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Title: The Saudi Teachers' Identities in Teaching English as an International Language

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Abstract:

This study investigates some Saudi university level English teachers' attitudes towards the English as an International Language paradigm and its influence on their identities as English speakers and teachers. The study used a qualitative case study approach. The data was collected from six Saudi English teachers in College of Language and Translation at Princess Norah University, Saudi Arabia through in-depth semi-structured interviews. The study identified a strong relationship between identity construction as a legitimate speaker and teacher of English on the one hand, and embracing cultural and linguistic diversity of English on the other, which resulted in high self-confidence among some of the participants. The research findings revealed that the participants have different perceptions regarding EIL principles and the legitimacy of different varieties of English. Most interestingly, although all of them agreed upon the advantage of using EIL for international communication, the reasons given by participants varied based on their personal beliefs and experiences. Regarding their identity as owners of the language, it was a point of contradiction and ambivalence as most of them lacked knowledge about the concept of EIL and were used to the unitary view of the English language as exclusive to native speakers. The study provides some suggestions for Saudi English educators to raise their self-confidence through embracing the diverse and international view of the English language.

Keywords: attitudes, diversity, EIL, English, identity, Saudi, teachers, varieties