The Attitudes Of Students Towards The Usage And Effect Of The Saudi Pidgin Arabic On the Saudi Society: Prince Sattam Bin Abdulaziz University As A Case Study

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Abstract
The purpose of this study is to explore the attitudes of Saudi university students towards the usage and effect of Saudi Pidgin Arabic (henceforth SPA) on Saudi society. The study suggests social, cultural, and linguistic consequences of using Pidgin Arabic in Saudi Arabia. Showing these influences and exploring their effect on Saudi society is investigated by analyzing the attitudes of Saudi university students, with a particular emphasis on Prince Sattam bin Abdulaziz University students. Accordingly, the researcher utilizes the descriptive approach by using a questionnaire distributed to 440 Saudi male and female students at Prince Sattam bin Abdulaziz University. It was shown that the general tendency of the respondents to the Questionnaire is to hold the usage of such reduced contact language in low esteem for its possible harmful effects on the native tongue. They subscribe to the views that call for curbing such use and finding a solution for better communication with migrant workers and those coming in contact with them or even just interacting amongst themselves. This paper concludes that there should be Arabic courses for foreign workers who speak neither Arabic nor English, in order not only to maintain young people's competence and performance in Standard Arabic, furthermore as a matter for enhancing their cognitive abilities, which are badly needed for competition in a world built on the power of knowledge.
Keywords: Saudi Pidgin Arabic; Gulf Pidgin Arabic; Communication; Accommodation Theory; Pragmatics; Contact Language.

INTRODUCTION

Modern societies are highly dynamic, with new phenomena emerging everywhere and spreading their influences on different aspects of contemporary life. Old habits and norms of life that survived for centuries are challenged by the recent developments in which economic and demographic factors have hugely accelerated. People's need to move across the world in search of employment, trade, medical care, and tourism, among many other driving forces, has led to the natural emergence of 'contact languages.' People from different language backgrounds may find themselves in a situation where they share no common language, hence the need for a 'contact language' or a pidgin.

Human nature is the same everywhere. When humans find themselves in such situations where they have to interact without a common tongue, "we adjust and adapt to our fellow speakers. Communicative adjustment is ubiquitous and constitutes a fundamental, and arguably necessary, part of successful social interaction" (Dragojevic 36). Almost unconsciously, people adjust and accommodate their linguistic signal in an oversimplified way so that the hearer would understand and adapt the manner and specific aspects of the hearer's linguistic signal, again superficially and in an

oversimplified way. Some primitive form of communication arises, and the encounter is a success. This creates a third language: *pidgin*, which is "any combination and distortion of two languages as a means of communication," in the words of the *Chambers Dictionary* (2014).

As for the Kingdom of Saudi Arabia (KSA), a new contact language has been formed over decades of interaction between the people of the kingdom and a large number of foreign workers who are neither conversant in English nor Arabic—a phenomenon which gave rise to the contact language termed by experts as Saudi Pidgin Arabic (SPA). This oversimplified means of communication has facilitated communication and the running of work and business. It has taken an identifiable form and behaved as a structurally-reduced contact language with the possibility of effecting a contact-induced change. Scholars see This change differently (e.g., Thomason and Kaufman 1988; Matras 2009). This is "based on the cognitive statuses of the source and recipient languages in the minds of the bilingual speakers who are the agents of the changes in question" (Lucas and Manfredi 13).

Thus, an important question revolves around the effects of the wide use of such a pidgin on Saudi society as a whole and the younger generation, especially university students. Questions are also raised about whether this could have detrimental effects on the mother tongue of the native population and whether any adverse impacts could influence consciousness, linguistic, and cognitive abilities. Furthermore, the inevitable results of using such pidgins can even affect the new generation's cognitive abilities since cognition through language is shaped by the richness and nuanced diversity, accuracy of the lexical items, and sophistication of the syntactic structures used by the speakers of a specific community.

When a pidgin variety of contact language is absent-mindedly used by habit or interest in humorous novelty, the heavily-simplified language can almost become a beginning of a creole. This new native tongue crowds off the original, more sophisticated communication device. Such a development goes counter to efforts aiming at helping the younger generations and some sections of society to gain a more remarkable ability to face the current and future challenges of the knowledge revolution since linguistic competence (of the mother tongue) is the gateway to well-developed learning abilities.

This linguistic competence "accumulates cultural wisdom; cognition develops mental representations modeling surrounding world and adapts cultural knowledge to concrete circumstances of life" (Perlovsky 1), which suggests that experience alone does not provide cognition because the widely held "belief that cognition can be learned from experience" alone "is naïve and mathematically untenable" (7). The sophisticated structures of lexical diversity and syntax provide better cognition. On the other hand, a limited unstructured variety of language decreases mental abilities.

This study explores Saudi university students' attitudes towards using Saudi Pidgin Arabic and its effect on Saudi society. The results of this study will attract attention to the necessity of diminishing the usage and the adverse effects of this Saudi Pidgin Arabic on Saudi society. There are some constraints in this study. The scope of the study focuses on the students of Prince Sattam bin Abdulaziz University as a sample of the more comprehensive younger generation and a sector of society that naturally has the potential to influence the whole community.

Pidgin is a grammatically and lexically simplified communication that "emerged as a medium of communication among people who lacked a language in common" (Kouwenberg and Singler 8). Its immensely limited lexemes and syntax are often drawn from several languages. Thus, it "cannot exist in a monolingual context" (2). A pidgin is usually described as a reduced variety of language, but how much reduced is "reduced"?—asks Mikael Parkvall, who explains that most pidgins derive the largest share of their lexicon from an existing language which is referred to as *lexifier* (or superstrate). The other language whose speakers are involved in pidgin genesis is termed substrate (262).

Pidginization is the linguistic process that creates a pidgin, i.e., when people who do not share one language come into contact and have to use a rudimentary variety that mixes some grammatical and lexical forms of the dominant language (Arabic language this paper) and fewer such components of another language. "It involves the simplification of the contacting language and the exploitation of linguistic common denominators. Pidginization seems to involve the use of base forms, a reduction in or elimination of case endings, inflections, and prepositions" (Todd, "Pidginization and Creolization" 19). An exciting example of the process of pidginization is the multi-functionality of the Arabic preposition "*fii*" and its negative form "*maafii*" in Gulf pidgin Arabic as explained in details by Murtadha J. Bakir. The ubiquitous *fii* is used to express various linguistic aspects: have, has, had, is, was, in, there, there is, do you have, etc.—an excellent example of how oversimplified a pidgin is.

Pidgin is also called *contact language*, a reduced and marginal language used as a *lingua franca* for essential communication among people who share no common language. However, there is no uniform definition of "contact language" in the scholarly literature. However, the report used here is that Sarah Thomason gave in her book *Language Contact* (2001), which is "any new language that arises in a contact situation. Linguistically, a contact language is identifiable because its lexicon and grammatical structures cannot all be traced back primarily to the same source language" (158).

Contact-Induced Linguistics Change (CILC): CILO has been a feature of all known ancient and modern languages. It has manifested itself in a significant number of ways. Thomason defines CILC as "any linguistic change that would have been less likely to occur outside a particular contact situation is due at least partly to language contact" (*Language Contact* 62). This almost inevitable change appears in a wide range of linguistic phenomena that can be studied through a usage-based approach that sees language competence as based on language use (Zenner et al. 1-11). This possible change is thus similar to the changes in the natural development of the native tongue over time. It can heavily impact the native language, hence the importance of its study.

Howard Giles conceived the communication accommodation theory that most people accommodate the persons they are speaking with by adopting their mode of communication. This accommodation can converge or diverge. Convergence is communicating in similar ways as the other interlocutor of the interaction by, for instance, adopting a similar tone or accent or copying tiny elements of lexicon or syntax. Divergence is communicating in different ways where the speakers maintain their form. Jordan Soliz et al. ia say, "We may appropriately accommodate communication behavior to the expectations or standards of others as a way of seeking approval, inclusion,

affiliation, or interpersonal goals." However, non-accommodation could be a means to show our distinctiveness ("Communicative correlates," 821).

The natural tendency of people in society to accommodate others may unintentionally result in unwelcome changes, which, in the sociolinguistic sense, affect even the mother tongue in a linguistically uniform community even though semi-secluded laborers of unskilled or semiskilled people introduce the difference. The interaction is inevitable, and so are the changes. The point is whether the younger and educated generations are aware of such changes or to what degree they accept the status quo of the sociolinguistic scene.

The study conducts a quantitative statistical analysis of the attitudes of a sample of Saudi university students towards the use and effects of Saudi pidgin Arabic (SPA) on Saudi society. The instrument used to derive the required data is a structured questionnaire since questionnaire data are "particularly suited to quantitative statistical analysis" (Dörnyei and Dewaele 12). The questionnaire adopts close-ended questions where the responses are tabulated directly and analyzed with statistical software.

However, the questionnaire used does not include open-ended items (for qualitative analysis) as such items "inherently involve a somewhat superficial and relatively brief engagement with the topic on the part of the respondent" (13), which ends up giving inaccurate information. The study is also run against a background of the Communication Accommodation Theory (CAT) with the basic assumptions of the tendency of persons of no common language to accommodate themselves to a cooperative situation, creating a contact language (a pidgin), which results in contact-induced language change. Investigating the extent of tolerating both use and effects of SPA within the academic community of university students, the study attempts to display their attitudes to understand better whether there is a problem and a need for solutions.

Since the 1970s, the Arab Gulf has attracted people from different linguistic and ethnic origins, most of whom are low-skill or unskilled workers with no common language and no knowledge of Arabic or English as a *lingua franca*. Thus, a contact language has had to emerge in the form of Gulf Pidgin Arabic, relevant to the current study, the Saudi Pidgin Arabic SPA. In this situation, the emerging pidgin becomes a "marginal language that develops as a means of communication for limited communication purposes between people who do not have a language in common" (Todd, *Pidgins, and Creoles*). This has necessarily created a need for studies of the new varieties of means of essential communication. The contact of numerous mostly Asian substrate languages with Saudi Arabic as a lexifier language resulted in types of pidgin Arabic, none of which could be considered a language *per se* but an oversimplified code of communication with certain identifiable features acquired by the speakers of such pidgins over the past few decades.

Scholarly interest in pidgins and creoles outside the geographical areas around the Atlantic and European and African languages has been almost absent until recently. Buchstaller et alia (2014) lament this fact and further explain that this biased approach: Has resulted in insufficient investigation of non-European and non-West African contact varieties. Even more perniciously, these lesser-known and under-described contact languages have often yet to be considered when formulating supposedly general tendencies about the linguistic properties of contact languages. In the same vein, Sarah Thomason (2003), surveying the first seventeen years of the *Journal of Pidgin and*

Creole Languages, expresses her agreement with Pieter Muysken's "view that advances in our understanding of the histories of pidgins and creoles will depend to a great extent on information from non-European-lexifier languages – especially pidgins since pidgins are considerably more numerous than creoles in this category" (271).

However, some significant studies have contributed significantly to studying pidgins in the Gulf area. Smart (1990) described a pidginized form of Arabic used in countries of the Arab Gulf. The description "is based on printed material that appeared in certain Gulf newspapers, mainly during 1986, and supplemented by personal observations made between 1966 and 1987" (83). The variety studied here was written by native Arabic speakers imitating foreign workers' broken Arabic. Thus, it mainly describes "foreigner talk" and is not a genuine type of pidgin.

Gomaa (2007) explored Arabic pidginization, studying Saudi Pidgin Arabic to survey "the circumstances under which Arabic Pidgin emerged as a linguistics phenomenon (85). Almoaily (2012) investigated morphosyntactic variation in the Gulf Arabic Pidgin. He explored the effects of both substrate languages and the lexifier language, suggesting that the properties of the pidgin that are not due to the superstrate language are largely the result of universal cognitive constraints rather than being inherited from the substrate languages. He posits that "contact languages emerge as a result of universal cognitive processes, rather than being influenced by the morphosyntactic systems of the superstrate" (*Language Variation* 166). Al-Azraqi (2010) suggests that the SPA "can be treated as a stage in the process of language change, rather than as a state or entity" and assumes that "the pidgin in question will not develop into a creole" (161). The pidgin in question is a pidgin-like variety. Abed (2017) evaluated the social attitude towards GPA from the perspective of its speakers, whose lives mainly focused on labor-related endeavors with minimal exposure to the local culture. He states that the result of "continually speaking GPA to the migrant groups keeps them in a restricted social environment and classifies them as sole laborers" (144). Manfredi and Bizri (2019) see that the Arab Gulf countries host Asian migrants from the Indian subcontinent and, to a lesser extent, South East Asian migrants who have developed some form of pidginized Arabic. Hence the linguistic label "Asian Migrant Arabic Pidgins (AMAP)." They think these "AMAP varieties have been described as pidgins or pre-pidgins because of their incipient and still unstable nature" (138-139).

Avram (2017, 2020) commented on the "linguistic 'super-diversity' in the Arabian Gulf … which might conceivably be attributed, at least in part, to the influence of the Foreigner Talk register of Arabic" ("Superdiversity in the Gulf" 175). He further explored the emergence of Arabic-lexifier pidgins and creoles for which the contact situation is at least relatively well known, covering Sudanic old established pidgins and relatively recent immigrant Arab pidgins, which he described as incipient varieties. Avram explained that "Gulf Pidgin Arabic .. started as workforce pidgin .. but it is now an interethnic contact language" ("Arabic pidgins and creoles" 336), which means a contact language used for work as well as in a great variety of other domains. Albaqawi (2020) investigated the effects of gender, length of stay in the Gulf countries, and the type of substrate language on the formation of GPA.

Bonais (2022) investigates language transfer as a possible cognitive mechanism underlying the development of GPA. Additionally, she examines the process of feature selection and (re)combination in GPA's grammars by studying the contributions of

features from the superstrate/lexifier language (Gulf Arabic) and the substrate languages (in particular Hindi/Urdu, Bengali, and Malayalam) among the speakers of GPA (120). This gives prominence to the influence of the basic structures of the substrate languages on the superstrate native Arabic dialects in the creation of GPA.

The study will seek answers to the following questions: What are the Saudi university students' attitudes towards using Saudi Pidgin Arabic? What are the Saudi university students' attitudes towards the effect of using Saudi Pidgin Arabic on Saudi society? How do ways to curb the negative impact of using Saudi Pidgin Arabic?

METHOD

The research instrument is a questionnaire for Prince Sattam bin Abdulaziz University students. The closed-end questionnaire is meant for quantitative analysis of the attitudes of a sample of Saudi University students towards the usage and effect of Saudi Pidgin Arabic on Saudi Society.

A sample of 440 students was chosen, and a questionnaire was distributed to get the participants' feedback about the usage and the effect on the Saudi Arabic pidgin. It was decided that students of levels 6,7, and 8 would be the intended contributors to this study. These students are at senior levels of their graduation studies in the College of Science and Humanities at Prince Sattam bin Abdulaziz University. The students have learned English from different groups of teachers like native English, non-native Arab, and non-native Asian teachers.

The quantitative approach was employed, and the research instrument was constructed. The questionnaire covers essential aspects such as (Part A) students' attitudes towards using Saudi Pidgin Arabic, (Part B) Saudi university students' attitudes towards the effect of using Saudi Pidgin Arabic on Saudi society, and (Part C) the ways of curbing the adverse effects of using the Saudi Pidgin Arabic. The data was collected from 440 students during the third week of the third semester of the academic year 2022 - 2023. A questionnaire of 24 items was distributed, and all 440 students returned the completed questionnaire.

The data has been examined carefully and methodically using descriptive statistics, including frequencies and percentages. The three main sections of the questionnaire are arranged on the Likert scale to measure the participants' attitudes. The questionnaire is designed to include positive and negative items since combining positive and negative statements helps avoid the tendency to agree with positive comments automatically. "Negatively worded statements are popular because researchers are trying to control "response sets" from the participants" (Schreiber and Asner-Self 128).

RESULTS AND DISCUSSION

The results have been inferred from the participants' responses, analyzed, and presented in the tables below. The data is classified under three categories.

The Saudi University Students' Attitudes Towards Using The Saudi Pidgin Arabic

To examine the level of the Saudi university students' attitudes towards using Saudi Pidgin Arabic, the researchers used a one-sample t-test to analyze the participants' responses on the dimension of students' attitudes towards using Saudi Pidgin Arabic. One sample t-test was based on determining whether there was a statistically significant

difference between the observed mean and the expected mean (test value = 3.00) at both items and dimension levels. Table 1 shows the results of one sample t-test on students' attitudes toward using Saudi Pidgin Arabic.

Table 1. One sample t-test results on students' attitudes towards using Saudi Pidgin Arabic

	Items	Test Value = 3						Cohen's d / Effect Size
		N	Mean	Std. Deviation	df	t	Sig.	
1	The Saudi Pidgin Arabic has a low status.	440	3.15	1.03	439	3.15	<.001	0.15 / small
2	It is considered as a second language.	440	2.83	1.20	439	-2.91	.002	0.14 / small
3	It is the language of foreign workers only.	440	3.57	1.12	439	10.62	<.001	0.51 / medium
4	It will become a creole in the fuiiiiiiuuture.	440	2.17	1.22	439	-14.23	<.001	0.68 / medium
5	It is ok to be used in everyday communication.	440	2.72	1.27	439	-4.58	<.001	0.22 / small
6	Learning Arabic is a basic requirement to work in Saudi Arabia.	440	3.90	1.06	439	17.92	<.001	0.85 / large
7	Children should not deal with foreign workers to avoid acquiring their pidgin.	440	3.43	1.22	439	7.46	<.001	0.36 / small
8	Using standard Arabic in communication with foreigners	440	3.68	1.06	439	13.31	<.001	0.63 / medium
	The overall score of students' attitudes towards using the Saudi Pidgin Arabic.	440	3.18	0.44	439	8.74	<.001	0.42 / small

In Table 1, the results showed that the value of t-test for the five items (1, 3, 6, 7, 8) and the overall score of students' attitudes towards using the Saudi Pidgin Arabic were positive and statistically significant (p < .001). Moreover, the effect size ranged from (0.15) to (0.85) which indicated that the indicators of the students' attitudes towards using the Saudi Pidgin Arabic were verified between small and large. While the results showed that the value of t-test for the three other items (2, 4, 5) of students' attitudes towards using the Saudi Pidgin Arabic were negative and statistically significant (p < .001). Additionally, the effect size ranged from (0.14) to (0.86) which indicated that the participants confirmed that these indicators were not achieved.

Students' Attitudes Towards The Effect Of Using The Saudi Pidgin Arabic On The Saudi Society

To examine the level of the Saudi university students' attitudes towards the effect of using Saudi Pidgin Arabic on Saudi society, the researchers used a one-sample t-test to analyze the responses of the participants on the dimension of students' attitudes towards the effect of using the Saudi Pidgin Arabic on the Saudi society. Table 2 shows the results of one sample t-test on the Saudi university students' attitudes toward the effect of using Saudi Pidgin Arabic on Saudi society.

Table 2. One Sample T-Test Results On The Saudi University Students' Attitudes Towards The Effect Of Using The Saudi Pidgin Arabic On The Saudi Society

	Items	Test Value = 3			Cohen's d / Effect Size			
		N	Mean	Std. Deviation	df	T	Sig.	
1	It facilitates communication with foreign workers.	440	3.62	0.99	439	13.15	<.001	0.63 / medium
2	It creates a new special variety of Saudi Colloquial Arabic.	440	2.92	1.07	439	-1.65	.050	0.08 / small
3	It helps in spreading Arabic amongst those workers who do not speak it.	440	3.42	0.99	439	8.93	<.001	0.43 / small
4	It distinguishes the ethnic identity of each Pidgin group users.	440	3.20	1.05	439	4.06	<.001	0.19 / small
5	It affects the vocabulary and the Arabic sentence negatively.	440	4.19	0.92	439	27.17	<.001	1.30 / large
6	It helps in the presence of errors in speech and writing for young children.	440	4.02	1.07	439	19.94	<.001	0.95 / large
7	It affects the religious habits within the society as Arabic is the language of the Holy Qur'an.	440	3.63	1.23	439	10.85	<.001	0.52 / medium
8	It creates unqualified generations to communicate in Arabic effectively	440	3.85	1.05	439	17.13	<.001	0.82 / large
	The overall score of Saudi university students' attitudes towards the effect of using the Saudi Pidgin Arabic on the Saudi society.	440	3.61	0.54	439	23.54	<.001	1.12 / large

The results showed that the value of the t-test for the seven items (1, 3, 4, 5, 6, 7, 8) and the overall score of the Saudi university students' attitudes towards the effect of using the Saudi Pidgin Arabic on the Saudi society were positive and statistically significant (p < .001). Furthermore, the effect size ranged from (0.19) to (1.30), which indicated that the indicators of the Saudi university students' attitudes towards the effect of using Saudi Pidgin Arabic on Saudi society were verified between small and large. At the same time, the results showed that the value of the t-test for the item (2) of the Saudi university students' attitudes towards the effect of using the Saudi Pidgin Arabic on Saudi society was negative and not statistically significant (p > .05). This result indicates that the participants confirmed that this indicator was not achieved.

The Ways Of Curbing The Negative Effects Of Using The Saudi Pidgin Arabic

To examine the level of the ways of curbing the adverse effects of using Saudi Pidgin Arabic, the researchers used a one-sample t-test to analyze the participants' responses on the dimension of the ways of reducing the negative impact of using Saudi Pidgin Arabic. Table 3 shows the results of one sample t-test on the methods of curbing the adverse effects of using the Saudi Pidgin Arabic.

Table 3. One Sample T-Test Results On The Ways Of Curbing The Negative Effects Of Using The Saudi Pidgin Arabic

	Items	Test Value = 3						Cohen's d / Effect Size
		N	Mean	Std. Deviation	df	T	Sig.	
1	The increase of foreign workers around the state.	440	3.07	1.07	439	1.34	.091	0.06 / small
2	People's nonchalant attitude towards Arabic.	440	3.34	1.06	439	6.68	<.001	0.32 / small
3	People see using different varieties and shifting codes a new trend.	440	2.90	1.12	439	-1.92	.028	0.09 / small
4	It refers to a specific social class who has housemaids, drivers, etc.	440	3.13	1.08	439	2.52	.006	0.12 / small
5	Parents should ensure that Pidgin is never spoken between family members	440	3.99	1.11	439	18.67	<.001	0.89 / large
6	Parents should not leave children long time with housemaids.	440	4.06	1.06	439	20.92	<.001	1.00 / large
7	Enable those workers to improve their Arabic.	440	4.23	0.90	439	28.76	<.001	1.37 / large
8	Awareness should be done against the danger of habitual use of Saudi Arabic Pidgin through schools, media, etc.	440	4.08	1.00	439	22.51	<.001	1.07 / large
	The overall score of the ways of curbing the negative effects of using the Saudi Pidgin Arabic.	440	3.60	0.57	439	21.85	<.001	1.04 / large

The results showed that the value of the t-test for the six items (2, 4, 5, 6, 7, 8) and the overall score on the dimension of the ways of curbing the adverse effects of using the Saudi Pidgin Arabic were positive and statistically significant (p < .001). Additionally, the effect size ranged from (0.12) to (1.37), indicating that the indicators of curbing the adverse effects of using the Saudi Pidgin Arabic were verified. While the results showed that the value of the t-test for the two items (1, 3) of the ways of curbing the adverse effects of using the Saudi Pidgin Arabic was not statistically significant (p > .05). This result indicated that the participants confirmed that this indicator was not achieved.

The study has revealed clear awareness of the considerable use of Saudi Pidgin Arabic and its detrimental effect on Saudi society. The attitudes of the Saudi university students towards this use and impact indicate the existence of a problem which is the first step towards finding a solution. The service of SPA is held in low esteem as responses to the first section of the questionnaire are consistent with slight variance, making their response statistically significant (M=3.18).

The effect of such use is seen as harmful since responses to the second section of the questionnaire are consistent with slight variance, making their response statistically significant (M=3.61). However, the answers to "It creates a new special variety of Saudi Colloquial Arabic" are negative but not statistically significant, which is explained by the fact that this pidgin has not yet become a creole. As for the necessity and means of curbing the adverse effects, the responses were positive, statistically

significant, and consistent (M=3.60). However, the results cannot set solutions. They only display awareness of the necessity of specialized studies that can develop realistic and workable solutions to the problem. Understanding the possible detrimental effect of using SPA, even when unnecessary, reflects media and academic attitudes that tend to reject the spread of such use. For instance, Hussain et al. ia (2021) attract attention to the sociolinguistic developments that take place in the wake of political and economic developments, such as the use of a pidgin variety of Gulf Arabic studded with numerous Urdu lexical items, which they term "Urdubic." They, moreover, refer to the fact that "some Arab linguists view this development as a threat to the time-honored purity of Arabic" (18), while it is not clear what non-linguists think of the issue. The media is also rife with similar views.

CONCLUSION

The current study investigates the attitudes of a representative sample of Saudi university students towards both the use and effect of Saudi Pidgin Arabic (or Gulf Pidgin Arabic in general). It demonstrates that the respondents' general tendency to use the Questionnaire as an instrument of research is to hold the usage of such reduced contact language in low esteem for its possible harmful effects on the native tongue and other adverse cultural and social impacts. The respondents, moreover, subscribe to the views that call for curbing such usage and finding a solution for a better combination between migrant workers and those coming in contact with them; the latter may even use such reduced pidgin even when interacting amongst themselves, either by force of habit or in a humorous way.

Awareness is a promising starting point that needs further reinforcement for the student body and society. In addition, the detrimental effects of the use of a drastically reduced contact language look confined to almost secluded workers' communities interacting with a small portion of the native population, but the used contact language and its effects seep unnoticed to the larger population, especially the young people, imposing linguistically and culturally harmful impact.

This insidious impact can adversely influence the cognitive abilities of the younger generations who, because of the pressures of the time and the new technologies and interests, use a limited vocabulary and a structurally-reduced variety of the native dialect of Arabic. On the other hand, the native standard Arabic is rich enough in its lexicon, morphology, and syntax to prepare the younger generations for a competitive future mainly based on knowledge. Any recommendations that naturally arise from the findings of this study call for solutions to decrease the dependence on SPA as a contact language, designing some Arabic crash courses for foreign workers who speak neither Arabic nor English, and, more importantly, raising awareness of the indispensable need for the young to enhance their competence and performance of Standard Arabic, not only as a matter of national pride but also as a fundamental prerequisite for improving the cognitive abilities which are badly needed for competition in a world built on the power of knowledge.

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