an example. The Saudi Arabic framework might consider any foreign language invasive. However, several Saudi attitude studies have revealed that Saudis, in general, feel positive towards and welcome English in the KSA and do not feel that it threatens Arabic (Al Haq and Smadi, 1996). In addition, students had a positive attitude towards EGL (i.e. American English), perceiving no imperialistic purposes in learning English in the Saudi context (Elyas, 2008). In this regard, the American variety is dominant in the SV2030 document, as it is the English taught in Saudi school curricula. Therefore, the official Saudi body tends to embrace the American variety as standard English, which is an example of the English standard language ideology and can affect the Saudi populace positively towards this variety. This could be a result of the political and economic dominance of the USA and its American culture (e.g. Americanisation). Furthermore, because English has the power of being the current global language and an outstanding medium in different domains in fields such as diplomacy and business, employing English, especially American English, in the official SV2030 can attach power to it. As such, SV2030 seemingly adopts the American English linguistic hegemony to empower its plans and events, such as festivals and summits, which could empower them on not only the communicative or linguistic level but also on the socioeconomic and political levels.

8.10. Conclusion

The social practice stage is vital to comprehending the power relations within political and institutional discourse. The relationships between SV2030 and education, ELT and EGL, Saudi university English departments and the Saudi market are noteworthy because they highlight

the intersection of neoliberalism and education within SV2030. In the case of SV2030 and English departments, English is 'fluid, flexible, contingent, hybrid and deeply intercultural' (Jenkins et al., 2011:284). Therefore, the English departmental discourse is expected to be aware of English and its relations with culture as a foreign and global language in an Islamic and Arab local context. The departments, thus, do not hesitate to present English as the current most important foreign language. Notwithstanding, some departments promote Arabic and its history, especially since it was once an international language (Galloway and Rose, 2015). Some departments point to the importance of understanding Arabic because English students need to use both languages in some situations, such as in translating, which could be employed in the international events of SV2030. The globalised world in the present era includes 'more international borders' than in the past (Wilson and Donnan, 2012:1). Hence, an international language is needed for SV2030. Regardless of whether the implementer of SV2030 believes in EGL and is aware of its hegemony, EGL is the realistic 'de facto first language of globalization' (O'Regan, 2014:534) that allows people from different linguistic and cultural backgrounds to communicate in different areas, such as research, entertainment and business. SV2030 revolves around them. The next chapter presents the discussion on and concludes the findings to identify the role of English in implementing SV2030.

Chapter 9. Discussion and Overall Conclusion:
The Role of English in Implementing SV2030

In the previous chapters, the collected texts – the SV2030 document and English departmental texts – were analysed on three Faircloughian dimensions: textual, discursive and social. CDA described herein analysed discourse as a practice of discovering and understanding the status of a particular social event in a given context (Van Leeuwen, 2008). The main objective of this CDA in the three dimensions was to determine the potential role of EGL and ELT in attaining the SV2030 programme. The analysis of the SV2030 document's and English departmental texts' coverage of the educational and international aspects contributed to exploring the role of English in delivering SV2030.

Several studies have presented the claim that a place exists for English in achieving t he SV2030 plan, and some Saudi university English departmental texts have also presented this idea using a general and undetailed approach. CDA seeks to find values and social contexts to uncover or support an issue or assumption that is implicit or indirect. Researchers in multiple academic fields are publishing papers highlighting issues that can be linked to SV2030 because the programme has such significance for the KSA, introducing a new era for Saudis. However, although some Saudi English institutes claim they can participate in achieving the goals of SV2030, the SV2030 document does not explicitly outline a specific role for English. Hence, identifying that role is important from several perspectives. For example, EGL can serve as a valuable tool for internationalisation and communication within foreign settings. Learning English also can lead to useful linguistic and cultural developments and, thereby, contribute to achieving SV2030. In addition, critically examining the ideologies that may underpin such contributions is also essential.

The most significant finding in this study resulting from CDA is that the SV2030 text does not explicitly define a role for English in SV2030, whilst several aims of SV2030 appear to explicitly require EGL, and various Saudi university English departmental texts argue that English can serve a function in the achievement of SV2030. This constitutes a contradiction that this CDA conducted in this study identified and investigated.

9.1. English as the international language for SV2030

This research asked and explored the ways and areas in which both discourses contextualise any international terms used. Language can participate in the construction of the reality of a certain social subject (Grace, 2016). The analysis of the SV2030 text showed that terms related to globalisation or internationalisation, such as 'global', 'international', 'world' and 'foreign', are frequently employed in the text. The prevalence of these terms suggests a real focus on pursuing such objectives as part of SV2030. EGL is essential to achieving these objectives, as seeking internationalisation on a different level is a key goal for SV2030. However, despite the need in an international setting for an international language to serve as a communication tool, the SV2030 text seems to avoid promoting any foreign language (e.g. English) amid its discourse on patriotism and nationality, e.g. promoting Arabic. Although English is the current lingua franca, this does not necessarily mean that the language is globally spoken and accepted without resistance and negative attitude. Critical and controversial ideas and attitudes towards English have been discussed (Crystal, 2003; Gil, 2010; Phillipson, 2017). Nevertheless, the reality is that English holds a prominent position globally, and no other language has been proposed in the Saudi setting as an international means of communicating SV2030 to others. Furthermore, EGL has already been employed as the language of the foreign version of the SV2030 document intended for varied international audiences, indicating the practical usage of English in international contexts, even though its role may not be explicitly stated in SV2030.

As found in the SV2030 document, 'we' and 'will' appear together, such as in statements in which the writer asserts that 'we will' seek to follow different instances and plans in both educational and international contexts, particularly in internationalisation or international settings (e.g. investments, partnerships, universities, trades and entertainment). Such phrasing in the global context of SV2030 may imply that the governors strongly insist on transitioning the KSA, through SV2030, from the national to the global level, using 'will' and 'we' inclusively to encompass Saudi governors as well as the Saudi people, i.e. 'all of us' (Fairclough, 2006:56). SV2030 can result in attaining, through the KSA's governors and people, international objectives using a collectivist language that makes their accomplishment important to and the responsibility of both the Saudi writers and their readership. This points to a collective audience and presents

SV2030 as a national duty, i.e. setting internationalisation and international facets as national priorities and establishing a collective national commitment to this global agenda.

As the discursive analysis revealed, using English to communicate the SV2030 text to foreign readership was a crucial linguistic imperative, as it supports EGL's participation in the achievement of SV2030. Also significant are the new entertainment events that promote the SV2030 agenda by supporting the Saudi tourism and entertainment sectors. The SV2030 (2016:22) document refers to the objectives of 'attracting local and international investors, creating partnerships with international entertainment corporations' and offering 'a variety of cultural venues – such as libraries, arts and museums – as well as entertainment'. One outstanding entertainment event is Riyadh Season, an annual festival that includes performances, sports activities and musical events. This fete includes the Riyadh Winter Wonderland, a Saudi Arabian version of the English original referred to by the English name rather than by its Arabic translation. The events that support SV2030 tend to employ English and Arabic to name national festivals (e.g. Riyadh Season), or only English to name global events (e.g. Winter Wonderland). The international vocabulary analysis found that, in the international and tourism context, the SV2030 (2016:44) document asserts, '[w]e will create attractions that are of the highest international standards, improve visa issuance procedures for visitors, and prepare and develop our historical and heritage sites'. This orientation towards attracting foreigners to visit the country has already been established. The success of such events depends on the use of English as the lingua franca for foreign visitors who could be more important than local visitors, especially because EGL has been utilised in the tourism setting worldwide (Rata et al., 2012). Thus, English is the second default language for SV2030, since non-Arabic speakers are crucial targets for tourism under SV2030, which can contribute to economic growth. In the same sense, the Future Investment Initiative is an annual economic programme in the context of SV2030. In 2017, an interviewer spoke to the Crown Prince in English while an interpreter spoke Arabic for the audience, although it was a Saudi Arabian setting. Again, this highlights the significance and prevailing influence of English regarding certain aspects of SV2030, particularly those associated with the economy and globalisation.

In addition, English is not merely used alongside Arabic: at times it is used at the exclusion of Arabic. For example, English has been the first language at some official Saudi entertainment and tourist events and some conferences and summits, like the summits related to SV2030, such as the Saudi Artificial Intelligence and Human Cyborg summit. At this summit, most presenters and audiences are Saudis. Nevertheless, the summit was presented in English, as if they were taking place in the USA, not in the KSA. This represents an example of English hegemony. However, EGL is useful for ensuring effective communication in the setting of international tourism, brands and business, which is significant because linguistic barriers can create economic and business barriers as well as communication difficulties (Jonsen et al., 2011). Notwithstanding, interpreting from Arabic into English, which some English language departments point to, can be employed for a foreign audience, which would promote the position of Arabic language by employing it in such global events and would provide jobs to promote economic growth, which is another goal of SV2030.

Furthermore, in 2022, the Crown Prince announced the aim of the Saudi Downtown Company to construct and develop Down Towns in several Saudi cities. The name includes an American English reference rather than borrowing from the British 'City Centre', and it is written originally in Arabic, not translated into Arabic. This points to English indirectly as the lingua franca and the second default language for SV2030. As assumed in the analysis of international terms, English has a role in SV2030 as the international language in general and the lingua franca for the KSA and SV2030 in particular. Evidence from the SV2030 text can be found in the following statements: '[t]he second pillar of our vision is our determination to become a global investment powerhouse' (SV2030, 2016:6) and '[w]e enjoy close economic ties with the Gulf Cooperation Council and other Arab countries, as well as constructive relations with Islamic and foreign countries' (SV2030, 2016:58). As found, global and foreign settings and people are encompassed within the main plans and objectives of SV2030, such as in the call for summits that support SV2030 related to investment and economic topics. Also, the entertainment and tourist events that attract foreigners mainly aim to contribute to economic growth. Both require English to communicate and, as a result, to implement some of the SV2030 agendas. Accordingly, since entertainment is part of SV2030, many global projects and events, such as the Neum, Red Sea project and the Alqedya entertainment project, are being launched to attract foreigners, further elevating the

importance of English since it is the present lingua franca. Hence, an Effective communication among nations and individuals across the globe is crucial for promoting cultural understanding and ensuring harmony and well-being. Nevertheless, the producers of SV2030 remained silent on the lingua franca of SV2030 and contradicted the idea of placing English in that role by explicitly pointing to upholding Arabic language as the only official language.

Some principles, such as the use of English, can persist and become ingrained in social common sense when powerful governing entities actively employ them and encounter minimal resistance from the populace, i.e. naturalisation (Fairclough 1992). In the future, therefore, the SV2030 international events, activities and summits can continue to employ EGL as the first language or lingua franca, even at the expense of Arabic, and continue to employ it as the second language for local conferences and entertainment events (i.e. using EGL for international communications both beyond and within the Saudi borders).

Foreign language learning (e.g. English) is a basic factor for internationalisation in general (Yang, 2001), and a common language is essential to networking with people globally. In such a case, it is 'language that is globalizing and globalized' (Fairclough, 2006:3). English already holds an important position among all foreign languages in Saudi Arabia, indicating that EGL will readily be used for SV2030-related events and to deliver Vision-related messages in general. Therefore, in international settings in particular, one of the essential aims of SV2030 is to engage in globalisation; this necessitates the use of EGL, i.e. 'linguistic capital accumulation' (Phillipson, 2017:323). The use of the global language is promoted by official Saudi university English language programmes, which also support the importance of the English language's global status to the Saudi nation and people, justifying its employment in such a national project.

9.2. The educational role of English in SV2030

The SV2030 document is silent on the educational role of English in the SV2030 agenda. To obtain this information from the document, this research asked and investigated how both discourses represent education through CDA. The results of the analysis suggest that English has an educational and academic role in SV2030.

English as a subject offered in Saudi school curricula contributes to achieving the goals of SV2030. Introducing English in the first grade of Saudi primary schools in the era of

SV2030 represents an educational agenda of SV2030, but such a concept is never mentioned in that national socioeconomic document. The SV2030 document is largely an economic plan, and other domains (e.g. education) are employed primarily to support the economic aims. Therefore, the new decision to teach English from the 1st grade in primary schools at the time of SV2030 was not arbitrary, as it can change the status of English in the nation, especially for future generations.

The textual analysis of the SV2030 document showed that terms such as 'new skills', 'knowledge' and 'curriculum' appear in the context of future generations, in reference to what SV2030 intends to offer, develop and refine. Some Saudi parents and teachers might view the introduction of English in the first grade positively and see it as important for their children's future. Proficiency in English is a fundamental component of the knowledge and skills that the producer appeared to consider important to develop in Saudi children at the start of their education. The introduction of English as a subject in first grade is, thus, a crucial part of reshaping the Saudi curriculum to educate Saudi children. As shown previously, the producers used the pronoun 'we' to express a collective attitude and attract the Saudi audience, stating, '[w]e intend to embed positive moral beliefs in our children's characters from an early age by reshaping our academic and educational system' (SV2030, 2016:28). Some statements from the English departments indicate that they seek to offer 'the skills and experience needed to work as language professionals in diverse contexts' (King Khalid University, 2019) and that they will provide the required 'knowledge of English in public and private institutions' (Imam Bin Saud University, 2022), which can be linked to both future Saudi teachers and students. The utilisation of ELT, including the introduction of English in the first grade, is a crucial element for both political and institutional porducers. It plays a vital role in improving the nation as a whole and achieving the goals outlined in SV2030.

Furthermore, in the past, the King Abdullah Public Education Project, a 'market-driven set of education reforms', was offered to facilitate Saudi economic growth (Tayan, 2017:61). Education, specifically English language as a subject, which was previously introduced to students in the fourth grade in primary Saudi schools, represents part of the plan to promote this economic growth through a knowledge-based economy (Mitchell and Alfuraih, 2017). Likewise, SV2030 represents a significant economic initiative that integrates multiple dimensions to achieve socioeconomic development. The results of the

present CDA provide evidence suggesting that education will play a critical role in driving economic growth by imparting job-relevant skills through a reshaping of the Saudi curriculum. Although it might be a long-term orientation, ELT plays a role from the educational aspect of SV2030. However, the role is implied, as the SV2030 document does not explicitly declare such information. The SV2030 text, despite pointing to the development of the national curriculum, never points to specific school subjects, such as mathematics or Islamic teaching or the English language subject. If the SV2030 document specifically referred to any subjects and skills other than English, the presumption could be made that English has no role in SV2030 since the roles of other school subjects are specified, based on the premise that since the document does specify subjects, it would also specify English if that subject did have a role. As shown in the textual analysis, SV2030 refers to skills and curriculum merely in general. However, since no other subjects and skills are specifically mentioned, the conclusion could be drawn that introducing English as a subject in the first grade of Saudi schools is part of the Saudi school curriculum development related to SV2030.

From the academic perspective, several Saudi university English department messages focus on academia and internationalisation in the context of English. In different educational domains in the world, although English is connected to various powers, such as economic power, the language has become a common or 'a natural and neutral language of academic excellence' (Piller and Cho, 2013:24). For example, the English departments refer to the pursuit of 'global academic excellence' (Najran University, 2021), to 'scientific conferences and international cultural meetings' (Jazan University, 2021), to 'international programs' (Imam Muhammad bin Saud University, 2022) and to collaborating with 'international institutions' (Jouf University, 2021) in the contexts of academia and internationalisation. The texts analysed also discuss international standards, relations and education. These academic and international plans can be related to some of the international aims of SV2030, in educational and global settings especially. For instance, SV2030 includes plans to offer scholarships to 'prestigious international universities' (SV2030, 2016:36) and to build an 'international hub' that includes 'a world-class library and research center' (SV2030, 2016:7). Other global subjects include a global model, education and economy. The SV2030 text indicates that '[o]ur scholarship opportunities will be steered towards prestigious international universities and be awarded in the fields that serve our national priorities'. The scholarships provided so far

have gone to only 20 universities, most of which are in English-speaking countries, such as the USA and the UK, with only two exceptions, in Singapore and Switzerland (Ministry of Education, 2021). Such a scholarship programme could be an extension of national scholarship programmes, such as the King Abdullah Scholarship Programme. These helped to bring Saudi students back to the KSA from their scholarship abroad experiences with proficiency in and an in-depth understanding of English. In this regard, Hilal et al. (2015:263) found that the vast majority of their student sample who studied abroad in English-speaking countries believed that English proficiency was significant for Saudis in the contemporary globalised world targeted by the scholarship programme, as it can facilitate their participation in 'a global knowledge economy', too. Nonetheless, the presentation of this role for English is less direct than the earlier roles outlined for ELT and EGL.

Research and international academic standards in universities and global education settings are another crucial concern for SV2030, in contexts such as 'a world-class library and research center' (SV2030, 2016:21), 'research and development' (SV2030, 2016:49) and to 'help our students achieve results above international averages in global education indicators' (SV2030, 2016:40). In the realm of modern research, studies in languages other than English can be ignored (Crystal, 2003). English is and already has been established as the expected language of research relative to SV2030. Higher education and the academic environment can contribute to spreading the use of English because it is the hegemonic language in academia, and especially because of its dominant position in both education and internationalisation (Piller and Cho, 2013). The United Arab Emirates, for example, is the top nation that includes or owns branches of international universities (Wilkins, 2010), such as the University of Birmingham. As a result, English is a powerful means of communication in the Emirates, and it has played a significant role in internationalisation, specifically in the academic setting. For the first time in the KSA, and after declaring the start of the SV2030 programme, the Ministry of Education announced that foreign universities could open branch campuses in the KSA. This, too, is not explicitly mentioned in the SV2030 document but can represent one of its international education aims. The SV2030 project and the English departments share the strong aim of internationalising education. First, this can increase the prevalence of English language usage in the Saudi environment beyond its pre-SV2030 era level. In addition, English plays a more effective role in internationalisation in academic settings.

For SV2030, the global frame and community are significant, particularly in educational and academic contexts. Therefore, English can be used in international academic contexts (e.g. research) relative to SV2030. That is, English can play a fundamental role in SV2030-related efforts to internationalise the academic domain and education in the KSA.

The educational agenda of SV2030 (2016:36) intends to refine the national school curriculum and offer Saudi children a 'multi-faceted education' from an early age (SV2030, 2016:36). This multifaceted education – instead of the traditional emphasis on religion in the Saudi curriculum – constitutes a reshaping of the traditional curriculum, opening it up to other subjects and philosophies. The new position of English as a subject introduced to students in the first grade is a prominent example. SV2030 promotes a global agenda generally and in particular to education. Notably, globalisation also is 'multi-faceted' (Fairclough, 2006:4), which touches on and affects different domains, such as economics, culture, politics and education. English, similarly, and in a specific manner, can be an effective contributor in multifaceted areas, such as the economy and education, especially in varied global settings. Thus, combining education, globalisation and EGL in a setting makes English appear to be the most suitable global language in the international setting and the lingua franca for the local setting in Saudi within the SV2030 era. In such a context, a prominent instance of discourse in globalisation is 'the neo-liberal economic discourse' (Fairclough, 2006:4), which is discussed next.

9.3. The economic role of English in SV2030: A knowledge-based economy perspective

Given that ideologies can exist beyond texts, one objective of this research was to identify the ideologies present in the current political and institutional discourses, as the research question asked. Neoliberalism promotes the use of EGL in the globalisation era (Piller and Cho, 2013). The knowledge-based economy could be noted in the discourses of both Saudi higher education and the socioeconomic agenda of SV2030 (Barnawi, 2022). Indeed, 'ideologies are at the basis of discourse' (van Dijk, 2006:121), i.e. any given ideology is a fundamental message to be delivered by discourse. Hence, those ideologies may influence readers' perceptions of the most critical goals, potentially prioritising them over other objectives, such as gaining skills and expertise for the workforce and fostering economic growth.

The present CDA that examined the statements of Saudi university English institutes, for example, produced evidence that the English departments treat and present English as a tool 'that can be exchanged for economic profit' (Shin and Park, 2016:445). The Saudi education system is linked to the fulfilment of the economic objectives of SV2030 (Allmnakrah and Evers, 2020). Saudi education curricula have traditionally focused on religious studies at the expense of critical thinking and science (Elyas and Al-Ghamdi, 2018). Since SV2030 was announced, the Ministry of Education has authorised several significant efforts and decisions regarding education reform. The Ministry decreased the number of religious subjects taught by merging several subjects into one (i.e. Islamic studies), replacing the eliminated religious subjects with new subjects appropriate for thefuture generations, such as critical thinking, business, data science and engineering for the secondary stage, while introducing English language into the first grade primary school curriculum.

Before the implementation of the King Abdullah Public Education Project, the Saudi education system did not seem to prepare its students for the labour market (Bosbait and Wilson, 2005). Generally speaking, the knowledge-based economy is considered by the populace a 'common-sense way' of life because it can support the economy, helping people and nations to survive (Harvey, 2005:3). The Ministry of Education has aligned its work with SV2030 by providing a new curriculum that offers learning outcomes that correspond with the skills and knowledge needed in the new labour market of the SV2030 era. Similar to the current analysis, Allmnakrah and Evers (2020:33) observed that both modal verbs 'will' and 'shall' are employed in the educational context in SV2030 regarding outcomes and global indicators. This implies that the present education system has problems related to the issues that the SV2030 producers intended to resolve. In addition, Allmnakrah and Everse (2020:37) argued that 'implementing critical thinking in the secondary preservice teacher education departments is a contribution to the continuing education reforms currently underway in Saudi Arabia, especially for Saudi Economic Vision 2030'. These examples illustrate that refining the national curriculum by adding new subjects and introducing subjects (e.g. English language) were initiatives largely intended to grow the economy. If only one subject were identified as dominating SV2030, it would be the economy. However, if two target areas were identified for SV2030, one would be the economy and the other would include segments such as tourism as well as social, educational and industrial subjects, which are often developed for the

economy. Therefore, new endeavours towards sustainability and economic development in the KSA constitute participation in achieving some of the SV2030 goals. As a result, both political and institutional discourses explicitly link the concept of education with the economy.

Language as a commodity has recently been a prominent argumentative subject (Bruzos, 2022). In the globalised world, EGL has been linked to economic value and success; it, therefore, has been 'commodified' (Park and Wee, 2012:186). Language, in this sense, can be viewed and comprehended differently. First, language can be seen as a concrete concept, such as in English language course textbooks (Gray, 2010). Second, it can be represented as an abstract entity, while commodifying language can be comprehended metaphorically (Simpson and O'Regan, 2018) or as linguistic capital used in institutional and market settings (Bourdieu, 1991), which is the concept related to the current findings. This is particularly the case when language is linked to economics and politics.

For instance, SV2030 anticipates creating and holding international events in the national setting, and most of these events can support Saudi economic growth, including entertainment events and economic summits. English or EGL in this regard is expected to be used as either a first or second language. Further, the SV2030 document explicitly states that the Saudi education system will be linked to the labour market that needs to support the national economy: this can include ELT, a commodification of language. Likewise, and to support this opinion, several Saudi university English department statements indicate that their primary mission is to graduate students with skills that correspond to workforce requirements and to guarantee future jobs for their students, particularly in line with SV2030. The English departments used the issue of jobs as a discursive strategy, and they employed terms that reflect high levels of certainty, such as 'must', in educational and workforce settings. Also, such a strategy can appear for 'authoritative assertions' (Fairclough, 2000:100). Some institutes yet may present themselves as authorities on this critical subject to make claims driven by their own biases or interests. The departments also explicitly promote themselves by pointing to their alumni and the labour market, such as in the stated objective '[t]o prepare highly qualified English language and literature graduates who are able to meet the labour market needs and achieve distinction in scientific research and community service in accordance with the Kingdom's vision of 2030' (Shaqra University, 2021) and in announcing that ' [w]e

pride ourselves on our successful alumni who are equipped with the entrepreneurial, creative, and agile mindset needed in today's dynamic workplace' (Prince Sultan University, 2020). Perceiving Saudi English language students and speakers in such a way led to viewing their use of language as social speakers in the context of the political economy (Irvine, 1989). Therefore, governments or institutions may commodify language by framing it as a valuable resource in the context of the political component of a knowledge-based economy. The current political and institutional producers are examples.

As noted previously, the discourses of English missions and visions are instances of the commodification of discourse. That is, they transfer the order of the institutional discourse from an academic focus to an emphasis on marketisation that aims to produce commodities (Fairclough, 1992). Such a discourse can be described as reflecting a change in the perception of language from an 'ethnonational identity' to a 'marketable commodity' (Heller, 2003:474). That is, language does not merely reflect the identity of a group or individual but also can be a valuable economic commodity. Such a shift can be observed in the current political and institutional discourses. In those cases, producers employ discourse to make good on the education that they claim to intend to offer. An essential goal of SV2030 is to develop an educational curriculum to align its outcomes with labour market needs (e.g. English language, which is part of the Saudi curriculum). The English departments, similarly, offer English programmes that meet the workforce requirements, not only in general but also in line with SV2030. In other words, this CDA found some uses of intertextuality and associations between the two discourses. For example, some departmental messages directly associate the three main elements in this subject – English, SV2030 and jobs – such as in the reference to '[m]eeting the requirements of the job market concerning English language in order to achieve the sustainable social development embodied in the Kingdom's Vision 2030' (Taif University, 2020). On the other hand, the same matter is addressed indirectly by the English department at Najran University (2021), which plans to 'graduate academically and educationally qualified students who can serve their country, and achieve their leaders' ambitious vision that aspires to achieve global academic excellence'. The producers connect some of the academic goals and obligations to serve the national socioeconomic SV2030. Hence, English departments here represent the official English entities in Saudi Arabia that can play a real role in employing English to help to attain SV2030. However, some contexts, such as international festivals, may require translators

and interpreters, as shown earlier in the treatment of EGL for SV2030. In such contexts, English can play a different role in SV2030. One is that it can be used directly as a lingua franca. The second is that even though English is part of several SV2030 international events, the language can play a role by offering English major students a chance to participate by interpreting from Arabic to English instead of using English at the expense of Arabic, i.e. 'linguistic capital dispossession' (Phillipson, 2017:323). This method can define a role for English as a lingua franca for a foreign audience, as it was used for publishing the foreign version of the SV2030 document, for instance, and contributes to maintaining the Arabic national language and using it in international forums. This, in turn, helps to promote Arabic. It also reflects on opportunities and jobs for English language students who can achieve what SV2030 seeks with English departments, i.e. positively using English as a 'valuable resource' (Bruzos, 2022:4) economically, preserving the national identity and resisting the hegemony of EGL. Therefore, a paradox can be seen here: despite the aim to uphold Arabic in the context of SV2030, English as a lingua franca is employed for the international events of SV2030. However, both SV2030 and the English institutes seek to use education and ELT to support jobs and ignore opportunities for English language graduates to participate as interpreters from Arabic to English. Nevertheless, English, as a lingua franca, still plays a role in the SV2030 programme. At the same time, both SV2030 and English language departments attempt to utilise English implicitly and explicitly for economic growth, i.e. from a knowledge-based economic perspective.

Both discourses in this study indicate the significance of education for SV2030 in general, and the importance of ELT for the English departments in particular as crucial economic factors to be employed in public and private institutions for human capital enhancement. These results are consistent with the claim that considering English in the KSA, particularly in the setting of the economy, could help to achieve SV2030. However, based on my knowledge, despite claims made by English institutions regarding their commitment to participating in SV2030, particularly in the knowledge- based economy, no systematic studies or plans appear to exist. These studies or plans, if conducted, would be necessary to align the outcomes of English education with the requirements of the labour market in support of SV2030.

9.4. The role of English in the SV2030 programme

Although English is a foreign language in the KSA, it is the global lingua franca in the KSA. English has been taught in Saudi schools for nearly as long as 1970 (Elyas, 2008). Therefore, EGL is the language of international and foreign settings for the SV2030 programme, and ELT can help to support the educational component of SV2030. These implicit English linguistic and educational agendas reflect discursive practices based on the producer's realisation of the importance of upholding and supporting the native language and sociocultural identity in such an outstanding national programme. Nonetheless, a thoughtful and critical plan and practice concerning language policy is necessary within the context of the impulse to achieve SV2030 in a globalised world and the hegemony of English. For instance, due to significant cultural and economic development in Dubai, Arabic, the official language, is a second or even minority language, and English is the lingua franca (Siemund et al., 2021). This significant socioeconomic openness and liberty of culture and market achieved by implementing SV2030 may be a reason for and factor leading to the relegation of Arabic in the KSA. In other words, even though SV2030 uses EGL for its plans, a balance between utilising EGL and Arabic is required to maintain the national identity. One way to do so is to employ English institutes, ELT and their English language alumni to contribute to translating and interpreting from Arabic to English in some contexts and events, which, at the same time, helps to provide jobs and uphold Arabic language. Even so, this does not mean entirely dispensing with English as a lingua franca: it merely indicates a balance in language policy and planning is needed.

Practical reasons for increasing the prevalence of English language usage in the KSA in the past included the provision of English for the first time in Saudi schools, the discovery of oil, the use of English specifically by the Aramco company and scholarship programmes to the US and the UK. Today, the SV2030 programme is an influential new factor contributing to the same objective in the Saudi nation. English can spread due to the new Saudi orientation towards internationalisation (e.g. business, tourism and academia), which requires the use of EGL, a new educational curriculum (e.g. English subject) and a knowledge-based economy (ELT and neoliberalism). Consequently, and to answer the research question about the role of English in SV2030, the SV2030 programme has already used English in several places (e.g. the English version of the SV2030

document), it is using English today (e.g. by introducing English in schools) and it will continue to use both EGL and ELT in the future, such as in the SV2030 summits and as part of a knowledge-based economy, respectively. Therefore, English (i.e. EGL and ELT) has a role in SV2030.

9.5. Limitations and suggestions for further studies

This study mainly investigated the potential role of English in the implementation of SV2030. It was divided into two phases. The first phase involved a manifest content analysis, i.e. on the surface of the text. The English departmental texts that were collected were limited to those that refer to SV2030. Therefore, one limitation is that the first phase did not provide a clear role for English in SV2030. However, since the language of the SV2030 and English departmental texts are undetailed, the content analysis contributed to finding the settings or themes of SV2030 where English could play a role. As a result, the second and CDA phase identified a direct and specific context in which to investigate the implicit possible role of English in attaining SV2030. All the English publications were collected in this phase to answer the main research question of this study and to address the limitations of the content analysis phase.

As another limitation, CDA has been linked with bias (Widdowson, 1995). For instance, if the researchers seek a certain finding, the analysis might interpret the text according to their goal. Ideologically, for example, if the analyst is Islamophobic, they may interpret, decontextualise and link an Islamic text with violence. Conversely, the researcher could qualify some of the opinions and analysis due to cultural (e.g. Islam), linguistic (e.g. Arabic) or political (e.g. Saudi) bias. In the current study, however, the researcher, through the content analysis, specified the setting and themes that the CDA analysed – that is, the researcher was not selective in deciding on the settings of the SV2030 document to be critically analysed (i.e. international and educational settings) – they were results of the themes uncovered through the content analysis. Furthermore, employing corpora can contribute to reducing potential bias in a CDA (Mautner, 2009). With this CDA, the corpora helped to find all the modal verbs (e.g. will) or vocabulary (e.g. education) in all their contexts, as the researcher was not selective about contexts, disregarding whether they supported the research goal and question. For instance, the promotion of Arabic by SV2030 contradicts the claim that English has a role in SV2030; this CDA pointed to, analysed and discussed these issues.

Moreover, the researcher only analysed the English version of the SV2030 document, which may differ from the Arabic version in the use of some terms. However, comparing the two versions can be considered in another study, especially in the field of translation and ideology. Therefore, the researcher suggests such a study comparing the two texts to investigate whether and, if so, how and why the producers changed their language use in each version, and how the audience may perceive the discourse depending on their first language for reading. Notably, the researcher of the present study read both versions and believes they are comparable in a general sense. Another suggestion is to conduct an empirical study to investigate language usage in SV2030 events, both in English and Arabic. Such a study could offer suggestions concerning language policy and planning in KSA within the SV2030 era to utilise EGL while maintaining Arabic simultaneously.

9.6. Conclusion

English, EGL and ELT play a crucial role in achieving the goals outlined in the SV2030 document, both in general and in specific contexts as shown below.

- The international role of English in SV2030

The first role is related to EGL. It points to EGL as a tool with which to communicate with a foreign audience for SV2030. For instance, the analysis found that the policymakers and producers of the SV2030 document employed English for the international readership. Another example is that the success of SV2030 depends on multiple international events, and English has been the first language used in such international contexts.

- The educational role of English in SV2030

The second role focuses on ELT. For instance, introducing the English language subject in primary schools earlier, moving from an introduction in the fourth grade to an introduction in the first grade reflects a socioeconomic development related to SV2030. The SV2030 text states that the school curriculum will be reshaped. Therefore, such a development related to the English subject in Saudi schools is a part of the SV2030 agenda.

- The economic role of English in SV2030

The final role, which is related to both previous roles, is the socioeconomic role of English in SV2030. More specifically, both discourses seek a knowledge-based economy, which aims to link educational and academic outcomes with the Saudi labour market.

To summarise, English is the lingua franca for SV2030. It is a vital skill in the KSA, particularly for the country's knowledge-based economy plan for SV2030 and the Saudi university English departments. The Ministry of Education, therefore, has introduced English language to first-grade students in primary schools. This early introduction to English facilities the development of fundamental skills for future generations and ensures that English continues to be essential in SV2030's education and economic plans.

References

Ademilokun, M. (2019). 'A corpus-assisted critical discourse analysis of modality in social transformation campaigns in Nigeria', *Discourse and Interaction*, 12(2): 5–28.

Agbaria, A. (2011). 'The social studies education discourse community on globalization: Exploring the agenda of preparing citizens for the global age', *Journal of Studies in International Education,* 15(1): 57–74.

Akdağ, E. and Swanson, D. (2018). 'Ethics, power, internationalisation and the postcolonial: A Foucauldian discourse analysis of policy documents in two Scottish universities', *European Journal of Higher Education*, 8(1): 67–82.

Akhazim, M. (2003). 'Higher education in Saudi Arabia: Challenges, solutions and opportunities missed', *Higher Education Policy*, 16(4): 479–486.

Al Fahad, A. (2015). 'Riders and traders: A poet's Lament on the end of the Bedouin heroic age'. In: Haykel, B. et al. (eds.). *Saudi Arabia in Transition: Insight on Social, Political, Economic and Religious Change.* New York: Cambridge University Press. 231–262.

Al Haq, F. and Smadi, O. (1996). 'Spread of English and Westernization in Saudi Arabia', *World Englishes*, 15(3): 307–317.

Al Mustaqbal University. (2021). *Department Head's Message*. Available at: https://bit.ly/3An8Tct. [Accessed 8 Aug. 2021].

Al Yamamah University. (2020). *INTERLINK International Institutes.* Available at: https://yu.edu.sa/academics/interlink/#mission-vision. [Accessed: 10 Jul. 2021].

Al-Baha University. (2020). *Department of Foreign Languages (English).* Available at: https://bu.edu.sa/en/web/faculty-of-arts-and-humanities/department-of-foreign-languages-english- [Accessed 1 Jul. 2021].

Albejaidi, F. and Nair, K. (2019). 'Building the health workforce: Saudi Arabia's challenges in achieving Vision 2030, *The International Journal of Health Planning and Management*, 34(4): 1405–1416.

Aldossari, A. (2020). 'Vision 2030 and reducing the stigma of vocational and technical training among Saudi Arabian students', *Empirical Research in Vocational Education and Training*, 12(3): 1–24.

Alhazmi, A. (2022). 'Sahwa has fallen: How Saudi academics see the ramifications of sex segregation', *Politics, Religion and Ideology*, 23(3): 349–363.

Allmnakrah, A. and Evers, C. (2020). 'The need for a fundamental shift in the Saudi education system: Implementing the Saudi Arabian economic Vision 2030', *Research in Education,* 106(1): 22–40.

Al-Rashaidan, E., Al-Thwaini, T., Chamakhi, H. and Baazaoui, M. (2021). 'The mismatching between universities product and labour market demands: The challenges of Saudi Arabia universities', *Multicultural Education*, 7(11): 424–431.

Al-Seghayer, K. (2015). *Real Face of Saudi Arabia: Critical Insider Perspective on Educational, Lifestyle and Social Issues in the Kingdom*. Riyadh: Hala Print Co.

Alshuwaikhat, H. and Mohammed, I. (2017). Sustainability matters in national development visions—Evidence from Saudi Arabia's Vision for 2030', *Sustainability*, 9(3): 1–15.

Althusser, L. (2020). *On Ideology*. London: Verso.

Alwash, L., Jabar, M., Abdullah, M. and NimehchiSalem, V. (2021). 'Critical discourse analysis in the Libyan president Al Ghaddafi's last speech on 22\ 02\ 2011 during the Libyan uprising.', *The Malaysian Journal of Islamic Sciences*, 33(3): 37–54.

Ammon, U. (2001). *The Dominance of English as a Language of Science*. Berlin: De Gruyter.

Arab Open University. (2020). *Faculty of Languages Studies: Dean's Word*. Available at: https://www.arabou.edu.sa/faculties/language/Pages/dean-message.aspx. [Accessed: 14 Jul. 2021].

Arbuckle, M (2017). 'The interaction of religion, political ideology, and concern about climate change in the United States', *Society and Natural Resources*, 30(2): 177–194.

Asmah, O. (1992). *The Linguistic Scenery in Malaysia*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Baker, C. and Wright, W. (2017). *Foundations of Bilingual Education and Bilingualism (6th ed.)*. Bristol: Multilingual Matters.

Baker, P., Gabrielatos, C., Khosravinik, M. and Krzyzanowski, M., Mcenery, T. and Wodak, R. (2008). 'A useful methodological synergy? Combining critical discourse analysis and corpus linguistics to examine discourses of refugees and asylum seekers in the UK press', *Discourse and Society*, 19(3): 273–306.

Baker, W. (2015). *Culture and Identity through English as a Lingua Franc: Rethinking Concepts and Goals in Intercultural Communication*. Berlin: Walter de Gruyter.

Bamberger, A., Morris, P. and Yemini, M. (2019). 'Neoliberalism, internationalisation and higher education: Connections, contradictions and alternatives', *Discourse: Studies in the Cultural Politics of Education*, 40(2): 203–216.

Bar, S. (2008). 'The religious sources of Islamic terrorism'. In: Perry, M. and Negrin, H. (eds.). *The Theory and Practice of Islamic Terrorism: An anthology*. New York: Palgrave Macmillan.

Barnawi, O. (2021). 'EMI-cum-acceleration policy in the contemporary transnational HE market: Experiences of Saudi engineering students', *Australian Review of Applied Linguistics*, 44(2): 208–228.

Barnawi, O. (2022). 'Branding in Transnational English Medium Instruction-Oriented Universities in The Arabian Gulf: Implications for Language Policy', *Eurasian Journal of Applied Linguistics*, 8(1): 58–72.

Barnawi, O. (2022). 'Resisting and creating alternatives to neoliberalism in ELT: A case study of three transnational language teachers in Saudi Arabia', *Critical Inquiry in Language Studies*, 19(1): 1–23.

Bazeley, P. (2007). *Qualitative Data Analysis with NVivo*. London: Sage.

Bazeley, P. (2009). 'Analysing qualitative data: More than 'identifying themes', *The Malaysian Journal of Qualitative Research*, 2(2): 6–22.

Bazerman, C. (2004). 'How texts rely on other texts'. In: Bazerman, C. and Prior, P. (eds.). *What Writing Does and How It Does It*. Mahwah: Erlbaum. 83–96. Beard, A. (2000). *The Language of Politics*. London: Routledge.

Beetz, J., Herzog, B. and Maesse, J. (2021). 'Studying ideology and discourse as knowledge, power and material practices', *Journal of Multicultural Discourses*, 16(2): 103–106.

Behnam, B. and Mahmoudy, B. (2013). 'A critical discourse analysis of the reports issued by the International Atomic Energy Agency (IAEA) director general on Iran's Nuclear Program during the last decade', *Theory and Practice in Language Studies*, 3(12): 2196–2201.

Benwell, B. and Stokoe, E. (2006). *Discourse and Identity*. Edinburgh: Edinburgh University Press Ltd.

Berger, L. (2013). 'Saudi Arabia'. *Political Insight*, 4(3): 22–25.

Bhatia, V. (2010). 'Interdiscursivity in professional communication', *Discourse and Communication*, 4(1): 32–50.

Billig, M. (2008). 'The language of critical discourse analysis: The case of nominalization', *Discourse and Society*, 19(6): 783–800.

Block, D. (2018) 'Some thoughts on education and the discourse of global neoliberalism', *Language and Intercultural Communication,* 18(5): 576–584.

Block, D., Gray, J. and Holborow, M. (2012). *Neoliberalism and Applied Linguistics*. London: Routledge.

Bloor, M. and Bloor, T. (2007). *The Practice of Critical Discourse Analysis*: *An Introduction*. London: Routledge.

Borkovic, S., Nicolacopoulos, T., Horey, D. and Fortune, T. (2020). 'Students positioned as global citizens in Australian and New Zealand universities: A discourse analysis', *Higher Education Research and Development*, 39(6): 1106–1121.

Bosbait, M. and Wilson, R. (2005). 'Education, school to work transition and unemployment in Saudi Arabia', *Middle Eastern Studies*, 41(4): 533–554.

Brooks, C. (2011). 'Locating leadership: The blind spot in Alberta's technology policy discourse', *Education Policy Analysis Archives*, 19(26): 1–27.

Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.

Bruzos, A. (2022). 'Can language be commodified? Towards a Marxist theory of language commodification', *Critical Inquiry Language Studies*, 12(20): 1–29.

Bunaiyan, W. (2019). *Preparing the Saudi Educational System to Serve the 2030 Vision: A Comparative Analysis Study*. [Doctoral dissertation, University of Denver].

Channell, J. (1994). *Vague Language*. Oxford: Oxford University Press.

Chilton, P. (2004). *Analysing Political Discourse: Theory and Practice*. London: Routledge.

Chiper, S. (2006). 'The discourse of Romanian universities', *Journal of Organizational Change Management*, 19(6): 713–724.

Chowdhury, R. and L, Phan. (2014). *Desiring TESOL and International Education: Market Abuse and Exploitation*. Bristol: Multilingual Matters.

Clifforda, V. and Montgomery, C. (2017). 'Designing an internationalised curriculum for higher education: Embracing the local and the global citizen'. *Higher Education Research and Development*, 36(6): 1138–1151.

Connell, I. and Galasinski, D. (1998). 'Academic mission statements: An exercise in negotiation', *Discourse and Society*, 9(4): 457–479.

Constitute.org (2005). *Saudi Arabia's Constitution of 1992 with Amendments through 2005*. Available at: https://www.constituteproject.org/constitution/Saudi_Arabia_2005.pdf. [Accessed 29 Sep. 2020].

Cook, G. (2001). *Discourse of Advertising*. New York: Routledge.

Cronin, M. (2003). *Translation and Globalization*. London: Routledge.

Crystal, D. (2003). *English as a Global Language (2nd ed.)*. Cambridge: Cambridge University Press.

Crystal, D. (2010). *The Cambridge Encyclopedia of Language (3rd ed.)*. Cambridge: Cambridge University Press.

Dahl, B., Andrews, T. and Clancy, A. (2013). 'Contradictory discourses of health promotion and disease prevention in the educational curriculum of Norwegian public health nursing: A critical discourse analysis', *Scandinavian Journal of Public Health*, 42(1): 32–37.

Dakhiel, M. (2017). 'Saudi Arabian educational reforms: A road from traditionalism to modernization', *British Journal of Education*, 5(7): 69–82.

Dardot, P. and Laval, C. (2017). *The New Way of the World: On Neoliberal Society*. New York: Verso.

Dou, X. (2019). 'Modal operators and personal pronouns in Roosevelt's Inaugural addresses', *Theory and Practice in Language Studies*, 9(8): 984–989.

Efe, I. and Ozer, O. (2015). 'A corpus-based discourse analysis of the vision and mission statements of universities in Turkey', *Higher Education Research & Development*, 34(6): 1110–1122.

Effat University (2021). *English and Translation*. Available at: https://www.effatuniversity.edu.sa/English/academics/undergraduate/cosh/pages/et.aspx. [Accessed 1 Jul. 2021].

Elyas T, Alzahrani M, Widodo H. (2021). 'Translanguaging and 'Culigion' features of Saudi English', *World Englishes*. 40(2): 219–230.

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.

Elyas, T. and Al-Ghamdi, A. (2018). 'A critical ''positivist'' analysis of Tatweer policy in Saudi Arabia'. In: Wiseman, A. and Davidson P. (eds). *Cross-Nationally Comparative, Evidence-Based Educational Policymaking and Reform*. Bingley: Emerald Publishing Limited. 241–276.

Elyas, T. and Al-Sadi, A. (2013). 'Critiquing of higher education policy in Saudi Arabia: A neoliberalism approach', *The Asian Conference on Language Learning*, Osaka, Japan. 53–63.

Elyas, T. and Picard, M. (2010). 'Saudi Arabian educational history: Impacts on English Language Teaching', *Education, Business and Society: Contemporary Middle Eastern Issues,* 3(2): 136–145.

Elyas, T. and Picard, M. (2013). 'Critiquing of higher education policy in Saudi Arabia: towards a new neoliberalism', *Education, Business and Society*, 6(1): 31–41.

Elyas, T., Al-Zhrani, K., Mujaddadi, A. and Almohammadi, A. (2021). 'The representation(s) of Saudi women pre-driving era in local newspapers and magazines: A critical discourse analysis', *British Journal of Middle Eastern Studies*, 48(5), 1033–1052.

Errington, J. (2001). 'Ideology'. In: Duranti, A. (ed.). *Key Terms in Language and Culture*. Massachusetts: Blackwell Publishers Ltd. 110–112.

Estival, D., Farris, C. and Molesworth, B. (2016). *Aviation English: A Lingua Franca for Pilots and Air Traffic Controllers*. London: Routledge.

Fahad Bin Sultan University (2018). *Department of English Language and Translation*. Available at: https://www.fbsu.edu.sa/bachelor%E2%80%99s-degree-program-in-english-language-and-translation.html. [Accessed 23 Aug. 2021].

Fairclough, N. (1985). 'Critical and descriptive goals in discourse analysis', *Journal of Pragmatics*, 9(6): 739–763.

Fairclough, N. (1989). *Language and Power*. London: Longman. Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity.

Fairclough, N. (1993). 'Critical discourse analysis and the marketisation of public discourse: the universities', *Discourse and Society*, 4(2): 133–168.

Fairclough, N. (2000). *New Labour, New Language*. London: Routledge. Fairclough, N. (2001). *Language and Power (2nd ed.)*. London: Longman.

Fairclough, N. (2002). 'Language in new capitalism', *Discourse and Society*, 13(2): 163–166.

Fairclough, N. (2003). *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.

Fairclough, N. (2006). *Language and Globalization*. London: Routledge.

Fairclough, N. (2009). 'A dialectical-relational approach to critical discourse analysis in social analysis in social research'. In: Wodak, R. and Meyer, M. (eds.). *Methods of Critical Discourse Analysis (2md ed.)*. London: Sage. 162–186.

Fairclough, N. (2010). *Critical Discourse Analysis: The Critical Study of Language (2nd ed.)*. New York: Routledge.

Fairclough, N. (2014). 'What is CDA? Language and power twenty-five years on'. Available at: https://bit.ly/3oN9Rf7. [Accessed 12 Dec. 2020].

Fairclough, N. (2015). *Language and Power (3rd ed.)*. New York: Routledge.

Fairclough, N. and Wodak, R. (1997). 'Critical discourse analysis'. In: van Dijk, T. (ed.). *Discourse Studies: A Multidisciplinary Introduction*. London: Sage. 258–284.

Fakehy, M., Alfadhil, A., Hassan, Y. and Alotiabi, H. (2021). 'Empowering Saudi women for sports as a response to KSA Vision 2030: Attitudes of undergraduate female students toward practicing sports', *Journal of Sport Psychology*, 30(2): 53–66.

Fasold, R. and Connor-Linton, J. (2014). *An Introduction to Language and Linguistics (2nd ed.)*. Cambridge: Cambridge University Press.

Fetzer, A. (2014). ''Judge us on what we do': The strategic use of collective we in British political discourse'. In: Pavlidou, T. (ed.). *Constructing Collectivity: 'We' across Languages and Contexts*. Amsterdam: John Benjamins Publishing Company. 331–350.

Fraser, B. (2010). 'Hedging in political discourse: The Bush 2007 press conference'. In: Okulska, U. and Cap, P. (eds.). *Perspectives in Politics and Discourse*. Amsterdam: John Benjamins. 201–214.

Fraser, B. (2010). 'Hedging in political discourse: The Bush 2007 press conference'. In: Okulska, U. and Cap, P. (eds.). *Perspectives in Politics and Discourse*. Amsterdam: John Benjamins. 201–214.

Freed, A. (2015). 'Institutional discourse'. In: Tracy, K., Ilie, C. and Sandel, T. (Eds.). *The International Encyclopaedia of Language and Social Interaction*. Boston: John Wiley and Sons. 809–826.

Fuoli, M. and Hart, C. (2018). 'Trust-building strategies in corporate discourse: An experimental study', *Discourse and Society*, 29(5), 514–552.

Gal, S. (2006). 'Migration, minorities and multilingualism'. In: Mar-Molinero, C. and Stevenson, P. (eds.). *Language Ideologies, Policies and Practices: Language and the Future of Europe*. London: Palgrave Macmillan. 13–28.

Galloway, N. and Rose, H. (2015). *Introducing Global English*. Abingdon: Routledge.

Gee, J. (2011). *An Introduction to Discourse Analysis: Theory and Method (3rd ed.)*. New York: Routledge.

Gee, J. (2014). *An Introduction to Discourse Analysis: Theory and Method (4th ed.)*. New York: Routledge.

Gil, J. (2010). 'The double danger of English as a global language', *English Today*, 26(1): 51–56.

Goddard, C. and Wierzbicka, A. (2014). *Words and Meanings: Lexical Semantics across Domains, Language, and Culture*. Oxford: Oxford University Press.

Goffman, E. (1981). *Forms of Talking*. Philadelphia: University of Pennsylvania Press.

Görlach, M. (1988). 'The development of Standard English'. In: Görlach. M. (ed.). *Studies in the History of the English Language*. Heidlberg: Carl Winter. 9–64.

Grace, G. (2016). *The Linguistic Construction of Reality*. London: Routledge.

Gray, J. (2010). *The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook*. New York: Palgrave Macmillan.

Gray, J. (2012). 'English the industry. In: Hewings, A. and Tagg, C. (eds.). *The Politics of English: Conflict, Competition, Co-existence*. Abingdon: Routledge. 137–163.

Gray, J. and Block, D. (2012). 'The marketisation of language teacher and education and neoliberalism'. In: Block, D., Gray, J. and Holborow, M (eds.). *Neoliberalism and Applied Linguistics*. London: Routledge. 114–161.

Greenbaum, S. (1996). *The Oxford English Grammar*. Oxford: Oxford University Press.

Guo, S. (2013). 'Metaphor studies from the perspective of critical discourse analysis: A case study of business acquisition', *Theory and Practice in Language Studies*, 3(3): 475–481.

Ha, P. and Barnawi, O. (2015). 'Where English, neoliberalism, desire and internationalization are alive and kicking: Higher education in Saudi Arabia today', *Language and Education*, 29(6): 545–565.

Halliday, M. (1994). *An Introduction to Functional Grammar*. London: Edward Arnold.

Hamid, M. and Jahan, I. (2021). 'Beneficiary voices in ELT development aid: Ethics, epistemology and politics'. *Language Policy*, 20(4), 551–576.

Han, Z. (2014). 'The marketization of public discourse: The Chinese universities', *Discourse and Communication*, 8(1): 85–103.

Handford, M. (2010). *The Language of Business Meeting*. Cambridge: Cambridge University Press.

Harrison, A. (2007). *Globalization and Poverty*. Chicago: University of Chicago Press.

Hart, C. (2010) *Critical Discourse Analysis and Cognitive Science: New Perspectives on Immigration Discourse*. Basingstoke: Palgrave Macmillan.

Harvey, D. (2005). *A Brief History of Neoliberalism*. Oxford: Oxford University Press.

Hasan, M. (2014). 'Islam's encounter with English and Ismail Al-Faruqi's concept of Islamic English: A postcolonial reading', *American Journal of Islamic Social Sciences*, 31(2): 1–21.

Hasanov, F., Alkathiri, N., Alshahrani, S. and Alyamani, R. (2021). 'The impact of fiscal policy on non-oil GDP in Saudi Arabia', *Applied Economics*, 1(1): 1–14.

Heller, M. (2003). 'Globalization, the new economy, and the commodification of language and identity', *Journal of Sociolinguistics*, 7(4): 473–492.

Hertog, S. (2015). 'National cohesion and the political economy of regions in post-world war II Saudi Arabia'. In: Haykel, B., Hegghammer, T. and Lacroix, S. (eds.). *Saudi Arabia in Transition: Insight on Social, Political, Economic and Religious Change*. New York: Cambridge University Press. 97–124.

Hilal, A. and Alabri, S. (2013). 'Using NVivo for data analysis in qualitative research', *International Interdisciplinary Journal of Education*, 2(2): 181–186.

Hilal, K., Scott, S. and Maadad, N. (2015). 'The political, socio-economic and sociocultural impacts of the King Abdullah Scholarship Program (KASP) on Saudi Arabia', *International Journal of Higher Education*, 4(1): 254–267.

Holborow, M. (2012). 'Neoliberal keywords and the contradictions of an ideology'. In: Block, D., Gray, J. and Holborow, M (eds.). *Neoliberalism and Applied Linguistics*. London: Routledge. 33–55.

Holland, R. (2002). 'Globospeak? Questioning text on the role of English as a global language', *Language and Intercultural Communication*, 2(1): 5–24.

Holliday, A. (2005). *The Struggle to Teach English as an International Language*. Oxford: Oxford University Press.

Hsieh, H. and Shannon, S. (2005). 'Three approaches to qualitative content analysis', *Qualitative Health Research*, 15(9): 1277–1288.

Huckin, T. (2002). 'Textual silence and the discourse of homelessness', *Discourse and Society*, 13(3): 347–372.

Imam Abdulrahman Bin Faisal University. (2021). *English Language and Literature Department*. Available at: https://bit.ly/2UK3OLQ. [Accessed 1 Jul. 2021].

Imam Muhammed Bin Saud University. (2020). *College of Languages and Translation*. Available at: shorturl.at/IWX26. [Accessed 8 Aug 2021].

Irvine, J. (1989). 'When talk isn't cheap: Language and political economy', *American Ethnologist*, 16(2): 248–267.

Ives, P. (2006). '''Global English'': Linguistic imperialism or practical lingua franca?', *Studies in Language and Capitalism*, 1(6): 121–141.

Jazan University. (2020). *English Language Institute*. Available at: English Jazan.pdf. [Accessed 23 Aug. 2020].

Jenkins, J. (2007) *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.

Jenkins, J. (2009). 'English as a lingua franca: interpretations and attitudes', *World Englishes*, 28(2): 200–207.

Jenkins, J., Cogo, A. and Dewey, M. (2011). 'Review of developments into research into English as a lingua franca', *Language Teaching*, 44(3): 281–315.

Johnston, B. (2003). *Values in English Language Teaching*. London: Lawrence Erlbaum Associates, Inc.

Johnstone, B. (2017). *Discourse Analysis (3ʳᵈ ed).* Hoboken: Wiley Blackwell.

Jones, R. (2019). *Discourse Analysis: A Resource Book for Students*. London: Routledge.

Jonsen, K., Maznevski, M., and Schneider, S. (2011). 'Special Review Article: Diversity and its not so diverse literature: An international perspective', *International Journal of Cross Cultural Management*, 11(1): 35–62.

Jørgensen, M., and Phillips, L. (2002). *Discourse Analysis as Theory and Method*. Thousand Oaks: Sage.

Jouf University. (2021). *Department of English Language*. Available at: https://www.ju.edu.sa/en/colleges/social-science-colleges/college-of-arts/departments/department-of-english-language/. [Accessed 22 Aug. 2021].

Kachru, B. (1990). 'World Englishes and Applied Linguistics', *World Englishes*, 9(1): 3 – 20.

Kachru, B. (1992). *The Other Tongue: English Across Cultures.* (2ⁿᵈ ed.). Urbana: University of Illinois Press.

Kalaycı, G. and Öz, H. (2018). 'Parental involvement in English language education: Understanding the parents' perception', *International Online Journal of Education and Teaching*, 5(4): 832 – 847.

Kamusella, T. (2001). 'Language as an instrument of nationalism in Central Europe', *Nations and Nationalism*, 7(2): 235–251.

Karmani, S. (2005). 'Petro-linguistics: The emerging nexus between oil, English and Islam', *Language, Identity and Education,* 4(2): 87–102.

Karmani, S. and Holliday, A. (2005). 'Islam, English and 9/11', *Journal of Language, Identity, and Education*, 4(2): 157–172.

Kaur, K., Arumugam, N. and Yunus, N. (2013). 'Beauty product advertisements: A critical discourse analysis', *Asian Social Science*, 9(3), 61–71.

King Abdulaziz University (2021). *English Language Department: The department supervisor's statement*. Available at: https://ceheuro.kau.edu.sa/Pages-englishdept.aspx. [Accessed: 3 Aug. 2020].

King Faisal University. (2021). *English Language Department*. Available at: https://www.kfu.edu.sa/ar/Colleges/arts/departments/Pages/ENGsup1.aspx [Accessed 1 Jul. 2021].

King Khalid University. (2019). *Faculty of Languages and Translation*. Available at: https://flt.kku.edu.sa/en/About. [Accessed 18 Aug. 2021].

King Saud University. (2021). *College of Languages and Translation*. Available at: https://colt.ksu.edu.sa/en/VMG. [Accessed 23 Aug. 2021].

Klein, N. (2007). *The Shock Doctrine: The Rise of Disaster Capitalism*. London: Penguin.

Koskela, M. (2013). 'Same, same, but different: Intertextual and interdiscursive features of communication strategy texts', *Discourse and Communication*, 7(4): 389–407.

Kranert, M. (2017). ''Today I offer you, and we offer the country a new vision': The strategic use of first pronouns in party conference speeches of Third Way', *Discourse and Society*, 28(2): 182–203.

Kroskrity, P. (2001). 'Identity'. In: Duranti, A. (Ed.). *Key terms in language and culture*. Massachusetts: Blackwell Publishers Ltd. 106–109.

Lakoff, G. and Johnson, M. (2003). *Metaphors We Live By*. London: The University of Chicago Press.

Lillian, D. (2008). 'Modality, persuasion and manipulation in Canadian conservative discourse', *Critical Approaches to Discourse Analysis across Disciplines*, 2(1): 1–16.

Llewellyn, A. (2009). '"Gender games": A post-structural exploration of the prospective teacher, mathematics and identity', *Journal of Mathematics Teacher Education*, 12(6): 411–426.

Lull, J. (2007). *Culture-On-Demand: Communication in a Crisis World*. Oxford: Blackwell.

Macedo, D., Dendrinos, B. and Gounari, P. (2003). *The Hegemony of English*. New York: Routledge.

Machin, D. and Mayr A. (2012). *How to Do Critical Discourse Analysis: A Multimodal Introduction*. London: Sage.

Magistro, E. (2010). 'The marketization of institutional discourse: The case of the European Union'. In: Okulska. U and Cap. P (eds.). *Perspectives in Politics and Discourse*. Amsterdam: John Benjamins. 155–168.

Mahboob, A. (2011). 'English: The industry', *Journal of Postcolonial Cultures and Societies*, 2(4): 46–61.

Mahboob, A. (2013). 'Middle Eastern Englishes: A focus on Saudi Arabia'. In: Akbari, R. and Coombe, C. (eds.). *Middle East Handbook of Applied Linguistics*. Dubai: TESOL Arabia Publications.

Mahboob, A. and Elyas, T. (2014). 'English in the Kingdom of Saudi Arabia', *World Englishes*, 33(1): 128–142.

Majmaah University. (2021). *Head of the Department's Message*. Available at: https://www.mu.edu.sa/ar/colleges/college-of-science-and-humanities-rumaah/180946. [Accessed 8 Aug 2021].

Martin, J. and Rose, D. (2007). *Working with Discourse: Meaning Beyond the Clause*. London: Bloomsbury.

Mautner, G. (2009) 'Checks and balances: How corpus linguistics can contribute to CDA'. In: Wodak, R. and Meyer, M. (eds.). *Methods of Critical Discourse Analysis (2nd ed.)*. London: SAGE. 122–143.

Mayr, A. (2008). *Language and Power: An Introduction to Institutional Discourse*. London: Continuum.

Mazlum, F. (2022). 'Is English the world's lingua franca or the language of the enemy? Choice and age factors in foreign language policymaking in Iran', *Language Policy*, 21(4): 261–290.

McArthur, A. (1987) 'The English languages?', *English Today*, 3(3): 9–13.

McCrum, R. (2010). *Globish: How the English Language Became the World's Language*. London: Penguin Books.

McGee, P. (2018). 'Vague language as a means of avoiding controversy', *Training, Language and Culture,* 2(2), 40–54.

McKenzie, R. (2010). *The Social Psychology of English as a Global Language*: *Attitudes, Awareness and Identity in the Japanese Context*. London: Springer.

McLuhan, M. (1964). Understanding Media: The Extensions of Man. New York: McGraw-Hill.

Merkl-Davies, D. and Koller, V. (2012). ''Metaphoring' people out of this world: A critical discourse analysis of a chairman's statement of a UK defence firm', *Accounting Forum*, 36(3): 178–193.

Michira, J. (2014). 'The Language of politics: A CDA of the 2013 Kenyan presidential campaign discourse', *International Journal of Education and Research*, 2(1): 1–18.

Ministry of Education. (2021). *Four Saudi universities have achieved a national achievement and a scientific and academic progress according to one of the most famous global rankings centers.* Available at: https://www.moe.gov.sa/en/mediacenter/MOEnews/Pages/4UN-2021-87.aspx. [Accessed: 29 Nov. 2022].

Ministry of Education. (2021). *Scholarship.* Available at: https://moe.gov.sa/en/education/highereducation/Pages/Scholarship.aspx. [Accessed: 29 Nov. 2022].

Ministry of Education. (2021). *Teaching English Language from the 1ˢᵗ of Primary School.* Available at: https://www.moe.gov.sa/en/mediacenter/MOEnews/Pages/english-tech-2021-76.aspx. [Accessed: 14 Jul. 2021].

Mitchell, B. and Alfuraih, A. (2017). 'English language teaching on the Kingdom of Saudi Arabia: Past, present and beyond', *Mediterranean Journal of Social Sciences*, 8(2): 317–325.

Mitchell, B. and Alfuraih, A. (2018). 'The Kingdom of Saudi Arabia: Achieving the aspirations of the national transformation program 2020 and Saudi Vision 2030 through education', *Journal of Education*, 2(4): 36–46.

Mocanu, C, Zamfir, A. and Pirciog, S. (2014). 'Matching curricula with labour market needs for higher education: State of art, obstacles and facilitating factors', *Procedia - Social and Behavioral Sciences*, 149(5): 602–606.

Mohd-Asraf, R. (2005). 'English and Islam: A clash of civilisations?', *Language, Identity and Education*, 4(2): 103–118.

Morphew, C., and Hartley, M. (2006). 'Mission statements: A thematic analysis of rhetoric across international type', *The Journal of Higher Education*, 77(3): 456–471.

Mullet, D. (2018). 'A general critical discourse analysis framework for educational research', *Journal of Advanced Academics*, 29(2): 116–142.

Naif Arab University for Security Sciences (2021). *Language Center*. Available at: https://nauss.edu.sa/en-us/colleges-and-centers/language-center/Pages/about-center.aspx. [Accessed 18 Aug 2021].

Najran University (2020). *College of Languages: The dean's message*. Available at: https://ltr.nu.edu.sa/50. [Accessed 16 Aug. 2020].

Najran University (2020). *College of Languages: The vice dean's message*. Available at: https://ltr.nu.edu.sa/157. [Accessed 16 Aug. 2020].

Niblock, T. (2006). *Saudi Arabia: Power, Legitimacy and Survival.* New York: Routledge.

Nikander, P. (2008). 'Constructionism and discourse analysis'. In: Holstein, J. and Gubrium, J. (eds.). *Handbook of Constructionist Research*. New York: Guilford. 413– 428.

Northern Border University (2021). *Department of Languages and Translation*. Available at: https://bit.ly/3xDb1fr. [Accessed 13 Jul. 2021].

Nurunnabi, M. (2017). 'Transformation from an oil-based economy to a knowledge-based economy in Saudi Arabia: The Direction of Saudi Vision 2030', *Journal of the Knowledge Economy*, 8(2): 536–564.

O'regan, J. (2014). 'English as a lingua franca: An immanent critique', *Applied Linguistics*, 35(3): 533–552.

Olaniyan, K. and Adeniji, A. (2015). 'Modality in statement of objectives in arts-based research articles abstracts', *British Journal of English Linguistics*, 3(1): 42–51.

Olssen, M. and Peters, M. (2005). 'Neoliberalism, higher education and the knowledge economy: From the free market to knowledge capitalism', *Journal of Education Policy*, 20(2): 313–345.

Paltridge, B. (2012). *Discourse Analysis: An Introduction. (2nd.)*. London: Bloomsbury.

Park, J. Wee, L. (2012). *Markets of English: Linguistic Capital and Language Policy in a Globalised World*. New York: Routledge.

Parkinson, J. (2014). 'English for science and technology'. In: Paltridge, B. and Starfield, S. (eds.). *The Handbook of English for Specific Purposes*. Chichester: Wiley Blackwell. 155–174.

Parkinson, J. (2014). 'English in the workplace'. In: Paltridge, B. and Starfield, S. (eds.). *The Handbook of English for Specific Purposes*. Chichester: Wiley Blackwell. 175–192.

Pennycook, A. (1994). 'The politics of pronouns', *ELT Journal*, 48(2): 173–178. Pennycook, A. (1998). *English and the Discourse of Colonialism*. London: Routledge.

Pennycook, A. (2001). 'English in the world/ The world in English'. In: Burns, A. and Coffin, C. (eds.). Analysing English in a Global Context: A Reader. London: Routledge. 78 –89.

Pennycook, A. (2005). 'The modern mission: The language effects of Christianity', *Journal of Language, Identity, and Education,* 4(2), 137–155.

Pennycook, A. (2017). *The Cultural Politics of English as an International Language*. London: Routledge.

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.

Phillipson, R. (2008). 'The linguistic imperialism of neoliberal empire', *Critical Inquiry in Language Studies*, 5(1): 1–43.

Phillipson, R. (2017). 'Myths and realities of "global" English', *Language Policy*, 16(3): 313–331.

Piller, I. and Cho, J. (2013). 'Neoliberalism as language policy', *Language in Society*, 42(1): 23–44.

Polyzou, A. (2015). 'Presupposition in discourse: Theoretical and methodological issues', *Critical Discourse Studies*, 12(2): 123–138.

Price, G. (2014). 'English for all? Neoliberalism, globalization, and language policy in Taiwan', *Language in Society*, 43(5): 567–589.

Prince Sattam University. (2021). *Head of the Department Welcome Message*. Available at: https://csh.psau.edu.sa/en/dept-page/Department-of-English/7440. [Accessed 13 Jul. 2021].

Prince Sultan University (2020). *College of Humanities: Dean's message*. Available at: https://www.psu.edu.sa/CH/Dean. [Accessed 16 Aug. 2020].

Princess Nourah University. (2021). *College of Languages*. Available at: https://www.pnu.edu.sa/en/faculties/languages/englishtranslationprogram/pages/brief.aspx. [Accessed 3 Jul. 2021].

Prokop, M. (2003). 'Saudi Arabia: The politics of education', *International Affairs*, 79(1): 77–89.

Qassim University. (2017). *English Language Department/About the Department*. Available at: https://cosao.qu.edu.sa/content/pages/24. [Accessed 8 Aug 2021].

QSR International. (2016). *NVivo 11 Pro for Windows: Getting Started Guide*. The US: QSR International Pty Ltd. Available at: https://bit.ly/2K6Snsr. [Accessed 1 Nov. 2020].

Rafique, S. and Butt, K. (2021). 'Muhammad Bin Salman's Vision 2030: Strategy of the Kingdom in the facade of modernization', *Journal of Politics Studies*, 28(2): 41–54.

Rana, L. (2012). 'Globalisation and its implications for early childhood education'. *He Kupu*, (3)1: 14–22.

Rata, G., Petroman, L. and Petroman, C. (2012). *The English of Tourism*. Newcastle upon Tyne: Cambridge Scholars.

Raymond, G. (2000). 'The voice of authority: The local accomplishment of authoritative discourse in live news broadcast', *Discourse Studies*, 2(3): 354–379.

Ricento, T. (2012). 'Political economy and English as a 'global' language', *Critical Multilingualism Studies*,1(1): 31–56.

Richardson, E. (2007). *Analysing Newspapers: An Approach from Critical Discourse Analysis*. Basingstoke: Palgrave Macmillan.

Rugh, W. (2002a). 'Education in Saudi Arabia: Choices and constraints', *Middle East Policy*, 9(2): 40–55.

Rugh, W. (2002b). 'Arab education: Tradition, growth and reform', *Middle East Journal*, 56(3): 396–414.

Saj, H. and Sarraf, C. (2013). 'Discourse and social values in Oprah Winfrey Show hosting Queen Rania of Jordan', *Mediterranean Journal of Social Science*, 4(11): 289–294.

Salameh, M. (2016). 'Saudi Arabia's Vision 2030: A reality or mirage'. *USAEE/IAEE Working Paper Series*. Available at: http://dx.doi.org/10.2139/ssrn.2808611. [Accessed 26 Oct 2023].

Saudi Electronic University. (2021). *English Language and Translation Program.* Available at: https://seu.edu.sa/satsc/en/departments/english-and-translation/. [Accessed 1 Jul. 2021].

Saudi Vision 2030. (2016). The Official *Saudi Vision 2030 Document: The English Version*. Available at: https://vision2030.gov.sa/en/node. [Accessed 10 Aug. 2020].

Sayyd, S., Zainuddin, Z., Ghan, D. and Altowerqi, Z. (2020). 'Sports activities for undergraduate students in Saudi Arabia universities: A systematic literature review', *International Journal of Human Movement and Sports Sciences*, 8(1): 1–16.

Schamber, L. (2000). 'Time-line interviews and inductive content analysis: Their effectiveness for exploring cognitive behaviors', *Journal of the American Society for Information Science*, 51(8): 734–744.

Schreier, M. (2012*). Qualitative Content Analysis in Practice*. London: Sage.

Seargeant, P. (2012). 'The politics and policies of global language'. In: Hewings, A. and Tagg, C. (eds.). *The Politics of English: Conflict, Competition, Co-existence*. Abingdon: Routledge.

Shaqra University. (2020). *Department Goals*. Available at: https://www.su.edu.sa/en/colleges/college-science-and-humanities-shaqra/department-english/department-goals. [Accessed 22 Aug. 2021].

Shin, H. and Park, J. (2016). 'Researching language and neoliberalism', *Journal of Multilingual and Multicultural Development,* 37(5), 443–452.

Shi-xu. (2014). *Chinese Discourse Studies*. Basingstoke: Palgrave.

Siemund, P., Al-Issa, A. and Leimgruber, J. (2021). 'Multilingualism and the role of English in the United Arab Emirates', *World Englishes*, 40(2): 191–204.

Simon-Vandenbergen, A. (2000). 'The functions of *I think* in political discourse', *International Journal of Applied Linguistics*, 10(1): 41–63.

Simpson, P. and Mayr, A. (2010). *Language and Power: A Resource Book for Students*. London: Routledge.

Simpson, W. and O'regan, J. (2018). 'Fetishism and the language commodity: A materialist critique', *Language Sciences*, 70(18): 155–166.

Sinani, B. (2022). 'Post-Salafism: Religious Revisionism in Contemporary Saudi Arabia'. *Religions* (13)4: 340–356.

Sipra, M. and Rashid, A. (2013). 'Critical discourse analysis of Martin Luther King's speech in socio-political perspective', *Advances in Language and Literary Studies*, 4(1): 27–44.

Spolsky, B. (2004*). Language Policy: Key Topics in Sociolinguistics*. Cambridge: Cambridge University.

Spring, J. (2008). 'Research on globalisation and education', *Review of Educational Research*, 78(2): 330–363.

Stubbs, M. (1994) 'Grammar, text, and ideology: Computer-assisted methods in the linguistics of representation', *Applied Linguistics*, 15(2): 201–223.

Suchman, C. (1995). 'Managing legitimacy: Strategic and institutional approaches', *Academy of Management Review*, 20(3): 571–610.

Sullivan, P. (2016). 'Can Saudi Arabia's "Vision 2030" get the Kingdom off the oil-economy roller coaster?' *National Council on US–Arab Relations*. Available at: https://ncusar.org/aa/2016/06/can-vision-2030-get-kingdom-off-oil-economy-roller-coaster/. [Accessed 26 Oct 2023].

Suryaningsih, Y. (2021). 'A critical discourse analysis of personal pronouns in Greta Thunberg's speech', *Sage*, 2(1): 55–64.

Swann, J., Deumert, A., Lillis, H., and Mesthrie, R. (2004). *A Dictionary of Sociolinguistics*. Edinburgh: Edinburgh University Press.

Tabuk University. (2021). *Language-Translation*. Available at: https://www.ut.edu.sa/en/Faculties/education-and-arts/Languages-Translation/Pages/default.aspx. [Accessed: 14 Jul. 2021].

Taibah University (2021). *English Language Department*. Available at: https://www.taibahu.edu.sa/Pages/AR/Sector/SectorPage.aspx?ID=32&PageId=358. [Accessed: 14 Jul. 2021].

Taif University (2020). *The head of the department's message*. Available at: https://bit.ly/3aryfKH. [Accessed 16 Aug. 2020].

Tayan, B. (2017). 'The Saudi Tatweer education reforms: Implications of neoliberal thought to Saudi education policy', *International Education Studies*, 10(5): 61–71.

Teo, P. and Ren, S. (2019). 'Marketisation of universities in China: A critical discourse analysis of the university president's massage', *Discourse and Communication*, 13(5): 539–561.

Teubert, W. and Krishnamurthy, R. (2007). 'General introduction'. In: W. Teubert, W. and R. Krishnamurthy, R. (eds.). *Corpus linguistics: Critical concepts in linguistics*. London: Routledge. 1–37.

Thomson, M. (2017). ''Saudi Vision 2030': A viable response to youth aspiration and concerns', *Asian Affairs*, 48(2): 205–221.

Throsby, D. (2010). *The Economics of Cultural Policy.* Cambridge: Cambridge University Press.

Thumvichit, A. (2018). 'Cultural presentation in Thai secondary school ELT coursebooks: An analysis from intercultural perspectives', *Journal of Education and Training Studies*, 6(11): 99–112.

Triandis, H. (2018). *Individualism and Collectivism: New Directions in Social Psychology*. New York: Routledge.

Umm Al-Qura University. (2021). *Massage from the Director of the English Center*. Available at: https://uqu.edu.sa/en/elc/99065. [Accessed 13 Jul. 2021].

University of Jeddah (2019). *English Language Institute: About the institute*. Available at: https://bit.ly/2Q3vupf. [Accessed 16 Aug. 2020].

University of Hail. (2021). *English Department/About the Major*. Available at: https://bit.ly/3fLATil. [Accessed 9 Aug 2021].

Valdés, G. (2016). 'Entry visa denied: The construction of symbolic language borders in educational settings'. In: Garcia, O., Flores, N. and Spotti, M. (eds.). *The Handbook of Language and Society*. New York: Oxford University Press. 321–348.

van Dijk, T. (1993). 'Principles of critical discourse analysis', *Discourse and Society*, 4(2): 249–283.

van Dijk, T. (1995). 'Aims of critical discourse analysis', *Japanese Discourse*, 1(1): 17–27.

van Dijk, T. (1998). *Ideology: A Multidisciplinary Approach*. London: SAGE.

van Dijk, T. (2001). 'Multidisciplinary CDA: A pleas for diversity'. In: Wodak, R. and Meyer, M. (eds.). *Methods of Critical Discourse Analysis*. London: Sage. 95–120.

van Dijk, T. (2006). 'Ideology and discourse analysis', *Journal of Political Ideologies*, 11(2): 115–140.

van Dijk, T. (2008). 'Critical discourse analysis and nominalization: Problem or pseudo-problem?', *Discourse and Society*, 19(6): 821–828.

van Leeuwen, T. (2005). *Introducing Social Semiotics*. London: Routledge.

van Leeuwen, T. (2008). *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford: Oxford University Press.

Wai, B. and Yap, F. (2018). 'Inclusivity and exclusivity in the use of Cantonese ngo5dei6 ('we') in evasive replies in Hong Kong political discourse', *Discourse and Society*, 29(6): 691–715.

Wang, J. (2010). 'A critical discourse analysis of Barack Obama's speech', *Journal of Language Teaching and Research*, 1(3): 254–261.

Warschauer, M. (2000). 'The changing global economy and the future of English teaching', *TESOL Quarterly*, 34(3): 511–535.

Watterson, M. (2008). 'Repair of non-understanding in English in international communication', *World Englishes*, 27(3-4): 378–406.

Wenzhong, Z. and Jingyi, L. (2013). 'A pragmatic study on the functions of vague language in commercial advertising', *English Language Teaching*, 6(6): 103–112.

Widdowson, H.G. (1995) 'Discourse analysis: A critical view', *Language and Literature*, 4(3):157–172.

Wierzbicka, A. (2014). *Imprisoned in English: The Hazards of English as a Default Language*. Oxford: Oxford University Press.

Wilkins, S. (2010). 'Higher education in the United Arab Emirates: An analysis of the outcomes of significant increases in supply and competition', *Journal of Higher Education Policy and Management*, 32(4): 389–400.

Williams, A. (2018). 'Religious discourse as a political tactic: a comparative analysis of David Cameron's God Strategy', *Religion, State and Society*, 46(4): 367–383.

Wilson, T., and Donnan, H. (2012). *A Companion to Border Studies*. New York: A John Wiley & Sons.

Winiharti, M. (2012). 'The difference between modal verbs in deontic and epistemic modality', *Humaniora*, 3(2): 532–539.

Wirth-Koliba, V. (2016). 'The diverse and dynamic world of 'Us' and 'Them' in political discourse', *Critical Approaches to Discourse Analysis across Disciplines,* 8(1): 23–37.

Wit, H. and Altbach, P. (2020). 'Internationalization in higher education: Global trends and recommendations for its future', *Policy Review in Higher Education*, 5(1): 28–46.

Wodak, R. (2001). 'What CDA is about – a summary of its history, important concepts and its developments. In: Wodak, R. and Meyer, M. (Eds.). *Methods of Critical Discourse Analysis*. London: Sage. 1–13.

Wodak, R. (2014). 'Critical discourse analysis', In: Leung, C. and Street, B. (eds.). *The Routledge Companion to English Studies*. Abingdon: Routledge. 302–316.

Wodak, R. and Meyer, M. (2009). 'Critical discourse analysis: History, agenda, theory and methodology'. In: Wodak, R. and Meyer, M. (2009). *Methods of Critical Discourse Analysis (2nd ed.)*. London: Sage. 1–33.

Wodak, R. and Meyer, M. (2009). 'The discourse-historical approach (DHA)'. In: Wodak, R. and Meyer, M. (2009). *Methods of Critical Discourse Analysis (2nd ed.)*. London: Sage. 87–121.

Wodak, R., Cillia, R. Reisigl, M. and Liebhart, K. (2009). *The Discursive Construction of National Identity (2nd)*. Edinburg: Edinburgh University Press.

Wood, L. and Kroger, R. (2000). *Doing Discourse Analysis: Methods for Studying Action in Talk and Text*. Thousand Oaks: Sage.

Xiong, T. (2012). 'Discourse and marketization of higher education in China: The genre of advertisements for academic posts', *Discourse and Society*, 23(3): 318–337.

Yang, R. (2001). 'An obstacle or a useful tool? The role of the English language in internationalizing Chinese universities', *Journal of Studies in International Education*, 5(4): 341–358.

Yeung, S. and Gray, J. (2022). 'Neoliberalism, English, and spoiled identity: The case of a high-achieving university graduate in Hong Kong', *Language in Society*, 51(3): 1–22.

Zhang, Y. and Wildemuth, B. (2009). 'Qualitative analysis of content'. In: Wildemuth, B. (ed.). *Applications of Social Research Methods to Questions in Information and Library*. Westport: Libraries Unlimited. 308–319.